

BAB I

INTRODUCTION

1.1. The Background of Study

Bilingual are those who can speak more than one language, Jendra (2010: 68). Bilingualism refers to the usage of two languages interchangeably, it can be happened individually or as a group., Weinreich (1953: 1). It means, the ability to communicate in two languages, from speakers to listeners, is referred to as bilingualism. Nowadays, there are a lot of people that speak more than one language on a regular basis because they want to try being bilingual in order to broaden their knowledge.

Code mixing and code switching are inherent components of bilingualism that cannot be separated. Sumarsono & Partana as cited in Alsabila (2021: 2) states code mixing is phenomenon the occurs when the speaker insert other language within a particular language. The speaker will occasionally utilize two or more languages to convey their thoughts, instructions, messages, or experiences so the listener or readers can grasp what they are saying. It is brought on by the need for language mixing in the scenario and by the speakers' habits, which serve as the background noise for the code mixing.

Meanwhile, Code Switching is another term for code-mixing, which is when two languages or language variants are switched during a dialogue across sentence boundaries. Code switching is dominant when discussing personal matters such as everyday life, social circle, and family. In formal settings, it is more typical in professional communication at educational institutions, but it can occur in any situation.

On social media, code switching and code mixing are frequent occurrences. Anjungroso (2018: 2), Many people, especially teens, who are currently between the ages of 14 and 23 prefer to learn through various forms of media rather than through textbooks. Furthermore, Tampubolon et al., (2021: 377) stated that educators from primary to higher education institutions believe that technology's supremacy can bring a revolution in the realm of education, by employing technology as a means to attain academic success and effective teaching. This demonstrates that individuals can retain information better when it is presented visually as opposed to textually. In addition, Sipayung, K. (2021: 33) stated that media of teaching is a helper to the students to develop their mastery in learning language. This phenomenon also relates to the widespread practice of code mixing and switching in Indonesia. People who watch videos produced by content creators that frequently switch between Indonesian and English will unconsciously learn new vocabulary from the videos.

These days, YouTube has been the most social media platform to learn a lot of things. Several YouTube videos contain the occurrence of code switching and code mixing, which has developed into a popular mode of communication among Youtubers Afryanti et al., (2021: 497). From entertaining to educational, YouTube contains a wide range of content. YouTubers or YouTube content creators are the people who upload videos to YouTube. Many content creators utilize many languages while sharing videos on YouTube. The researcher discovered a YouTube channel that delivers content in both Indonesian and English.

The students also take part in the YouTuber program, where YouTube videos have instructional content that can inspire and support Indonesian students and

education. These YouTubers frequently speak many languages because some of them travel for school. Some YouTubers who study abroad include Jerome Polin, Leonardo Edwin, Samuel Christ, Ryan Proto, Qania Fanani, and so on. Qania Fanani mixed Indonesian – English in her utterance in each video. In this study, the researcher chose Qania Fanani Channel.

Qania Fanani is a girl who is studying in the United States. Qania Fanani have graduated from University of Washington majoring in communication. Qania Fanani has a myriad of achievements, including PERMIAS Seattle President for the 2020-2021 period, she successfully graduated from high school and D3 at the age of 17 and graduated from college in America at the age of 20, active on Instagram and YouTube. With these achievements, it is not surprising that she has been invited as a speaker at seminars to help students know how to study in America. Qania Fanani started uploading content on her YouTube Channel since 2017. She often shares college life in America, education, traveling, lifestyle, et cetera.

Every vlog style that is relaxed in conveying information about college life and life in the United States can become a special attraction for her subscribers. In some of her videos too, he explains tips on how to easily learn English. The videos are in demand by Indonesian students because they motivate and help their viewers improve their English. On her YouTube channel, there is a video entitled “Q and A college in America”. She answered questions about how she got to school in America and graduated with her bachelor's degree at the age of 20. It's helpful for students who want to study abroad.

Mostly, Qania Fanani does code mixing and code switching in her videos. Here is the example of Qania Fanani's utterance which consist code mixing and code switching in her video entitled "*Q & A kuliah di Amerika*".

1. "Tiba- tiba **one day**, nyokap gue tuh dengar suatu **program**, Namanya **High School Completion Program**."
2. "Biasanya **it takes 2 years, so this is exactly what happened to me**."

From the example taken above, there are code mixing and code switching occurs. In the first utterance contain code mixing phenomenon. It is because there is some insertion of English word within Bahasa sentence, they are one day, program and High School Completion Program. Then, in the second utterance she does code switching. The reason why it is code mixing is because she switches Bahasa to English within a sentence.

The writer picks code mixing and code switching because the present circumstances that exist both of the code in our daily life. Code mixing and code switching phenomenon has become a trend or style of speaking especially among youth people. Code mixing and code switching occur without anyone help or this is happened naturally. It means that code mixing and code switching are social phenomenon in language use, where people do it spontaneously to reach the intention of the communication or any other reason.

