CHAPTER IV

FINDING AND DISCUSSION

This chapter presents findings and discussions based on data found to answer statement of the problem, namely types of code mixing and types of code switching used from the utterances by Cinta Laura and Maudy Ayunda.

4.1 Finding Types of Code Mixing

The results of research on the words spoken in the conversation between Cinta Laura and Maudy Ayunda in one of the YouTube contents entitled berjudul "*Kuliah Ke Luar Negeri Itu Perlu Gak sih? Cinta Laura x Maudy Ayunda*" shows substantiation data of code mixing and code switching. The researcher found various types of code mixing and code switching used in their conversations. The analysis of code mixing was conducted based on Hoffman's theory, focusing on types such as Intra Sentential Mixing, Intra Lexical Mixing, and Involving a Change of Pronunciation.

As a result of process data, the researcher identified all instances of English - Indonesian code mixing within the video Cinta Laura dan Maudy Ayunda in Youtube is 69 data. The researcher analyzes the utterances divided into three types, namely intra sentential mixing, intra lexical mixing and involving a change of pronunciation. The classification all of the data can be seen on appendixes two. Here are the description types of code-mixing that have been found, first, intra sentential mixing is the appearance of other languages within clauses, phrases, or sentence boundaries in a person utterance.

Through the finding data in the video, the researcher found fifty-one data of intra sentential mixing, as follow:

Data 1 "Bintang tamu yang aku hadirin adalah salah satu bintang tamu yang kalian ada *request* sejak *season* 1 dan kita sekarang udah memasuki *season* 4." (00:30)

The utterance above was spoken by Cinta Laura in her video. The dominant language she uses is Indonesian and then she adds the words "request" and "season" in her utterance. In Indonesian language "request" means "*permintaan*" and "season" means "*musim*". The speaker has the ability to use two languages so he inserts the word English in an Indonesian sentence. Cinta Laura's utterance shows intra sentential mixing because she mixes languages within the sentence boundary.

Data 2 "Aku nggak sabar topik kita hari ini aku menarik banget dan jarang kamu membicarakan hal-hal ini di *podcast* podcast lain." (01:19)

The sentence above is a fully Indonesian sentence with the addition of the English word "podcast" by the speaker. In Indonesian, the word "podcast" means "*siniar*". The context of using words podcasts in Indonesian sentences because podcast is more commonly used and often do not have the common word equations that are often used in Indonesian.

Data 3 "Tapi aku bikin orang *excited* akan apa yang kita akan bicarakan." (01:28)

In the sentence, the speaker adds the English word "excited" to the Indonesian sentence. The meaning of the word "excited" here in Indonesian means "*antusias* or *bersemangat*". The speakers want to use more energetic language to express their enthusiasm for the topic to be discussed. The use of code mixing in conversations can provide more expressive feel.

Data 4 "Jadi gimana kalau kita main **game** dulu?" (01:30)

The speaker adds the English word "game" in Indonesian utterances. The meaning of the word "game" in Indonesian means "*permainan*". The speaker's situation when having a conversation is informal and the use of the word game in Indonesian sentences can be considered more appropriate and natural in the sentence.

Data 5 "Aku berharap kamu *share* sesuatu yang sangat apa yang sangat orang belum tahu kira-kira ada nggak sih *fun fact* atau *shock in fact* tentang kamu perubahan yang kamu alami dulu tinggal sama orang tua." (04:28)

The speaker added the English word "share" in an Indonesian sentence. The word "share" here means "*membagikan*" in Indonesian. Additionally, the speaker also added the English phrases "fun fact" and "shock in fact" in a full of Indonesian sentence. Speakers use a combination of language to express themselves in a more informal and personal way. Besides, the topics discussed will be related to personal experiences, where the use of code mixing can enrich expressions and give an additional dimension to the story or experience being shared.

Data 6 "*I think I don't know*, aku gatau kalau *fact* ini tuh bakalan *shoking*." (04:39)

In the sentence above, the speaker added an English phrase at the beginning and then included the English words "fact" and "shocking" within sentence. In Indonesian, the word "fact" means "*fakta*" and "shocking" means "*mengagetkan*". Speakers are bilingual or frequently interact with English, thus mixing languages in sentences spontaneously and naturally. In this context "I

think I don't know" uses English to express hesitancy or uncertainty more appropriately or naturally.

Data 7 "Aku tuh *introvert* banget jadi apa ya kalau misalnya aku pulang terus dirumah tuh kayak rame." (06:19)
The speaker added the English word "introvert" in Indonesian sentence.

The use of the word introvert is often used in Indonesian conversation in a social context. In the context of the sentence, the speaker conveys a personal identity, namely introvert and describes the atmosphere at home, based on the context of a casual and personal conversation.

Data 8 "Jadi aku ada *moment* juga kayak ngerasain bedanya gitu." (07:32)
In this sentence there is the addition of the English word "moment" in the Indonesian sentence, in Indonesian it means "*saat*". The use of the word's "moment" and "ngerasain" are probably more commonly used in Indonesian in the context of personal experiences or emotions, so it is natural to put them together in the sentence.

Data 9 "Dalam konteks itu tentu kita harus belajar lebih mandiri karena professornya juga nggak ada yang ngomong sama *parents* kita kan." (07:39)
The speaker added the English word "parents" in Indonesian sentences.

The sentence is related to the experience in college, where the speaker wants to express the importance of being independent in learning without parental interference.

Data 10 "Akhirnya juga *translate* ke perjalanan akademis aku gitu." (08:44)
In this sentence there is the addition of the word "translate" in the Indonesian sentence. in the context of the sentence the word "translate" is more

appropriately used in English to convey meaning in an academic context, such

as translating or interpreting experience or knowledge.

Data 11 "Sebenernya orang tua aku tuh bukan yang *pushy* gituloh secara
akademis mereka lumayan santai." (08:47)
    The word "pushy" in that sentence means "*memaksa*" in Indonesian, so

it means that the speaker's parents are not too forceful or pressuring when it

comes to academics and they are quite relaxed.

Data 12 "Aku mewakili *netizen* sih ya kita semua tahu bahwa kamu
emang *naturally* pinter." (09:12)
    In the Indonesian sentence above, there is the addition of English words,

namely "netizen" and "naturally". In Indonesian, "*pengguna internet*" means

"netizen" and "naturally" means "*secara alami*". The use of the word netizen

is more commonly used in conversations in Indonesian sentences.

Data 13 "Tapi jujur kalau opini aku pribadi kadang-kadang seseorang itu
bisa sukses dalam dunia akademis kalau dia *willing* untuk kerja
keras." (09:16)
    In this sentence there is an english word "willing" which means

"*bersedia*". In this sentence, the meaning of the word "willing" means that a

person can succeed in the academic world if he is willing or willing to work

hard.

Data 14 "Jadi pertanyaan aku buat Maudy adalah apa menurut kamu key
ingredient atau kualitas yang kamu miliki yang membantu kamu
dulu sukses di bidang pendidikan." (09:30)
    The utterances above was mixed Indonesia and English Language. She

said "key ingredient" in the middle of her utterance. The term "key ingredient"

refers to the essential factor or quality that Maudy believes she possessed and

that contributed significantly to her success in the field of education. The key

ingredient is included in the phrase which is involved in intra sentential mixing.

