THE ANALYSIS OF ENGLISH CODE-SWITCHING AND CODE-MIXING USED BY MAUDY AYUNDA

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A FINAL PROJECT STATEMENT

I certify that this research is definitely my own work. I am completely responsible for the content of this research. Other researcher's opinions or findings included in the research are quoted or cited in accordance with ethical standards.

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ABSTRACT

The development of globalization era influences people ability in using more than one language. This ability makes people tend to switch or to mix their mother tongue with other languages. In Indonesia, there are so many actresses and actors who are often using code-switching and code-mixing in their utterances. One of Indonesian actresses who often uses code-switching and code-mixing is Maudy Ayunda. In her video entitled Question and Answer with @MaudyAyunda (part 1) and (part 2): Student Life at Oxford, she switches and mixes her utterances, which is in bahasa Indonesia, with English. This research focuses in analyzing Maudy Ayunda’s utterances which are contained code-switching and code-mixing in the video as the data of the research. The aims of this research are to find out the types of code-switching and code-mixing, the reasons of using it, and the occurrence of interference as the impact of code-switching and code-mixing usage. This research uses descriptive qualitative research method. The data are analyzed using code-switching and code-mixing theory by Hoffman and Ohoiwutun and interference theory by Hoffman and Chaer and Agustina. The result of this research shows that there are three types of code-switching, such as: inter-sentential switching occurs 50 times, emblematic switching occurs 5 times and establishing continuity with the previous speaker occurs 1 time, and two types of code-mixing, such as: intra-sentential switching occurs 54 times and intra-lexical code-mixing occurs 7 times in both video. This research also found that there are six reasons of using code-switching and code-mixing. Those are 19 data talking about particular topic, 3 data repetition used for clarification, 9 data takes the form of interjection (inserting sentence fillers or sentence connectors), 42 data the intention of clarifying the speech content for the interlocutor, 6 data need filling motive, and 38 data prestige filling motive. This research also found that there are three types of interference as the impact of code-switching and code-mixing usage (in the data of code-switching and code-mixing). Those are interference at the phonological level, interference at the grammatical level, and morphological interference.

Keywords: sociolinguistics, code-switching, code-mixing, interference.
ANALISIS ALIH KODE DAN CAMPUR KODE BAHASA INGGRIS
YANG DIGUNAKAN OLEH MAUDY AYUNDA

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ABSTRAK

Perkembangan era globalisasi memengaruhi kemampuan individu dalam menguasai lebih dari satu bahasa. Kemampuan inilah yang membuat banyak orang cenderung mencampur atau mengalih kode bahasa Ibunya dengan bahasa lain. Di Indonesia, banyak artis dan aktor yang sering menggunakan alih kode dan campur kode dalam ujarannya. Salah satu artis Indonesia yang sering menggunakan alih kode dan campur kode dalam ujarannya adalah Maudy Ayunda. Dalam videonya yang berjudul Question and Answer with @MaudyAyunda bagian 1 dan 2: Student Life at Oxford, Maudy Ayunda melakukan alih kode dan campur kode antara bahasa Indonesia dengan bahasa Inggris. Penelitian ini fokus dalam menganalisis ujaran Maudy Ayunda yang mengandung alih kode dan campur kode sebagai data. Tujuan dari penelitian ini adalah untuk mengetahui tipe-tipe alih kode dan campur kode, mengetahui alasan penggunaan alih kode dan campur kode dalam ujaran Maudy Ayunda dan kemunculan interferensi sebagai dampak dari penggunaan alih kode dan campur kode. Penelitian ini menggunakan metode deskriptif kualitatif. Data yang didapatkan dianalisis menggunakan teori alih kode dan campur kode dari Hoffman dan Ohoiwutun dan teori interferensi dari Hoffman dan Chaer dan Agustina. Hasil dari penelitian ini menunjukkan terdapat tiga tipe alih kode, yaitu inter-sentential switching terjadi 50 kali, emblematic switching terjadi 5 kali dan establishing continuity with the previous speaker terjadi 1 kali. Serta dua tipe campur kode, yaitu intra-sentential switching terjadi 54 kali dan intra-lexical code-mixing terjadi 7 kali. Penelitian ini menemukan enam alasan penggunaan alih kode dan campur kode, diantaranya: 20 data talking about particular topic, 3 data repetition used for clarification, 9 data takes the form of interjection (inserting sentence fills or sentence connectors), 42 data the intention of clarifying the speech content for the interlocutor, 7 data need filling motive, dan 37 data prestige filling motive. Penelitian ini juga menemukan adanya tiga tipe interferensi sebagai dampak dari penggunaan alih kode dan campur kode (di dalam data alih kode dan campur kode), diantaranya : interferensi dalam tingkat fonologi, interferensi dalam tingkat gramatika, dan interferensi morfologi.