Furthermore, the writer chose Qania Fanani because she does code mixing and code switching in her videos. This is necessary to study because it can identify the types of code mixing and code switching and also the factors that cause code mixing and code switching. In addition, the writer is interested to analyze Qania's video because there are 133.000 viewers in the video, it can help her viewers, especially

Indonesian students to improve their English skill. With good public speaking skills Qania explained how to study in America very interestingly. In addition, the video can be an inspiration and encourage students to study abroad in this era.

Based on the background above, the writer is interested in conducting a research entitled **“An Analysis of Code Mixing and Code Switching Used by Qania Fanani in YouTube Channel”**.

1.2. The Problems of Study

Based on the background described above, the problem revealed in this study is as follows:

1. What types of code mixing and code switching are used by Qania Fanani in the video *“Q and A kuliah di Amerika”*?
2. What are the factors that cause code mixing and code switching used by Qania Fanani in the video *“Q and A kuliah di Amerika”*?

1.3. The Objectives of Study

In accordance with the problem study, the objectives of this study are:

1. To find out the types of code mixing that used by Qania Fanani in the video *“Q and A kuliah di Amerika”*?
2. To find out the factors that cause code mixing and code switching that used by Qania Fanani in the video *“Q and A kuliah di Amerika”*?

1.4. The Significances of Study

The result of this study is expected to give two kinds of benefits. The benefits of this study are:

1.4.1. Theoretically

This study is expected for the reader to enrich knowledge about sociolinguistics especially on the study of code mixing and code switching. Furthermore, this research can give the reader information about factors that cause code mixing and code switching.

1.4.2. Practically

1. For the teachers

The result of this study expected to improve the teacher's understanding of syntactical patterns when employing code mixing and code switching. It may also be applied during the learning process. Teachers can do code mixing or code switching used local language or foreign language in teaching learning process, to make students more understand the explanation that given by the teacher. Students' vocabulary from what they hear from the teacher will improve as a result of code switching and code mixing. On the other hand, teacher can use YouTube as media for teaching to stimulate the learning experience.

2. For students

Students could gain a deeper understanding of code switching and code mixing, which they may use in their daily lives. Students can increase their English proficiency to become fluent in the English language. As well student can learn from YouTube because there are many lessons from various source.

3. For other researchers

For individuals who are interested in performing research on the same subject but using a different object, this study can be utilized as a guide. The

following researcher can examine code switching and code mixing by using the other media.

1.5. The Scope and Limitation of Study

In sociolinguistics, there are several things studied, including: bilingualism, multilingualism, register, idiolect, sociolect, language, and Culture. Bilingualism consist of code mixing and code switching. When people talk, they are typically forced to use a certain code, and they may also choose to mix or switch between one language and another. This study focusing on code mixing and code switching used by Qania Fanani in a video.

1.6. Definition of Key Terms

1. Sociolinguistics

Wardhaugh (2010:12), sociolinguistics focuses on examining the connection between language and society in order to have a better understanding of the structure of languages and how they work in communication. It means, sociolinguistics is the study of how language has evolved and how much it is used in society in which there is a discussion about bilingual and multilingual languages.

2. Code Mixing

Muysken (2000:1), code-mixing means the lexical items and grammatical features of two languages that exist in the same sentence. Code mixing is a normal, natural product of bilingual and multilingual language use. The main characteristic of code mixing is informal situation. Code mixing can be done to capture the listener's attention by using a mix of two or more languages in

a single conversation. Code mixing usually used when the speaker has a limited vocabulary in one language, and they need to use words from another language to express themselves accurately.

3. Code Switching

Definition of code switching given by (Jendra, 2010: 73) There are times when speakers will purposefully switch from one code to another. In the other words, the occurrences of switching one language into another called as code switching. Code switching can be used when a speaker is more proficient or comfortable in one language than in another, and they switch to the language that they find easier to use to convey their message. Additionally, it is used to clarify an idea that may not be easily expressed in one language, or to provide additional information.

4. Qania Fanani

Qania Fanani is a beautiful girl who is studying in the United States. Qania Fanani have graduated from University of Washington majoring in communication. Qania Fanani has a myriad of achievements, including PERMIAS Seattle President for the 2020-2021 period, she successfully graduated from high school and D3 at the age of 17 and graduated from college in America at the age of 20, active on Instagram and YouTube. With these achievements, it is not surprising that she has been invited as a speaker at seminars to help students know how to study in America. Qania Fanani started uploading content on her YouTube Channel since 2017.

BAB II

REVIEW OF LITERATURE

2.1. Theoretical Framework

The researcher collects the data of the video by Qania Fanani using theory of sociolinguistics, code mixing and code switching. These theories are used in order to find the utterances from the video containing code. Then the researcher separates the sentences using code mixing and code switching.