Data 15 "So, aku sebenernya suka banget *point* itu" (09:39)

Data 16 "Satu *curiosity* rasa ingin tahu itu." (09:58)

In the sentence, there are additions of the English words "point" and "curiosity". The addition of English words in both sentences does not change their meaning.

Data 17 "Mmmhh *and actually* itu sih mindset-nya kayak *I don't feel very naturally smart at all.*"(10:50)
The speaker mixes English with Indonesian by adding English words and then including an English sentence at the end. Speakers are familiar with using a mixed of languages to express their thoughts or feelings more naturally and clearly. Besides, the phrase "naturally smart" is an English usage that may be chosen because it is more precise in conveying a certain meaning.

Data 18 "Karena kita jadi ngerasa oh kita tuh pinter dari sananya *naturally* dan gaada lagi yang perlu diasah atau mungkin gak seharus itu untuk diasah." (11:00)
There is the use of the English word "naturally" in an Indonesian sentence. The word naturally in that sentence means that someone feels they are smart naturally, without demanding additional effort to improve their skills.

Data 19 "Dan ini bukan aku memberikan *stereotype* tapi memang dalam budaya Asia yang namanya *"Helicopter Parenting"* itu lumayan common." (11:20)
In the sentence, there is the addition of the English word "stereotype" and the English phrase "helicopter parenting". In Indonesian, the word "stereotype" means "*pandangan* or *gambaran umum*". Additionally, the phrase helicopter parenting refers to a parenting style where parents constantly try to be involved in and control every aspect of their children's lives, such as their education.

Data 20 "Kamu sendiri pernah nggak sih ngalamin *pressure* dari orang
tua kamu untuk kamu harus sukses di bidang pendidikan?"
(11:33)

There is an English word "pressure" in the Indonesian sentence. The

word "pressure" means "*tekanan*" in Indonesian. English terms such as

"pressure" may be more specific and appropriate to describe certain feelings or

situations, which are difficult to express with a single word in Indonesian.

Data 21 "Nah, so ini mungkin lumayan *shocking* juga kalau misalnya aku
cerita tapi di aspek pendidikan." (11:39)

In the sentence above there is an English word "shocking" which means

"*mengejutkan*" in Indonesian. The word shoking is often used by speakers in

conversation, meaning that speakers may express more easily with the word

shoking in Indonesian sentences.

Data 22 "Karena justru nggak terlalu di kekang terus jadinya *it's my
playground* and kalau misalnya aku dapat nilai bagus *I can
really thick the credit* jadi itu apa ya *space* dimana aku bener
bener merasa kepemilikan yang sangat tinggi *and because of
that ownership* malah menurut aku aku jadi lebih apa ya kayak
yaa *self-sustainable* aja *in terms of motivation* atau apapun itu
punya sistem insentif sendiri yang bukan dari orang tua gitu."
(12:18)

In the sentence above, there is a mix of Indonesian and English, with

the use of English words, phrases, and sentences within an Indonesian

sentence. In the sentence a lot of terms in education or self development are

more commonly used in English, especially in a global or academic context

Data 23 "Tapi ini *insight* yang bagus bahwa kadang kadang tentunya
memberikan motivasi atau dorongan kepada anak ada kala itu
penting tapi jangan sampe anak itu merasa bahwa belajar jadi
pekerjaan karena nanti susah untuk mereka *is it enjoy* belajar
dari apa yang mereka pelajari." (12:58)

There is the addition of the English words "insight" and "enjoy" in

Indonesian sentences. The use of English words by speakers to convey her

ideas in a way that is clearer, more expressive, and in accordance with the language style they find most effective.

Data 24 "Iyaa, mmm jadi waktu itu aku kan *gap year*, aku tuh sempet *gap year* dan aku keterima di Colombia tapi juga baru aja keterima di Oxford dan aku waktu itu masih bingung dan aku *reach out you*." (14:49)

In the sentence above, the English phrase "gap year" appears twice and the phrase "reach out". The phrase gap year means a period of time taken by someone after completing their education to continue to higher education or start a career. While the meaning of the phrase reach out is to contact someone to ask for help, offer help or to begin communication.

Data 25 "Hanya pikirin aja kamu mau sekolah 4 tahun tapi ga semua pelajaran yang kamu pelajari itu ada hubungannya sama *major* kamu atau kamu mau ke UK yang yaudah kamu sekolah 3 tahun khusus untuk *major* kamu dan kebebasan dalam arti mereka lebih memperlakukan kamu seperti *adult* itu akan kamu rasakan di UK." (15:20)

The speaker added the English words "major" and "adult" in an Indonesian sentence. The word "major" means "*jurusan*" and "adult" means "*dewasa*" in Indonesian. The use of the words "major" "UK" and "adult" are more commonly used in English in educational and academic contexts, making it natural to insert them into the sentence.

Data 26 "Cinta: Tapi yang aku mau tanya sebenernya dan aku yakin banyak orang pengen tahu kapan sih seorang anak dalam budaya kita layak atau berhak *speak up* kalo ada sesuatu yang membuat mereka nggak nyaman?"
"Maudy: *This is a tricky question* karena aku tuh *orangnya I'm very depend of context.*" (16:14)

In the conversation, Cinta asks using Indonesian in her sentence, while Maudy replies with an English sentence at the beginning, then mixes it with Indonesian. This shows Maudy's ability and identity during the conversation.

Data 27 "Nah 18 keatas itu kan kuliah dan sebagainya, momen labil itu buat aku masa negosiasi dan masa *experimentation*." (17:27)

Data 28 "Bahwa oh ada opini orang tua tapi ada juga kita punya opini *independent* sendiri dan itu menurut aku udah mulai bisa di *ballence* gitu ya yang kita perjuangkan." (18:25)

Data 29 "*Again* komunikasi tuh penting banget jadi pada saat kita memilih jalur yang berbeda pun ada sih cara komunikasi yang menurut aku lebih efektif atau kurang efektif gitu." (18:37)

Data 30 "Jadi sebagai anak kadang-kadang kita harus memaklumi bahwa orang tua kitapun memiliki *trigger* dan trauma-trauma yang akhirnya membuat mereka seperti itu." (20:30)

The four data above shows that the speaker uses English words at the beginning, middle and end of the Indonesian sentence. The use of English words in the sentence is common to use. Speakers have the ability to use two languages when having a conversation. This shows the type of intra sentential mixing.

Data 31 "Kita pressure-nya tuh bukan hanya dari orang tua tapi ada dari pihak eksternal kayak budaya, kepercayaan, lingkungan *mostly netizen* ya."(20:00)

The speaker added the English words "mostly netizen" in an Indonesian sentence. The meaning of "mostly" is "*kebanyakan*" and "netizen" is "*warganet*" in Indonesia language. The term netizen is a commonly used English word to refer to internet citizens, which may not have an exact equivalent in Indonesian.

Data 32 "Jadi aku tuh sempet punya *relationship* yang kurang baiklah *with my career when I was younger.*" (21:44)

The sentence shows a blend of languages with the use of words and sentence in English at the end of an Indonesian sentence. The words relationship and career are more appropriate in English in this context, as these terms are often used in discussions related to careers and professional relationships.