Kata kunci: sosiolinguistik, alih kode, campur kode, interferensi.
MOTTO

THERE ARE NO REGRETS IN LIFE JUST LESSONS

–JENNIFER ANISTON–

EXPERIENCE IS THE NAME EVERYONE GIVES TO THEIR MISTAKES

–OSCAR WILDE–
DEDICATION

This Graduating Paper is Dedicated for

My Beloved Grandparents

My Parents, Ibu and Bapak

My One and Only Sister

And

English Literature Department UIN Sunan Kaliyaga Yogyakarta
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    After all, this graduating paper is not a perfect paper but this is hoped to be useful for every people, who want to conduct the same research in the future. This graduating paper is also hoped to be a beneficial for students who want to understand more about sociolinguistics, specifically in code-switching, code-mixing, and interference theory.

    Yogyakarta, 5 February 2017

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LIST OF ABBREVIATIONS

1. V1 : VIDEO QUESTION AND ANSWER WITH @MAUDYAYUNDA
   (PART 1): STUDENT LIFE AT OXFORD

2. V2 : VIDEO QUESTION AND ANSWER WITH @MAUDYAYUNDA
   (PART 2): STUDENT LIFE AT OXFORD
CHAPTER I

INTRODUCTION

1.1 Background of Study

Human is social creature who needs to connect and to communicate each other. In the term of communication, people need something to make them easier to deliver their idea, feelings, opinion, and so on. People need means to make them link to one another, in this case a common means that people use in everyday communication is language. According to Wardaugh, “language is what the members of a particular society speak” (2006: 1). Hence, language has very important role for human communication in the society.

There are many aspects that contribute to the way people using their language. One aspect which influenced is society. In this case, the study which discusses about language and its relation with society is sociolinguistics (Holmes, 1995: 1). In islamic perspective, using appropriate language with the society around is explained in Q.S Ibrahim verse 4.

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِسِلَاسٍ قَوِيمٍ إِلَىٰ مَنِ يَشَاءُ مِنْ يَهْدِيهِ وَهُوَ الْعَرِّفُ الْعَلِيمُ
“We sent not a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to them. So Allah leads astray those whom He pleases and guides whom He pleases and He is exalted in power, full of wisdom.”

(Haleem and Ali, 1784: 248 - 249)

Through that verse, it is clear that using appropriate language in a society is very important. It is because the message which is going to be delivered will be accepted by the hearer or people in that society greatly without any misunderstandings. It has been known by people that the intention of using language is to make the idea in mind being understood by the hearer.

In this globalization era, there are many people who have ability to use more than one language. That phenomenon, in which people can speak more than one language, can not be separated with the term bilingualism. Bloomfield (1935) defines bilingualism as “the native-like control”(as cited in Hamers and Blanc, 1990: 6). That description means, bilingualism is someone’s ability in speaking another language like the native speaker of the language that he or she uses.