There are two research questions in this research namely what are the types of code mixing and code switching, what are the factors that cause code mixing and code switching. In order to answer the first question, the researcher applies the theory stated by Muysken (2000:1) to find out the types of code mixing and Poplack (1980: 230) in order to know types of code switching. There are three types of code mixing, namely insertion, alternation and congruent lexicalization. In addition, there are three types of code switching, namely tag switching, intra- sentimental code switching and inter- sentimental code switching.

The researcher uses theory from Hoffman, (1991: 116) to answer the second question of this research. He stated that there are a number of reasons for bilingual or multilingual person to switch or mix their language such as talking bilingual particular topic, quoting somebody else, being emphatic about something (express solidarity), interjection (interesting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for the interlocutor, expressing group identity. The writer will apply these theories after the discussion of the types of code mixing and code switching. Then discussing the types of code mixing and code switching in the video, then researcher will analyze

the reason of code mixing and code switching used by Qania Fanani in her YouTube channel.

2.2. Sociolinguistics

Some linguists define sociolinguistics from a particular point of view. To gain a better knowledge of the structure of language and how it works in communication, Wardaugh, (2006:13) defines sociolinguistics as the study of the relationships between language and society. Furthermore, Fishman (1972: 7) sociolinguistics is the study of language varieties, their functions, and the characteristics of their speakers interact, change, and transform one another within a speech community. Additionally, Spolsky (1998:3) defines sociolinguistics as the study of the relationship between language use and society, specifically the social structures in which language users.

Based on the definitions above, it can be concluded that sociolinguistics is the study of how society influences how we use language, as well as how linguistic communities form and evolve. It's all about how we change our "language registers," or how we speak differently depending on the situation and the impression we want to convey. Society and language are two interrelated concepts that cannot be separated. Language serves as a tool for establishing social relationship that enhance communication among society's participants.

2.3. Bilingualism and Multilingualism

Silaban & Marpaung, (2020:4) stated that “Bilingualism is the using of two languages or two languages code”. In addition, Wardaugh. (1986:101) we frequently employ more than one code (language) when communicating. This

situation forces us to learn or comprehend the other language. People these days are already capable of mastering two languages or two language codes. For instance, bilingualism refers to the situation in Indonesia, where everyone can speak two languages, they are Indonesian language and the local language. During a conversation, a person who is bilingual can mix or switch between languages so that the other person can understand the content of the conversation.

Jendra (2010: 69) multilingual refers to the people who can use more than two languages. The researcher can conclude that the people mixing or switch their language when they are do conversation. It may more than two language, it depends on the situation and the context. Bilingualism is a common requirement for daily communication in many nations and cultures and is not a symptom of any particular cause. There are a few reasons why this occurs. The modernization of communication technologies, globalization, and educational advancements have changed society's need for language.

2.4. Code

The term code is intended to refer to one of the variants in the linguistic hierarchy. According to Suwito (1983: 68) code is a communication tool which is a variant of language. Besides the code, we also know several other variants, for example: rational variants, social class variants, varieties, styles, usability variants and so on. From another point of view, the rational variant is often called geographic dialect, which can be divided into regional and local dialects. Variants of social class are often called social dialects or sociolects. Variety and style are summarized in the language range. Meanwhile, the usability variant is referred to as a register.

Each variant represents a certain level in the linguistic hierarchy and all fall within the scope of the code. While the code is part of the language.

Furthermore, people typically choose different codes in various situations in daily interaction. Wardhaugh (1986:101) stated a code can be described as "a system utilized for communication between two or more parties used on all occasions. Depending on where they are speaking, they might choose to for a specific code or variety that makes it simpler for them to talk about a particular subject. For instance, they might speak in terms of those professions rather than the everyday language they use to communicate at home when discussing work or school. A system for communication between people is called a code.

There are two kinds of code. They are code switching and code mixing. Sumarsih et al., (2014: 79)the similarities of code switching and code mixing are occurred in multilingual society in using two or more languages. Code mixing, as opposed to code switching, occurs when the speaker mixes or inserts words from another code or language into the language that is being spoken. While code switching involves switching from one language to another language depending on the other person, the speaker, or the presence of a third speaker. To make it clearer, the explanation of code switching and code mixing are stated bellow:

2.4.1. Code Mixing

"With two languages such a third, new code arises, in which elements from the two languages are merged into a structural definable pattern," is how Wibowo (2017:21) describes code-mixing or a mix code. In other words, code mixing occurs when a speaker mixes from one language to another throughout a dialogue. Because Indonesians occasionally blend their native

language with another local or foreign tongue, the tendency of using two languages in a discussion has spread throughout society, especially in Indonesia. Moreover, code-mixing is the partial transfer of linguistic components from one language to another so that they can combine for communication purposes (Pardede, 2006:36)

Without exception, every person has the ability to communicate. Communication skills are crucial so that each person can adapt their style of conversation to the interlocutor depending on the circumstance. It is undeniable that people today use code mixing to make their opponents understand what they are saying. When a speaker employs two languages simultaneously to indicate that they are mix a language within the other language during a single utterance, this is known as code mixing. The existence of code mixing cannot merely simply to be assumed that the speakers lack of vocabularies of certain language or any unique cultural pressure, because the speakers that fluent in two codes also still have the inclination to mix the language in the conversation, Muysken (2000: 246).