Data 33 "Itu tuh penting banget dan disitu aku sadar kayak *well it is the same anywhere,* kebetulan aja harus *networking* atau *reputation* kita itu sekala nya mungking lebih besar." (24:15)

Data 34 "Iya, *you know like* bahwa *essence* that the world is not just about you."(24:55)

In both data, the speakers use two languages in their conversations, namely English and Indonesian language. The speaker added English sentence and word in the middle off the Indonesian sentence.

Data 35 "Cinta: Apasih yang ingin banget kamu cari dihidup kamu sekarang?"
"Maudy: *I really wanna have sense of contentment*, kayak rasa tenang." (29:45)

In the conversation, Cinta asks using Indonesian, and then Maudy responds in two languages, starting with an English sentence and then mixing it with Indonesian. This shows Maudy's ability and identity during the conversation.

Data 36 "Orang tuh kadang-kadang bilang kalau saya mau bahagia gitu, bahagia juga sih *obviously* tapi kayaknya yang lebih mahal yang lebih susah dicari itu ketenangan gitu kayak gimana caranya kita dengan apa yang kita miliki tuh cukup puas cukup bersyukur, tapi juga apa ya termotivasi juga untuk terus tumbuh." (29:54)

Data 37 "Bahwa mereka gak boleh melakukan hal-hal yang sebenarnya sangat manusiawi gitu dan ini aku akan menggunakan aku sebagai *example* ya." (25:52)

Data 38 "Terus ada lagi ranah *private* dan pribadi yang aku sejujurnya karena aku *introvert*."(27:22)

Data 39 "Dan kalau dari pengamatan aku ya *guys* dan mungkin aku pesimis aja tapi sering sekali aku melihat orang diluar sana menggunakan gelar mereka untuk merasa *superior* diatas orang lain atau merasa bahwa mereka lebih baik daripada orang lain." (31:29)

The four data shows that the speaker uses two languages by adding English words in Indonesian sentences. The speaker has the ability to use two languages when having a conversation. The use of the English word does not change the meaning of the whole sentence.

Data 40 "Karena sekarang kita mau cari kebahagiaan yang sifatnya kayak *dopamine or whatever we can take our phone and open up something laugh* itu kebahagiaan tapi ketenangan tuh." (30:46)

The sentence shows that the speaker uses a mixed language of Indonesian and English in one sentence. The use of mixed language makes the conversation sound more relaxed and natural, reflecting the informal nature of the conversation. In addition, the use of English sentences in Indonesian sentences is used to convey certain concepts or actions that may be difficult to express with Indonesian words.

Data 41 "Tapi hal-hal yang baik hal-hal yang justru *sustainable* dan mungkin bisa sukses *a long term* itu hal-hal yang membutuhkan waktu mebutuhkan konsistensi, membutuhkan investasi energi yang banyak gitu." (31:44)

Data 42 "Jadi kalau misalnya temen-temen disini, itu sih nggak sih jawabannya *you deffinetly* gaperlu gelar gaperlu *fame* gaperlu *all of this things.*" (32:45)

Data 43 "Dan hanya mau menambahkan aja *guys* tentunya ilmu memberikan kalian kepercayaan diri dan saat kita bisa mengechive suatu hal yang besar kayak mendapatkan gelar dan lain sebagainya." (32:59)

Data 44 "Tapi tetep bisa sukses tetep bisa *influence* tetep bisa dampak positif bagi banyak banget orang diluar sana." (33:18)

In all four data points, there is a two-language use by the speaker adding English words to Indonesian sentences. The use of the English words in this sentence does not change the meaning of the whole sentence.

Data 45 "Cinta: Pertanyaan aku adalah apakah lulus dari sekolah bergengsi dan memiliki gelar sebuah keharusan untuk bahagia sukses dan dipandang tinggi?"
"Maudy: *Absolutely not.* Aku rasa banyak orang yang *their trap into thinking* that karena ya mungkin *eksternal validation* itu."(31:55)

In the conversation, Cinta asks using Indonesian, and then Maudy responds in two languages, starting with an English sentence and then mixing it with Indonesian. This shows Maudy's ability and identity during the

conversation. As it is known that code mixing in its use is influenced by the speaker itself.

Data 46 "Jangan pernah merasa rendah merasa tidak *valuable* merasa kalian dibawah orang lain hanya karena kalian tidak memiliki kesempatan atau *opportunity* yang sama." (33:29)

Data 47 "Iya, *I love that* jadi emphasis-nya tuh ilmu dibandingin gelar gitu kan, *influence* dibandingin *fame* gitu." (33:55)

Data 48 "Kalau kamu bisa naik *time machine* dan ketemu maudy kecil apasih satu hal yang ingin kamu atakana ke dia?" (34:07)

Data 49 "Ini *last word* untuk temen-temen bicara cinta sebelum kita *wrap up*." (34:56)

Data 50 "Karena ini semua adalah hal yang benar tapi lagi-lagi kenapa aku *exited* ada kamu hari ini di bicara cinta karena kamu adalah *public figure* yang jelas-jelas sangat di idolakan oleh banyak anak muda." (02:00)

In the data above, the speaker uses two languages namely English and Indonesian by adding words and phrases in one sentence. The speaker is bilingual or habitually uses a combination of languages in daily life, so the use of a mixed language feels natural.

Data 51 "Cinta: Kalau kamu bisa naik time machine dan ketemu maudy kecil apasih satu hal yang ingin kamu atakana ke dia?"
Maudy: *I would probably just say something as simple as things we're gonna turn out oke, you know*." (34:13)

In the conversation, Cinta asks using Indonesian, and then Maudy answer witch English language. This shows Maudy's ability and identity during the conversation. As it is known that code mixing in its use is influenced by the speaker itself.

Second, intra lexical mixing occurs when elements from different languages are combined within a single word or morpheme. According to Salamat et.al (2021) stated when someone inserts word boundaries in the form of Affixion into their utterances, it is known as intra lexical code mixing. There are two kinds of affixation, namely prefix and suffix. The finding data in the

video, the researcher found thirteen data of intra lexical mixing. Here is

explanation of the data finding type of intra lexical mixing, as follow:

Data 1 "Dalam konteks itu tentu kita harus belajar lebih mandiri karena
    professor-nya juga nggak ada yang ngomong sama parents kita
    kan." (07:39)
    There is an Indonesian suffix "*-nya*" in the word "professor" in an

Indonesian sentence. The use of "*-nya*" in the word " professor-nya" is to

provide a more specific and personalized context, show ownership or

affiliation, and smooth the speech to sound more familiar in conversation.

Data 2 "Mmmhh and actually itu sih *mindset-nya* kayak I don't feel very
    naturally smart at all." (10:50)
    In this sentence there is an Indonesian suffix "*-nya*" in the English word

"mindset" in Indonesian sentences. The use of "*-nya*" helps to tie the sentence

together grammatically and gives it a more natural feel in Indonesian,

clarifying the relationship between the subject and the experience being talked

about.

Data 3 "Bahwa saat anak bisa mengapresiasi process belajar itu akan
    lebih bermakna dan *ber-value* bagi mereka." (13:50)
Data 4 "Karena pada waktu itu aku ngomong ke maudy sekolah di US
    itu memang asik sekali dan *ber-value.*" (15:16)
Data 5 "Ya *ber-value* pikirin aja kamu mau sekolah 4 tahun tapi ga semua
    pelajaran yang kamu pelajari itu ada hubungannya sama major
    kamu atau kamu mau ke UK yang yaudah kamu sekolah 3 tahun
    khusus untuk major kamu dan kebebasan dalam arti mereka
    lebih memperlakukan kamu seperti adult itu akan kamu rasakan
    di UK." (15:49)
    In the utterance above, it can be seen there is the Indonesian prefix "*ber-*

" on the word of "value". In Indonesian language, the meaning of "*ber*-value"

is "*bernilai*". The prefix "*ber-*" is used to give verbal form to a noun or

adjective, indicating that something has value or becomes meaningful.

Data 6 "Karena kalau di US kadang-kadang masih kerasa seperti SMA
        extension-nya SMA gitu." (15:42)
        The utterance above shows that there is a suffix "-*nya*" in the word of

"extension". The meaning of the word "*extension-nya*" in Indonesia language

is "*kelanjutannya*" or "*perpanjangan*". The use of suffix "*-nya*" helps explain

the relationship or connection between "extension" and "high school," so that

the sentence becomes clearer and focused on the educational context being

discussed.

Data 7 "Jadi semuanya sangat-sangat bergantung kepada *context-nya*
        orang tuanya seperti apa dan sebagainya." (16:29)
        There is an Indonesian suffix "-*nya*" in the word "context" in an

Indonesian sentence. The suffix "*-nya*" is used to indicate that the discussion

or situation mentioned depends on the particular context or situation that the

"*orang tuanya*" had.

Data 8 "Karena kalopun *impact-nya* itu agak negatif atau agak kurang
        pas dikitanya yang kita bisa yakini *intension-nya* itu niatnya itu
        baik." (19:34)
        There is an Indonesian suffix "-*nya*" in the English word "impact" and

"intension" in an Indonesian sentence. The use of suffix "*-nya*" in these two

words helps explain the ownership or relationship between impact or intention

and the context of the sentence and the subject being discussed

Data 9 "So the best thing we can do adalah selalu *me-respect* orang tua
        kita selalu mengerti mereka." (23:29)
Data 10 "Tapi kalau itu sampai menyakiti kalian inget bahwa sebagai
        orang dewasa kalian layak membuat boundaries agar bisa *me-
        maintain* relationship yang ya seideal mungkin."(20:44)
        The two data above, shows the addition of the Indonesian prefix "*me-*"

in the English words "respect" and "maintain" in Indonesian sentences. The use

of prefix "*me-*" in the words "me-respect" and "me-maintain" helps emphasize

the process or action taken to achieve or maintain a desired condition or relationship, namely respecting and maintaining a healthy relationship with parents.

Data 11 "Kita *pressure-nya* tuh bukan hanya dari orang tua tapi ada dari pihak eksternal kayak budaya, kepercayaan, lingkungan mostly netizen ya." (20:00)
There is an Indonesian suffix "*-nya*" in the English word "pressure" in an Indonesian sentence. The suffix *"-nya"* is used to indicate that the "pressure" in question comes from certain sources or parties mentioned previously, namely from parents, culture, beliefs, the environment and netizens.

Data 12 "Dan hanya mau menambahkan aja guys tentunya ilmu memberikan kalian kepercayaan diri dan saat kita bisa *menge-chive* suatu hal yang besar kayak mendapatkan gelar dan lain sebagainya." (32:59)
There is an Indonesian prefix "*menge-*" in the English word "achieve" in an Indonesian sentence. This is a blend of Indonesian and English where "achieve" means to "*mencapai*" or "*meraih*" something in Indonesian. In the sentence, "*menge*-chive" can be interpreted as achieving or accomplishing a great thing or feat, such as getting a degree or some other significant achievement in one's life.

Data 13 "Iya, I love that jadi *emphasis-nya* tuh ilmu dibandingin gelar gitu kan, influence dibandingin fame gitu." (33:55)
There is an Indonesian suffix "*-nya*" in the English word "emphasis" in an Indonesian sentence. The meaning of the word "emphasis-*nya*" means that the emphasis or focus is on knowledge rather than degree, and on influence rather than fame. This word is mixing between an English word and Indonesian suffix which is known as intra lexical mixing.

Third, involving a change of pronunciation happens when a speaker changes the pronunciation of a word from one language to make it sounds like a word in another language. Based on the finding data, the researcher found five data types of involving a change of pronunciation. Here is the description of the data type of involving a change of pronunciation, as follow:

Data 1 "Dalam *konteks* itu tentu kita harus belajar lebih mandiri karena professornya juga nggak ada yang ngomong sama parents kita kan." (07:39)
    There is the word "*konteks*" in Indonesian language which is a

pronunciation like "context" in English words.

Data 2 "Nah, so ini mungkin lumayan shocking juga kalau misalnya aku cerita tapi di *aspek* pendidikan." (11:39)
    There is the word "aspect" in English language which is a pronunciation

like "*aspek*" in Indonesia words.

Data 3 "Kita pressure-nya tuh bukan hanya dari orang tua tapi ada dari pihak *eksternal* kayak budaya, kepercayaan, lingkungan mostly netizen ya." (20:00)
Data 4 "Sebenernya apasih gelar, apasih label label semua itu kalau bukan untuk validasi *eksternal* supaya orang-orang mikir saya ABC gitu." (32:00)
    These sentences indicate that there is a word "*eksternal*" in Indonesian

language and its pronunciation has similarities with the English word "external".

Data 5 "Tapi hal-hal yang baik hal-hal yang justru sustainable dan mungkin bisa sukses a long term itu hal-hal yang membutuhkan waktu mebutuhkan *konsistensi*, membutuhkan investasi energi yang banyak gitu." (31:44)
    There is the word "*konsistensi*" in Indonesian language which is a

pronunciation like "consistency" in English words.

4.2 Finding Types of Code Switching

The result of types of code switching, the researcher also found several types of code switching in the video. The analysis of data in types of code switching also used the theory from Hoffman that identified types such as intra sentential switching, inter sentential switching, emblematic switching or tag switching, and establishing continuity switching. The researcher found 55 data type of code switching used in the video. The utterance divided into four types, namely intra sentential switching, inter sentential switching, emblematic switching or tag switching, and establishing continuity switching. The classification data can be seen on appendixes three.

There is the description of the types of code switching that have been found and analyzed. First, intra sentential switching is a type of code switching in which speakers switch from one language to another within the same sentence. Based on the video, the researcher found twenty-five data of intra sentential switching, as follow:

Data 1 "*WhatsApp guys welcome* dibicara cinta dan hari ini bisa dibilang salah satu *episode* terspesial." (00:36)

The sentence shows that there is a sentence switch from English to using Indonesian in one sentence. The use of the phrase in English "WhatsApp guys welcome" generally used in informal situations or everyday conversation. Code switching of the intra sentential switching type is often used for specific purposes, such as creating a more familiar effect, expressing identity or affiliation with a particular group, or conforming to different conversational norms within the same context.

Data 2 "Dan hari ini topiknya nya menarik banget topiknya adalah *the price of success* dan apa yang membuat kita merasa utuh." (00:50)

In the sentence, there is an Indonesian switch and English in the middle of the Indonesian sentence. The speakers may use this type to enrich or emphasize the topic "the price of success" by using terms that are already common or specific in English. The use of code switching can reflect a speaking style that is affected by the influence of English in the context of topics that are generally often discussed in a global or professional setting.