According to the definition given above, code mixing is defined as the use of a second language within a sentence that is not the dominant language. It appears as a word or phrase in just one sentence. The speakers mixed up their code because of a situational change rather than a lack of vocabulary. Myers-Scotton, (1993: 75) defines code switching as “the use of two or more languages in the same conversation.”

From the explanation, it can be concluded that mix language is where the speaker when doing a conversation, the speaker combines several words

or sentences to another language. Where the purpose of mixing the language of the speaker or can determine what the intention of the speaker is. The context or situation in which to speak must also be taken into consideration when mixing languages. As has been stated, communication skills are essential for sociolinguistics so that we can adapt our speech to various contexts. For instance, we must speak in a polite and formal manner when speaking at a meeting where the attendees are officials. Conversely, when we speak to our friends, we can combine slang language to help them better understand what we are saying.

2.4.2. Types of Code Mixing

Code mixing, according to Muysken (2000: 1), is the employment of lexical terms and grammatical constructions from two different languages in a single sentence. It means that this is an event where a person mixes two (or more) languages in a speech act. In a bilingual or multilingual society, code mixing is likely to happen. There are three main types of code mixing, as follow as:

1. Insertion (word phrase)

Code mixing only happens in words or phrases that are smaller than clauses and sentences, which is referred to as insertion. The speaker usually inserts a word or phrase in the utterance in order to make a complete utterance. Here the process of code mixing is conceived as something borrowing.

For example: 1. *Nanti siang jadi **meeting** di mana?*

2. *Setiap ke kampus selalu ada **challenge**.*

2. Alternation

The term "alternation" refers to the constraint of mixing in terms of compatibility or equivalence of the language involved at the mix point and clause. The process of alternation is particularly frequent in stable bilingual communities with a tradition language separation but occurs in many other communities as well.

Example: 1. **For your information**, *ini berhasil*.

2. *Kamu sudah mengerjakan* **your home work** *belom?*

3. Congruent lexicalization

When two languages have similar grammatical structures that may be filled lexically with words from either language, this is referred to as congruent lexicalization. Words or phrases whose meanings are often understood by people in their first language can be used as code mixing devices.

For example: 1. *Nanti jangan lupa* **transfer** *uangnya ya*.

2. *Dia lagi ngerjain tugas di* **computer** *dan tidak focus ke*
hp.

2.4.3. Code Switching

The term of code switching means the use more than one language in the conversation. In Handayani, (2019: 17), The definition of code switching is the alternating employment of two languages or linguistic types inside a single utterance or dialogue. In order to ensure that there is good interaction, members of society change their language to another language during conversations to help the communicants understand the content of the

conversation. Code switching is the use of two or more languages in a single conversation where the speaker or at least understand the language. Change from one code to another is referred to as code switching. Code switching is the phenomenon that occurs when people initially use A codes (such as English) before switching to B codes (such as Indonesian).

The employment of more than one language, variety, or style by a speaker within an utterance or discourse, or between several interlocutors or circumstances, is known as code switching (Romaine 1992: 210). It means that when there are multiple languages being used for communication, code swapping happens. Depending on the addresses on different occasions, the speaker uses his or her abilities in a particular language, manner, dialect, etc.

According to Holmes (1992:50), code switching occurs when the speakers shifted their language from one language to another. Code switching is essentially switched between sentences. it means bilingual speaker changes his or her utterance into another language when they speak. This language change may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other and switching in communication.

The two primary categories of Code switching are situational and metaphorical, according to Wardhaugh (2010: 12). A change in language that is situational does not involve a change in the issue being spoken. Meanwhile, Metaphorical points to the topic and the substance of the communicative process as the key cause for language choice.

2.4.4. Types of Code Switching

Poplack (1980:208- 230) states that „code switching is the alternation of two languages within a single discourse, sentence or constituent“. There are three types of code switching, namely:

1. Tag Switching

When a bilingual person adds a brief expression (or "tag") from a different language at the end of a speech, this is known as a tag code switching. The insertion of tags or brief sentences from one language into an utterance that uses a completely different language is referred to as this sort of code flipping. Moreover, it has discourse markers, idiomatic expressions, interjections, and sentence fillers.

For example: 1. *Nanti ganti, okay?*

2. *Dia akan lolos, isn't she?*

2. Intra-Sentential Code Switching

Intra- sentential code switching within a sentence can take place at the word, phrase, or clause level. Clausal intra-sentential code switching, it should be noted, stays within a sentence. It would be known as inter-sentential code swapping otherwise. When a full sentence in a foreign language is spoken between two sentences, it is referred to as an inter-sentential code switching.