Data 3 "*Without further do* langsung aja aku *introduce guests* hari ini Maudy Ayunda." (00:57)

In the sentence above, there is an English sentence beginning and the middle of the sentence then switch to Indonesian. The use of the English phrase "Without further do" means without much talk or additional preparation before having a conversation. The speakers express themselves in a more differentiated or interesting way in informal situations such as introducing guests at an event.

Data 4 "Maudy, pengen tau penonton kan udah melihat kamu *grow up in front of the camera* dan tentunya yang kita lihat dari kamu selalu hal-hal yang sangat positif dan kamu bisa membedakan kehidupan pribadi kamu dan kehidupan publik kamu." (04:05)

Data 5 "But i think, yang menarik adalah semenjak menikah semenjak tinggal sendiri aku tuh ngerasa lebih bebas *I feel more like a full human and a adult* karena mungkin aku rasa selama aku tinggal di Indonesia aku tuh selalu tinggal sama orang tua aku." (04:44)

In both data, it shows the presence of a speaker switch their sentence in the middle with an English word in one Indonesian sentence. The use of English in the sentence "grow up in front of the camera" is because this term is more common and appropriate in the context of the entertainment or media industry, which naturally often uses English terms. The other uses of English

in the sentence "i feel more like a full human and an adult" to emphasize specific meanings or to convey certain nuances that are difficult to express in Indonesian.

Data 6 "*I have live abroad* waktu aku lagi sekolah atau dan lainlain tapi biasanya di Indonesia tuh ya *of course you live with your parents and your identity* tuh tetap yang paling kuat adalah sebagai anak gitu *when you living with your parents.*" (05:07)

Data 7 "*Everything is like the professor emails me directly I don't do my work* mereka menegor aku langsung gitu and *so in that context I really embraced be the fact that I was consider in adult*, ya disini ada orang tua aku ada komunitas *different expectation different goals apply and that's oke, I think that's how I way in adult.*" (07:46)

In the sentence, it shows the speaker switching the sentence into English at the beginning, middle and end of the sentence. In these two data, the usage combines Indonesian and English in one sentence without changing the structure or separation of the sentence. The two sentences use English to describe part of a more global international or professional life experience, while Indonesian is used to convey a more personal or local feel.

Data 8 "Karena *I don't even know if I'm I don't know what that means to be naturally smart* kayak pinter tuh menurut aku subjectif banget jadi the thing yang justru membuat aku merasa oh mungkin ini kenapa akhirnya *I push my self* adalah ada 2 sih sebenernya." (09:42)

Data 9 "*I think*, kalau untuk mmmh apa ya j*ust simple that what you just said* untuk temen-temen bicara cinta mau kalian ngerasa pinter atau nggak pinter penting sekali kalian selalu mencari wawasan baru dan menggali apa yang kalian ketahui jangan pernah merasa kalian udah tau semuanya." (10:55)

Data 10 "*I will say* orang tua aku tuh sangat sangat concern lebih ke *character how you show up to in front of other people*, tapi kalau pendidikan tuh *honestly not really* atau kayak konsep kesusksesan itu juga nggak terlalu di tekankan." (11:45)

In the sentences above, the speaker switches their language into English in the middle of the Indonesian sentences. In data 8, speakers use English terms

in the middle of the sentence to convey certain concepts or thoughts that may

be difficult or inappropriate to express in Indonesian. While in data 9 speakers

add variety and precision in conveying specific thoughts or ideas, as well as

adding international or global nuances in speech style. In addition, in data 10

the speaker expresses more specific concepts or ideas using English, while

retaining the Indonesian sentence structure and context.

Data 11 "Maudy: *Is that surprising? The facted they* apa iya ya
     Cinta: *Is not too surprising. Caused well you turn out*." (14:07)
     In the question, Maudy asked using English, then switched to

Indonesian, he ended the sentence and Cinta answered using English. The

conversation between Maudy and Cinta becomes more dynamic and illustrates

flexibility in language, allowing them to convey their thoughts and feelings in

the most natural and effective way according to the situation being discussed.

Data 12 "Terus ya *I remember that you advise me to go oxford* kalau ga
     salah." (15:09)
Data 13 "Kalau di Luar Negeri kan umur 18 tahun *you're your own
     human being,* dan guys aku dan Maudy gak bilang itu salah ya
     cuma memang budaya yang berbeda aja." (05:54)
Data 14 "Mmmh *I'm really really fault that sih and it's just nice you
     know when you find your person home really becomes* apa ya
     kayak semacam safety bubble juga buat aku." (06:03)
     In this sentence, shows the speaker switch the language into English in

the middle of the sentence. In data 12, the sentence "I remember that you

advised me to go to Oxford" uses English to convey specific ideas or

information related to the advice or advice given. in data 14 the phrase "I'm

really really fault that *sih*" which combines English with the word "*sih*" from

Indonesian in this context is to give a distinctive emphasis in Indonesian, while

the previous phrase uses English to convey feelings or thoughts more specifically.

Data 15 "Tapi in general aku sih merasa waktu kecil *before I was eighteen* itu *mostly* mungkin itu waktu dimana *you cannot express your opinions*. (16:32)

In this sentence, the speaker uses English at the beginning of the sentence then swtich to English in the middle of the sentence and at the end of the sentence. The sentence occurs in the context of reflection on childhood experiences and changes in the ability to express opinions. It is used to clarify or reinforce the conveyance of specific ideas or concepts that may be more appropriately expressed in English.

Data 16 "*You can. You should be able to always express your opinions again* tergantung orang tuanya gimana tapi *expressing your opinion* itu gapapa cuman mungkin kita ga selalu bisa mendapatkan apa yang kita mau dibawah umur segitu ya." (16:45)

The speaker switches the language at the beginning and middle of the sentences. The sentence is in the context of a discussion about the right and ability of people, especially children, to express their opinions. The use of English at the beginning of a sentence emphasizes the importance of being able to express opinions firmly and clearly.

Data 17 "Jujur ada beberapa hal yang *I'm glad they pushed me to go one way exposed to another.*" (17:05)

The speaker switches her language at the end of the sentences in Indonesia sentences. In the sentence "I'm glad they pushed me to go one way exposed to another" uses English to convey feelings of gratitude or happiness related to encouragement from others. The English language is used for

specific parts of the sentence because the term or expression is easier to understand in the context of the speaker's personal experience.

Data 18 "Iya, *you know like* bahwa *essence that the world is not just about you.*" (24:45)

The sentences show the speaker switch the language into Indonesia words in the middle of the English sentence. The speaker has a bilingual background and naturally combines both languages in conversation.

Data 19 "Lagi-lagi *I can find that up I think* yang aku ngertiin adalah kalau buat maudy *you know you do things that other humans being do*." (27:47)

Data 20 "Tapi kamu lakukan itu di ranah privat karena kamu lebih memilih apa yang kamu lakukan di kehidupan pribadi kamu *it's for you and your friends to know* gitu." (27:55)

The speaker switches English language and then Indonesian language. She added Indonesian with English in a full sentence. In data 19 the English language is used to convey ideas in a more concise or familiar way in certain contexts. The phrase "I can find that up I think" indicates doubt or consideration which is more commonly expressed in English. In data 20 the sentence "it's for you and your friends to know so" uses English to emphasize that this information is only for yourself and friends.

Data 21 "Dan aku dulu cukup ngikutinlah cukup terpaku secara subconscious dengan *miles stone mile stones itu withouth really reflecting* akhirnya sekarang aku tahu bahwa *you know you can try to chase things make things happen prematurely.*" (28:57)

Data 22 "Tapi kebahagiaan itu atau ketenangan tadi yang aku bilang *it's all about finding validation like with it it's all about it's who you are like human being impacted* itu jauh lebih penting *the way we show up for other people kind as you know growing those are the value that I really care about.*" (32:09)

In the sentence, speaker switch into English sentences in the middle and in the end of the Indonesian sentences. In data 21 The use of "subconscious" and "milestones" in English adds emphasis to concepts that are more often

expressed in English and the sentence "you know you can try to chase things make things happen prematurely" uses English to convey the idea that one can try to chase things too quickly. In data 22, the sentence "it's all about finding validation like with it it's all about who you are like human being impacted" uses English to emphasize important concepts about self-validation and impact on humanity.

Data 23 "Aku justru cuma pengen kayak *don't worry to much about it you know keep add it* tapi juga *don't wase your time worrying dan things we're gonna be oke*." (34:43)

Data 24 "Karena *we do share those experiences* semoga temen-temen disini mendapatkan hal baik dari obrolan kita dan semoga ada yang bisa dijadikan inspirasi atau *ya cause make you smile today*." (35:15)

Data 25 "*Thank you so much for watching* inget kalianlah yang mendekte value kalian sendiri jangan buat orang lain membuat kalian merasa kecil and *I'll that note will see you guys next week*." (35:30)

The utterances indicate, there is an English sentence then switch using the Indonesian sentence. In data 23 the use of the phrase "don't worry too much about it you know keep at it" uses English to emphasize advice, then returns to Indonesian with "but also" and ends with the English sentence "don't waste your time worrying and things we're gonna be okay." Whereas in data 24, the use of English for the phrases "we do share those experiences" and "cause make you smile today" to emphasize closeness and hope are more commonly expressed in English. In addition, in data 25, the use of English to open and close sentences "Thank you so much for watching" and "see you guys next week", because these expressions are more commonly used in the closing of shows or videos in English. This also shows types of intra sentential switching

data because the speaker use of two languages in utterances is still in one sentence.

Second, inter sentential switching happens in clause or sentence boundaries and also it can happen at the beginning of a sentence. As a result of the finding data, the researcher found fifteen data in the video. Here the description of the data, as follow:

Data 1 "*Well its really lovely to get you here*, aku nggak sabar topik kita hari ini aku menarik banget dan jarang kamu membicarakan hal-hal ini di *podcast podcast* lain." (01:16)

The sentences shows that the speaker switches the language into English language at the beginning of the Indonesian sentences. The sentence involves switching language between different sentences in one statement. The speakers use English at the beginning to give a formal or polite impression, as well as to demonstrate their bilingual ability, which can increase credibility or attractiveness.

Data 2 "*And so now that I married I have my own space*, punya kebebasan lebih ada rasa lebih berdaya. *Making my own decision simple things like choosing furniture atau you know creating system and processes in your house so that's been really nice.*" (05:17)

The speaker switches the language at the beginning and in the end of the sentences in a sentence boundary. Inter sentential switching occurs when a sentence or clause in one language is followed by a sentence or clause in another language. In this sentence, there is some switching between English and Indonesian between the clauses.

Data 3 "Aku tuh introvert banget jadi apa ya kalau misalnya aku pulang terus dirumah tuh kayak rame atau apa, *its not introvert to be charge*, yes karena its *just the one person that make me comfortable so home is really home for me.*" (06:16)

In the data shows the speaker uses Indonesian language at the beginning of sentences then switches to English at the end of sentences. The use of Indonesian gives a detailed account of personal feelings and situations, while the utilization of English to convey key points or conclusions gives the impression of being modern and relevant in a global context, as well as reinforcing the message.

Data 4 "*No for sure*, karena kalau waktu aku lagi disana ya. ya and I when to the UK waktu sekolah dan di UK itu kita bener-bener dianggap adult, kayak *people can drink, people do anything the day what at eighteen.*" (06:50)
    The speaker switches the English language in the end of the sentences in a sentence boundary.

Data 5 "Tapi mau nggak mau aku juga jadi belajar untuk mengenal konteks, *you know the rules that apply really depends on the context you're in*." (07:13)
    In the data shows the speaker uses Indonesian language at the beginning of sentences then switches to English at the end of sentences. The phrase "No for sure," is used to emphasize the previous statement in the conversation, giving a sense of confidence and certainty. Whereas the use of Indonesian sentences provides a more detailed explanation of the speaker's personal experience.

Data 6 "I would love to ask you more about this. Tapi sekarang aku mau flashback dulu sedikit, to see how you know your opinion shape you." (08:08)

Data 7 "*I just in some ways*, aku tuh nggak pernah ngerasa pinter karena setiap aku belajar aku baca buku, *more than I realize that I don't know other so much more.*" (10:03)
    The sentence shows that the speaker switches the language at the beginning and in the end of the sentences in Indonesian sentences. The two data is a type of inter sentential switching. In the data 6, the speaker uses

English to start and end her sentences. The first sentence expresses a desire to ask more questions about the topic under discussion. While, in data 7 the speaker switches to Indonesian for a more personal and descriptive section about her feelings regarding learning and reading books.

Data 8 "*So I really attributed to books and because*, aku suka banget baca buku akhirnya belajar tuh menjadi sesuatu yang menyenangkan dan mmh rasa itu yang kayanya terus kebawa." (08:52)
The sentences shows that the speaker switches the language into English language at the beginning of the Indonesian sentences. Speakers start sentences with English, possibly because it is more common or feels more natural in formal or academic contexts. The speaker then switched to Indonesian to explain in more detail and personally about her experiences and feelings related to reading.

Data 9 "*How important is it for people to think positively your highly*, seberapa penting persepsi orang terhadap kamu?" (21:27)
The sentences shows that the speaker switches the language into English language at the beginning of the Indonesian sentences. The speaker started with a sentence in English to ask how important positive perceptions of others are. The speaker then repeats the same question in Indonesian to ensure that the audience who may not fully understand English also understands the question.

Data 10 "Aku ingat, guys ini fun fact. *Do you wanna tell them? I don't wanna talk to much, you told them the fun fact.*" (14:37)

Data 11 "Tapi expressing your opinion itu gapapa cuman mungkin kita ga selalu bisa mendapatkan apa yang kita mau dibawah umur segitu ya. Karena mungkin *we can just think about it positively our parents have live longer they have seen more thing.*" (16:54)

Data 12 "Jadi aku tuh sempet punya relationship yang kurang baik lah, *with my career when I was younger.*" (21:45)

The speaker switches the English language in the end of the sentences in a sentence boundary. The explanation inter sentential switching occurs at the beginning or end of a sentence.

Data 13 "*Because I felt like again my mom was my manager. I had manager, I had label, I had a team*. Aku waktu itu masih kecil jadi banyak sekali dimensi-dimensi dalam hidupku yang udah di tata dan udah ada gerbang-gerbang tertentu yang maudy kalau pake baju yang kaya gini ya." (21:50)

In the data above, the speaker uttered a sentence by combining two languages. As the previous definition, inter sentential also can occurs in the beginning of the sentences. Therefore, the data shows as type of inter sentential switching.