For example: 1. Kalau gak tahu, **you can speak in Indonesian language.**

2. *Tadi dia pergi, do you go with her?*

3. Inter-Sentential Code Switching

This type of code switching is characterized by language alternation

that occurs outside sentences at sentential or clausal level. An intra-sentential code switching is found when a word, a phrase or a clause, of a foreign language is found within the sentence in a base language.

For example: 1. *Untuk menambah pengalaman kuliah di luar negeri, so I want to apply it.*

2. *Kalo belajar disini lebih enak, do you know what I mean?*

2.5. Factors That Cause Code Mixing and Code Switching

When code mixing and code switching occurs, the factors of the speaker is an important consideration in the process. According to Hoffman (1991:116), there are a number of factors for bilingual or multilingual person to switch or mix their language. Those are:

1. Talking About Particular Topic

Sometimes people would rather speak about a certain subject in one language than another. When speaking in a language other than his or her native tongue, the speaker occasionally feels more at ease and free to convey his or her feelings.

Example: 1. **Every student** *pasti mau kuliah ke luar negeri.*

2. *Dia follow account* Instagram *aku*

2. Quoting Somebody Else

When quoting a well-known proverb, expression, or saying by a famous person, the speaker changes or mashes up the codes. Just the words that the speaker is claiming the quoted individual said are switched and mixed. The switch and the mixture resemble a series of quotes. Because the writer was

using someone else's words when conducting this research, code mixing and code switching were not discovered.

Example: 1. *Seperti kata Oprah Winfrey* “**Turn your wounds into wisdom**

2. *Albert Einstein mengatakan* “**The only source knowledge is experience.**”

3. Being Emphatic about Something (Express Solidarity)

As is common, when a speaker of a language other than his native tongue wants to express something emphatically, he will either intentionally or unintentionally mix or switch from his second language to his first language. Or, on the other hand, he may have found it more convenient to express himself emphatically in his second language as opposed to his first.

Example: 1. **I like** *sekolah disini.*

2. *Belajar di luar negeri, no way!*

4. Interjection (Inserting Sentence Fillers or Sentence Connectors)

An interjection is a word or expression that is added to a sentence in order to express surprise, a strong feeling, or to grab the listener's attention. It takes the form of a brief exclamation, such as Dam, Hey, Well, Look, etc. Despite the fact that they have no grammatical value, speakers frequently use them, usually more so when speaking than when writing. It might occur accidentally.

Example: 1. *Ini tidak gampang, man!*

2. **Oh my ghost,** *semoga aku juga di terima di University of Washington.*

5. Repetition Used for Clarification

Sometimes a speaker will use both of the languages that he is fluent in to convey the same idea more clearly for the benefit of the listener. A message frequently involves literally repeating one code in the other. Repetition is used to amplify or emphasize a message as well as to clarify what has been said.

Example: 1. **That's inspired me**, *itu menginspirasi aku*.

2. *Ehmm aku nggak pernah* **thrifting**, *ehh pernah*.

6. Intention of Clarifying the Speech Content for the Interlocutor

There will be a loss of code mixing or code switching when a bilingual or multilingual person converse with another bilingual or multilingual. It means to make the speech's content flow naturally and to slightly modify the code that is repeated in another code.

Example: 1. *Para mahasiswa di University of Washington itu disebut*
huskies.

2. **Timernya sudah siap**.

7. Expressing Group Identity

Moreover, group identification can be expressed by code switching and code mixing. Academics communicate differently inside their discipline groups than they do with other groups that are not part of the community.

Example: 1. *Kita bisa belajar Bahasa Inggris* **from U-dictionary**.

2. *Untuk dapatin beasiswa itu susah*. **I have to be smart**.

2.6. Profile of Qania Fanani

Qania Fanani is a beautiful girl who is studying in the United States. Qania Fanani has a myriad of achievements, including PERMIAS Seattle President for the

2020-2021 period, she successfully graduated from high school and D3 at the age of 17 and graduated from college in America at the age of 20, active on Instagram and YouTube. With these achievements, it is not surprising that she has been invited as a speaker at seminars to help students know how to study in America.

Qania Fanani started uploading content on her YouTube Channel since 2017. She often shares college life in America, education, traveling, lifestyle, et cetera. Every vlog style that is relaxed in conveying information about college life and life in the United States can become a special attraction for her subscribers. In some of her videos too, he explains tips on how to easily learn English. The videos are in demand by Indonesian students because they motivate and help their viewers improve their English.

2.7. Previous Study

The findings of earlier studies that can be used as a guide for this research topic will be explained in this section. It is expected that the research will be able to explain and provide references for the authors in finishing this research because it has been chosen in accordance with the issues in the study. The previous studies are described in the paragraphs that follow.

The first research has done by Silaban and Marpaung (2020: 1-17) entitled “*An Analysis of Code-Mixing and Code-Switching Used by Indonesia Lawyers Club on TV One*” The data are taken from Indonesia lawyers club on TV one. The types of code-mixing and code switching, the most common types, and the factors influencing code-mixing and code switching were all examined in this study. The study also looked at how Indonesia Lawyers Club on TV One used these techniques. The episode of Corona: Simalakama Bangsa Kita, which aired on March 24, 2020,

provided the research's data. The video lasted 72 minutes long. In this study, the types of code switching and code mixing are analyzed using Suwito's theory. The outcomes of various sorts of code-mixing and code switching were then determined using Ardhana's formula. The differences between this previous study with this study are the subject and the theory. When the subject for this research is Qania Fanani and the theory that will be use in this research is the theory from Muysken and Poplack. Besides, the similarity is the theory to anlyze the factor that used code mixing and code switching. In order to close this gap, the current study examines code mixing and code switching on Indonesia Lawyers Club, which can be viewed on TV One. Additionally, it is anticipated that this study will be able to examine the code mixing and code switching practices used by an Indonesian student in America, concern about how she utilizes code, and define the factors to use this code. The contribution of this previous study is practically helping the writer know how to analyze the factors of code mixing and code switching and to do deeply research.

The second research has done by Kartika, Harida, and Arifin (2020: 296- 306) entitled “*Code mixing and Code Mixing Found in Video Instagram.*” This study analyzed Baby Moonella's Instagram videos to determine which of her words mixed and switched codes. The researcher employed Hoffman-adapted theories from Hymes (1964) and Siregar (1996) to examine the data. The findings indicated that Baby Moonella used three different types of code switching and two different types of code mixing, including tag code switchings, inter sentential switchings, intra sentential switchings, intra sentential mixings, insertions in extra-sentential mixing, and alternations in extra-sentential mixing. Intra-sentential switching and extra-

sentential mixing in alternation form were the most common types used. The distinction is that it is uncommon to do research on both code mixing and code switching using YouTube videos as the data source. The contribution of this previous study is contributing theoretically about the dominant type of code mixing and code switching as well as to explain the reason for using code switching and code mixing in Qania Fanani's video.

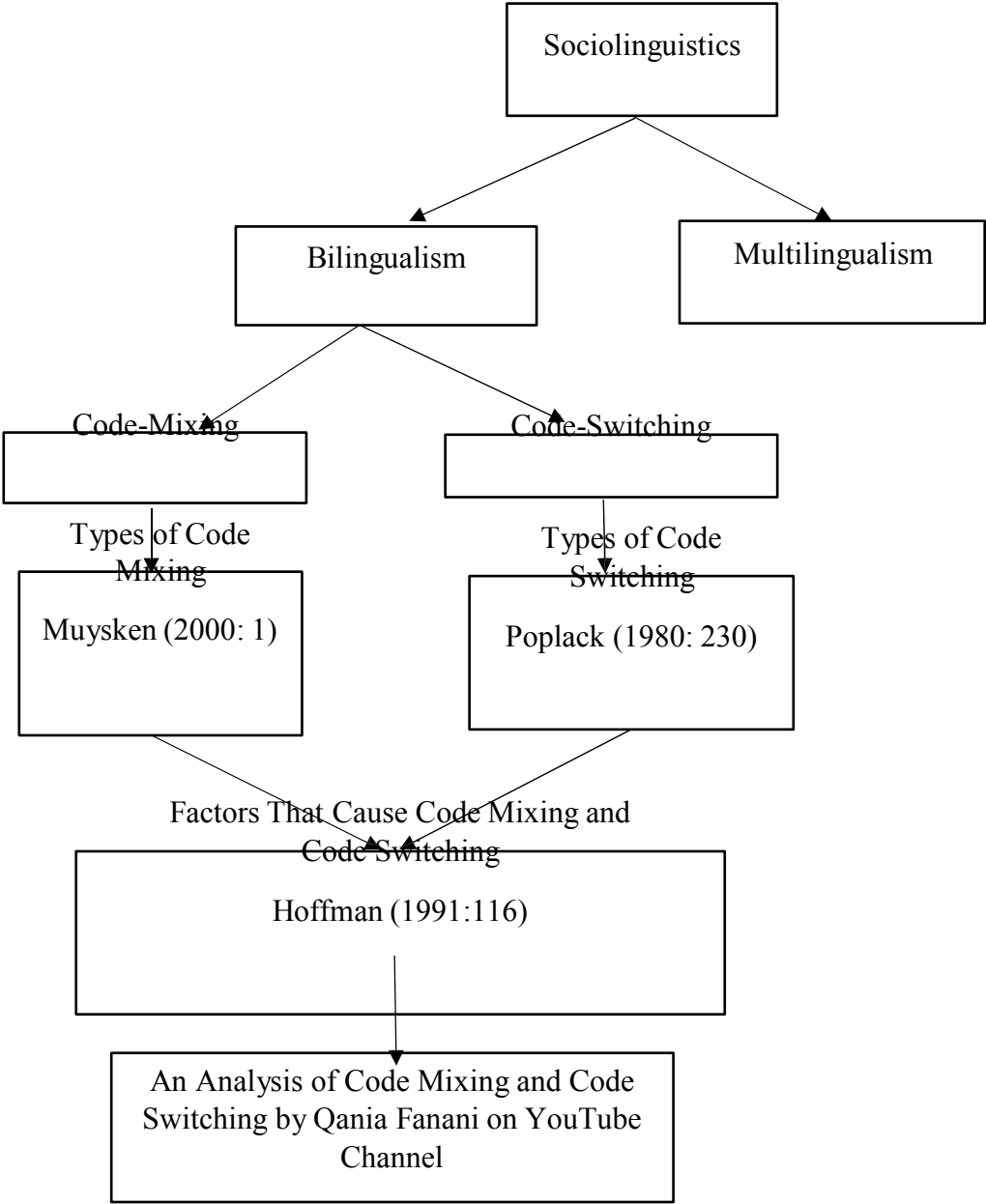
The third research is written by Pharamita, Hardiah, and Damayanti (2021: 302-317) entitled "*Code Switching and Code Mixing in English Language Learning Class*" This research examines code switching and code mixing in English learning class by the instructor, teachers' motivations in utilizing code switching and code mixing, and students' assessment of code switching and code mixing used by the teacher in the class. The study was descriptive qualitative. The findings of this study demonstrate that all varieties of code switching were used in English classes by the English teachers. According to this study, teachers use code switching and code mixing to aid students in learning English and to increase their level of concentration while learning. The majority of students agreed that the use of code switching and code mixing in English language learning class aids in their understanding of the materials. The sociolinguistic area of code switching and code mixing in the language of YouTube user Qania Fanani is the topic of this study. Consequently, the purpose of this study is to clarify the type of code switching and code mixing performed by Qania Fanani as well as to determine the causes of those actions. The difference of this previous study to this research is the first the object, this previous study used teacher as object meanwhile, this research will use Qania, a graduate student. The second difference is the theory that use to solve the problem.