Data 14 "Mungkin kalau lesson yang terakhir banget, *it's super valuable just the face like good things take time.*" (28:28)

Data 15 "Gak semua orang naturally pinter biasanya, *if you want work hard in committee there are people who try in the academic study even if there not smartest.*" (09:42)

In the data shows the speaker uses Indonesian language at the beginning of sentences then switches to English at the end of sentences. This shows that the data is a type of inter sentential switching. In line with argued by Inten et.al (2020) said that inter sentential switching occurs outside of clause level and takes place at the boundaries of sentences or clauses.

Third, emblematic switching or tag switching involves a word or phrase from one language as a tag of a sentence in another language. As the result of the data, the researcher found three data in the video. Here the description, as follow:

Data 1 "*But i think*, yang menarik adalah semenjak menikah semenjak tinggal sendiri aku tuh ngerasa lebih bebas I feel more like a full human and a adult karena mungkin aku rasa selama aku tinggal di Indonesia aku tuh selalu tinggal sama orang tua aku." (04:44)

Data 2 "*I think*, kalau untuk mmmh apa ya just simple that what you just said untuk temen-temen bicara cinta mau kalian ngerasa pinter atau nggak pinter penting sekali kalian selalu mencari wawasan baru dan menggali apa yang kalian ketahui jangan pernah merasa kalian udah tau semuanya." (10:55)

Data 3 "*You know*, temen-temen dirumah gausah jadi artis untuk tau perasaan ini tapi untuk temen-temen diluar sana yang punya pressure dari keluarga apa saran yang maudy bisa kasih agar mereka nggak ngerasa marah, sakit hati, atau dendam terhadap orang tua mereka." (19:01)

The speaker uses the word tag switching "but I think", "I think" and "You know" in English language at the beginning then switch into Indonesia language. Those word at the beginning does not change meaning of the full sentences. According to Appel et.al (Cited in Inten et.al, 2020) tag switching can contain the use of exclamation marks, tags, comma or parentheses in language different from the language used in the sentence for emphasis.

Last, establishing continuity switching happens when a speaker preference or continues the language used by the previous speaker. The data finding in the video, the researcher found twelve data. Here the description of the data establishing continuity switching, as follow:

Data 1 "Cinta: Sekarang akhirnya udah menikah udah punya apa ya rumah sendiri, *not living with your parents anymore.*
Maudy: *I think I don't know*, aku gatau kalau fact ini tuh bakalan shoking." (04:33)

Data 2 "Maudy: Kalau *shocking fact, is that shocking*?
Cinta: *Its not*, tapi kayanya, kamu bener-bener mewakili anak muda." (05:40)

In the data, shows a conversation between Maudy and Cinta that uses two languages. In the data, Maudy asked using English, then Cinta answered in the same language and then continued with the Indonesia language in the end of the sentences. In data 1, the conversation began with Cinta making the statement that Maudy is now married and has her own house, no longer living

with her parents. Maudy responded by saying that she wasn't sure if this fact would be shocking. Cinta uses Indonesian to provide context about Maudy's marital status, then Maudy uses establishing continuity switching type code switching by starting the sentence in English "I think" and then continuing in Indonesian to explain that she doesn't know if the fact would be surprising. In addition, the data 2 Maudy asked Cinta if that fact about her being married and owning her own house was surprising. Cinta replied that no, but she said that Maudy really represents young people well.

Data 3 "Cinta: *What's that something troubling for you?*
Maudy: *No for sure*, karena kalau waktu aku lagi disana ya. ya and I when to the UK waktu sekolah dan di UK itu kita bener-bener dianggap adult, kayak *people can drink, people do anything the day what at eighteen*." (06:50)
In the conversation above, it shows that Cinta asked using English then Maudy also answered in English then Stwich to Indonesian. Maudy used establishing continuity switching type code switching by starting her answer in Indonesian to explain her feelings, and then switching to English to give details about her experience in the UK, where she felt like an adult since the age of eighteen. Maudy's use of bilingualism allows her to express her personal experiences in more detail and gives the conversation a more personal feel.

Data 4 "Cinta: Jadi mangkanya waktu itu aku bilang ke maudy, *you know what*, kamu ke UK kalo kamu mau S2 baru ke US *and you did it*.
Maudy: *And it is exactly that*." (14:45)
In the converasation above, Cinta uses two languages, namely Indonesian and English at the end of the sentence, then Maudy also continues to use English such us the previous speaker. Besides in the conversation, Cinta uses both English and Indonesian to give details about the advice or

encouragement she gave to Maudy to continue her education abroad. Maudy

replied using English to emphasize that she followed the advice and made it

happen. Maudy continued the conversation by using the same language as

Cinta, which helped maintain the continuity and fluency of their interaction.

Data 5 "Cinta: *Can or cannot*?
> Maudy: *You can. You should be able to always express your opinions again* tergantung orang tuanya gimana tapi expressing your opinion itu gapapa cuman mungkin kita ga selalu bisa mendapatkan apa yang kita mau dibawah umur segitu ya."
> (16:45)

In the conversation above, it shows that Cinta asked using English then

Maudy also answered in English then Stwich to Indonesian. Based on the

context, Maudy used establishing continuity switching type code switching by

starting her answer in English and then switching to Indonesian to give further

explanation on how the expression of opinions depends on support from

parents, and that it does not always mean being able to fulfill what is desired

under a certain age. In the conversation, Maudy provides a more in-depth

explanation of the conditions that affect the ability to express opinions, adding

the necessary context for better understanding in their conversation.

Data 6 "Maudy: Jadi dari sisi itu you know, mindset kita jadi berubah,
> mungkin dari amarah jadi cuman yaa kita memang beda aja tapi *you know that they mean well that's not that's been the best ini sih from me.*
> Cinta: *Yeah, and that's so important guys* bener banget kata maudy." (19:54)

Data 7 "Maudy: Maksudnya hal sekecil itu dan diluar itu juga oh *you have to act this way, sing this type of song.*
> Cinta: *Wahh I can relate*." (22:11)

In those converasation, Maudy uses two languages, namely Indonesian

and English at the end of the sentence, then Cinta also continues to use English

such us the previous speaker. English sentences Used to convey conclusions or

links to previous conversations in a clear and direct manner. The use of two languages helps to maintain the fluidity and continuity of the conversation, while allowing for deeper topic based expressions.

Data 8 "Maudy: *So, I want to business school and they talk a lot about how like networking and making friends a bit a good impression anywhere.*
Cinta: *Which is so hurt to introvert like us* untuk harus networking pengen dirumah aja." (23:52)
In the conversation, Maudy used English in her sentences, then Cinta replied using English and swithes into Indonesia. The data 8, English in sentences used to provide specific and technical information related to experience and knowledge in the field of business. The use of language switching helps in expressing personalities and attitudes towards topics, such as challenges for introverts in social situations like networking.