This research contributes to theoretical assistance regarding to understand about Poplack theory and how to analyze his theory.

The fourth researcher has done by Fitria and Syarif (2021: 216- 219) entitled “*An Analysis of Language Code Mixing and Code Switching Used by Teacher During English Teaching Learning Process at SMP Negeri 2 Kamang Magek*”. Examining the language code switching and code mixing strategies employed by teachers at SMP Negeri Kamang 2 Magek during the English teaching and learning process was the aim of this study. This study attempts to gain insight on the rationale behind the teachers' usage of code switching and code mixing in English teaching and learning. The voice recorder, observation, interview, and direct notes that were deemed taken by a recorder during the English teaching learning process from the beginning to the finish make up the data for this study. The researchers discovered that the teachers occasionally blended or shifted between English and Minangkabau codes. so that the teachers can identify the root of code switching and code mixing during the English teaching and learning process. Additionally, earlier studies concentrated on the many kinds of code switching and code mixing as well as the variables that influence their use. The object of this previous study is a teacher meanwhile this research will use Qania Fanani, a graduate student from University of Washington. The contribution of this previous study is to contribute practically the writer to examine more deeply the code mixing and code switching and its factors because the finding of this previous study is not clear. When in the result there is no types of code that the object dominant do, meanwhile it only focuses of the factors of code switching and code mixing.

The fifth research is written by Aditiawarman and Hayati (2021: 1-9) entitled “*An Analysis of Code-Mixing and Code-Switching Used by Maudy Ayunda in Perspektif Metro TV*”. This study analyzed the various code-mixing and code switching techniques employed by Maudy Ayunda and Robert during their interview on Perspektif Metro TV on December 30, 2019. Hoffman's (1991) theories on the types and causes of code-mixing and code switching as well as Myers-notion Scotton's of how many codes people use in their utterances were particularly used by the researcher in his application of sociolinguistic theory (2006). The descriptive qualitative methodology was used in this study. The researcher found three problems, relating to the types of code-mixing and code switching, the rationale for such behavior, and the grid language used in the interview with Maudy Ayunda and Robert on Perspektif Metro TV. The differences are the object and the theories. The object of this research is Qania Fanani. In addition, the theory of this study is Muysken (2000: 1) and Poplack (1980:230). Additionally, the earlier research was restricted to certain kinds of code switching and code mixing. However, this study also emphasizes the factors that influence code switching and code mixing. This earlier study contributes theoretically regarding to code switching and code mixing from another theory. In this study the writer will analyze types of code mixing and code switching and also the factors by using the other theory which produce an accurate analysis.

2.8. Conceptual Framework



BAB III

RESEARCH METHODOLOGY

3.1. Research Design

Purba and Herman (2020:25), the data are described using a qualitative technique. One of the characteristics of the qualitative technique is that it allows us to understand the process we must go through in according of the setting, or the location where the study was done. This study was qualitative, focusing on the organization of the explanation and observed the video as a natural object. Rukminingsih, (2020: 87-93), A qualitative researcher is a researcher who tries to understand phenomena by focusing on a total description rather than just focusing on variables. The aim of qualitative research is to describe phenomena in a holistic and deep understanding rather than numerically analyzing data. Therefore, here are six types of qualitative research, such as:

1. Content analysis
2. Case study
3. Ethnography
4. Grounded theory
5. Narrative research and
6. Fenomenology.

Content analysis was employed by the researcher. An in-depth study of the written or printed information in the mass media is known as content analysis. Any kinds of communication, including newspapers, radio news, television commercials, YouTube, and other documentation sources, can be analysed using

content analysis. Because of that the researcher chose YouTube as an object of the research.

3.2. The Source of Data

In order to conduct research, the data are crucial. Any piece of information that a researcher was to solve a problem is referred to as data. Arikunto, (2006: 129) state that source of the data is subject who give the data or information or where the data are gotten from. The subject of this research is Qania Fanani and code mixing and code switching as the object in this research. The source of data was taken from Qania Fanani on video YouTube channel. In this research, the data is the utterances made by Qania Fanani in her video YouTube channel about” Q & A kuliah di Amerika” which has code mixing and code switching to collect the data needed.

3.3. The Instrument of the Research

Rukminingsih (2020: 87) In qualitative research, the researcher is the main instrument, therefore, the researcher must have a theoretical framework and broad insights so that he can analyze, criticize and construct the object under study to become clearer. In this research, the instrument of collecting data that was applied is observation. The researcher was watch and observe the video in YouTube channel Qania Fanani, during the observations, the researcher was writing the transcript of the utterance use by Qania Fanani Video.

3.4. Technique of Collecting Data

In collecting data, the researcher was used some following steps:

1. The first step the researcher was used internet to download the videos of Qania Fanani based on video who have analysis from YouTube.

2. Then, the researcher was watching the video “*Q & A kuliah di Amerika*” in several times.
3. The researcher transcribing the utterances.
4. After that, the researcher selecting the data into the types of Indonesian-English Code Mixing based on Muysken’s theory by reading the transcript and give the notes to the utterance of code mixing.
5. Then categorize the Indonesian-English Code switching based on Poplack’s theory and notes the utterance of code switching
6. The researcher makes a group of data that had identified before.
7. The last step is the researcher was classifying the data based on the factor that cause code mixing and code switching by Hoffman’s theory.

3.5. Technique of Analyzing Data

The purpose of this research was to analyze the types of code mixing and code switching by Qania Fanani in her YouTube Channel entitled “Q and A kuliah di Amerika.” In this research, the researcher was applying the theory proposed by Muysken (2000:1) to find out the types of code mixing, there are three types of code mixing, namely insertion, alternation and congruent lexicalization. Then analyze code switching in the video by use theory from Poplack (1980: 230), namely tag switching, intra- sentimental code switching and inter- sentimental code switching. After that, the researcher was classified seven factors of code mixing and code switching in the video, in this part the researcher was use theory from Hoffman (1991: 116). They are talking bilingual particular topic, quoting somebody else, being emphatic about something (express solidarity), interjection (interesting

sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for the interlocutor, expressing group identity.

To answer the questions, the researcher was presented all the data containing code mixing and code switching in the form of tables. The tables were divided into several column, namely, number, the data, code mixing, code switching, type and the factor. Due to the length of explanation that were long and to make the analysis easier, the researcher will separate each of sentence contained code mixing and code switching.

Table 3.1. Data classification

No	Data	Code Mixing	Code Switching	Factor code mixing and code switching
1				
2				
3				

3.6. Validity (Triangulation)

Even though a qualitative study was subjective, the researcher tried to make the data as accurate as possible. To reach an accurate conclusion, data validity must be maintained. Validity depends not only on the data collection and analysis but also on the way conclusion is stated and communicated. In addition, the researcher used triangulation to preserve validity and obtain accurate data.

Rukminingsih (2020: 166) claims that there are four different types of triangulation methods. The four types of triangulation are methodological triangulation, theory triangulation, data triangulation, and resource triangulation. The researcher will employ methodological triangulation to assess the data's validity in this study. When compared to other triangulations, the research believes that this one was the most appropriate for the research at hand. In order to understand the forms and the factors that cause code mixing and code switching,

the researcher employed the documentation and observation methods in this study. The researcher will be monitoring the Indonesian-English code mixing and switching that appears in Qania Fanani's video. The researcher then created documentation, including a transcript of the video and screenshots of Qania's utterances that contain code switching and code mixing.