Data 9 "Maudy: *We can you know make changes together and have humility to work with others and to take a big problem that another value that I care about.*
Cinta: *You know I love that you saying all these things.* Karena ini semua adalah hal yang benar tapi lagi-lagi kenapa aku exited ada kamu hari ini di bicara cinta karena kamu adalah public figure yang jelas-jelas sangat di idolakan oleh banyak anak muda." (25:16)
In the conversation, Maudy used English in her sentences, then Cinta replied using English and swithes into Indonesia. English sentences are used to convey specific information related to values and collaboration, giving a professional and formal feel. the use of language switching helps in expressing personalities and attitudes towards topics, such as the importance of public figures in inspiring young people.

Data 10 "Cinta: *Can you be content without being happy or do you need both?*
Maudy: *I think you can have one without the other.* Sebenernya tergantung definisi orangnya juga sih." (30:21)

In the conversation, Cinta used English in her sentences, then replied

Maudy using English and swithes into Indonesia. Cinta uses English to ask

conceptual and philosophical questions, which may be more easily expressed

in English in the context of an intellectual discussion. Maudy uses establishing

continuity switching type code switching by continuing her answer from

English to Indonesian to add clarification that is more personalized and perhaps

more easily understood by the Indonesian-speaking audience.

Data 11 "Cinta: Tapi kalau buat kamu sendiri apasih arti dibalik sosok menjadi sosok yang positif atau inspiratif, *like what qualities do you need to be that kind of figure?*
Maudy: *I do think you have to be authentic can pretend to about issues that issues that you don't care about*, misalnya punya *passion for some type of*
Cinta: *Social cares*" (24:31)

Data 12 "Cinta: Ini *last word* untuk temen-temen bicara cinta sebelum kita *wrap up*.
Maudy: *Last words, I just really enjoying this miles of a conversation* hari ini." (34:55)

In the data, shows a conversation between Maudy and Cinta that uses

two languages. In the data, Cinta asked using English, then Maudy answered

in the same language and then continued with the Indonesia language in the

end of the sentences. Cinta uses a combination of Indonesian and English to

close the segment, starting with Indonesian for her main audience, but

switching to English for the term "wrap up" which may be more familiar in a

media or event context. The use of language switching helps in expressing the

closing message in a more formal but still personalized manner, as well as

reaching a wider audience. This shows that the data belongs to the type of

establishing continuity switching. Based on some of the data analysis above, it shows that the use of code switching is also influenced by previous speakers or the factor of hearer during the conversation.

4.3 Discussions

Based on the finding, the most dominant data found in code mixing is the intra-sentential mixing. The data shows that speakers often add English words in one sentence in Indonesian when communicating. Words that are often used by them such as so, introvert, moment, and guys. Other than additional words, speakers also often use additional English phrases in their utterances. Phrases used by speakers such as gap year, key ingredient, self sustainable and so on.

This shows the addition of English words and phrases in one Indonesian sentence indicates the type of intra sentential mixing. Besides, the Hoffman theory (1991) defined intra sentential mixing refers to someone utterances where two or more languages are mixed within a single sentence, clause, or phrase. In line with the previous definition, Novedo et.al (2018) defines intra sentential mixing is kind of mixing occurs in phrases, clause or sentence boundaries. Furthermore, the example data above shows intra sentential mixing because there are mixing between Indonesian and English in words, phrase and sentence boundaries.

There are several reasons intra sentential mixing tends to be the dominant data used by speakers which is in line with Hoffman theory (1991),

first, intra sentential mixing allows the speaker to be more flexible in composing spoken sentences. Second, it allows speakers who want to prove their bilingual abilities. Third, using two languages in one sentence can be a more efficient way to communicate, especially if one language has a more precise or shorter vocabulary or phrase to describe a concept than another language.

Meanwhile, in code switching, the dominant type that is often used is intra sentential switching. Based on finding, it shows that the intra sentetial switching type is the most dominant type. The data shows that speakers often add English sentences within Indonesian sentence. Haryanto et.al (2021) stated that to indicate intra sentential code switching is the speaker such as uses English language than switches Indonesian language in one sentence. So, the data above shows the existence of intra sentential switching types in sentences or utterances.

According to Hoffman theory (1991), the reason intra sentential switching is dominant: it is easier for bilingual speakers to switch codes within sentences than between sentences. This is because the speaker doesn't need to finish one sentence first before switching to another language. In addition, intra sentential switching allows speakers to adapt to different situations and contexts because their language use is influenced by previous speakers. In the intra sentential mixing and intra sentential switching types, both have the same most dominant data used, because the two types of spoken sentences do not change the meaning between the data code mixing and code switching.

After explaining the dominance of each type of code mixing and code switching, this research also has advantages compared to the previous study in chapter two. The theory used in the previous study is different from the theory used in this research. The use of Hoffman's theory in this research is still relevant to use because the data is indicated in each type of code mixing and code switching. In addition, this research uses speech objects from famous artists in Indonesia, namely Cinta Laura and Maudy Ayunda to be researched, where the context is more unique and accessible. This research also showed different results from previous studies, namely the dominant type used in code mixing is the intra sentential mixing type and code switching is the intra sentential switching type. This research has important implications, being able to determine the use of language by bilingual speakers used by Cinta Laura and Maudy Ayunda.

The use of code mixing and code switching by Cinta Laura and Maudy Ayunda is influenced by several factors such as their educational backgrounds where both of them study abroad. Their academic and social experiences in an English speaking environment influence their habits in using both languages. Cinta Laura and Maudy Ayunda have a social identity as bilingual or multilingual individuals, so they feel comfortable and skilled in using more than one language when communicating. Furthermore, Cinta Laura speaks English with an accent and intonation very similar to a native speaker. This is because she spent a lot of time living and studying abroad. Meanwhile, Maudy Ayunda speaks English with an Indonesian accent that is still audible, though

clear and easy to understand. This reflects her highly educated but mostly Indonesian background. In addition, in the professional environments, they often interact with individuals with multiple languages, so the use of code mixing and code switching is a way to demonstrate their linguistic skills and facilitate more effective communication.

In line with the opinion of Suwito in Yohana et.al (2020), explaining the factors from the use of code mixing, namely a person's linguistic ability to use language in code by speakers and their conversation partners, their social background, level of education or attitude of the speaker. There are also factors the use of code switching by Doko et.al (2021) in their research, namely speaker switches language to the speaker partner for a purpose, speaker has the same background language as the partner speaker, to generate a sense of humor, and it's just for prestige.

The use of code mixing and code switching by Cinta Laura and Maudy Ayunda has a positive perception in youtube videos. It can be seen in Youtube videos that are seen by many people contain positive comments, especially in the use of two languages in communication. This shows that the viewers of the youtube video and the public accept the use of code mixing and code switching in a social life. The use of code mixing and code switching by Cinta Laura and Maudy Ayunda can help normalize the practice of bilingualism and multilingualism in society. While public figures use more than one language naturally and in a positive context, it increases social acceptance of the use of multiple languages in daily life.

The video content conducted by Cinta Laura and Maudy Ayunda discusses studying abroad and their perceptions about studying abroad. Specific contexts for the use of code mixing in the content of the video are the use of greetings such as guys in Indonesian sentences and add of English words. Besides, specific context in code switching of the video content is the use of full English sentences then switches to Indonesian in one sentence. In analyzing the types of code mixing and code switching, the researcher had several research limitations such as, automatic transcribe from irregular YouTube, unclear pronunciation in English of their utterances, and lack of contextual information in analyzing data.