People, who live in bilingual area, tend to use more than one language in their daily communication. They like to switch or to mix their mother tongue with other languages, whether it is local language or international language like English, which aim to make the language that people used being effective. English as lingua franca became a common language to use in this world, including Indonesia. “There are 350 millions people around the world speaking English as a first language and more than 430 millions speaking it as a second
language, there are English speakers in most countries around the world” (http://englishlive.ef.com/). There are a lot of Indonesian who like to switch or to mix bahasa Indonesia with English.

The term code-switching and code-mixing refer to the use of two languages in a communication. Code-switching is “alternate between two languages or language varieties in a single conversation across sentence or clause boundaries” (Herk, 2012: 130). While, code-mixing refers to “switch occurring at the lexical level” (Hoffman, 1991: 104). From those brief definitions, it is clear that code-switching and code-mixing are different.

Nowadays, code-switching and code-mixing phenomena are easily found in daily life. Moreover, that phenomena are not only found in the real conversation in the daily life but also in the media which developed, one of them is video. Video is a media which can represent picture and sound, so that people can see someone doing something like speaking, singing, etc. Video is one of many medias which is popular among society. Especially, in this modern era people are easier to see so many videos via YouTube. Below is the definition of video.

Video is visual multimedia source that combines a sequence of images to form a moving picture. The video transmits a signal to a screen and processes the order in which the screen capture should be shown. Video usually has audio that correspond with the pictures being shown on the screen (http://www.businessdictionary.com).
Through that definition, it can be concluded that video is a media which contain moving picture and audio.

Mostly, the use of code-switching and code-mixing occurs in youngster utterances. For example: Maudy Ayunda as the representator of Indonesian youngster who likes to use code-switching and code-mixing in her utterances. Here is the example of Maudy Ayunda’s utterance which contains code-mixing in her video entitled *Question and Answer with @MaudyAyunda* (part 1): *Student Life at Oxford*.

“Tergantung mungkin opportunity-opportunity yang muncul juga emm...aku juga mau explore karir aku di Indonesia lagi juga sama sambil mungkin exploring other thing”.

In that utterance, Maudy is speaking using both bahasa Indonesia as her mother tongue and English as the second language. That utterance is contained code-mixing phenomenon. It is because there are some insertions of English word within bahasa Indonesia sentences. In that utterances, it is also found interference case, in which there is a reduplication of English word using repetition of the same word. While, that reduplication is using bahasa Indonesia pattern.

This research focuses in analyzing code-switching and code-mixing phenomena in Maudy Ayunda’s video entitled *Question and Answer with @MaudyAyunda* (part 1) and (part 2): *Student Life at Oxford* which are uploaded on Maudy Ayunda’s YouTube account. This research chooses Maudy Ayunda because she is one of Indonesian actress and singer who is fluent in speaking both
bahasa Indonesia and English, even though she is not a native speaker. As the evidence, Maudy Ayunda is ever asked as the speaker in a formal forum, for example Maudy appears as a speaker in Post 2015 Regional Conference in December 2012 and in Global Media Forum in August 2014.

The video which is the data source of this research entitled *Question and Answer with @MaudyAyunda* (part 1) and (part 2): *Student Life at Oxford* are chosen for this research, because these videos are made to answer some questions from netizen about Maudy Ayunda’s study. Through her instagram account, Maudy lets people ask many things about her study in Oxford University. There are about thousands questions are written in the comment section of her instagram account. It means that these videos are quite popular and being awaited by netizens.

In that video, Maudy Ayunda is telling about her story when she is studying in Oxford University. There, she explains about how important education is. She also convinces that there are some differences between someone who has knowledge and the one who is not. In islamic perspective this statement is corresponding with Q.S. Al-Mujadalah verse 11.

> **O ye who believe ! when ye are told to make room in the assemblies, (spread out and) make room : (ample) room will Allah provide for you. And when ye are told**

> **but have**
to rise up: Allah will raise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted knowledge. And Allah is well-acquainted with all ye do.” (Haleem and Ali, 1784: 537)

From that verse it can be concluded that there is a difference between someone who has knowledge and the one who is not. Allah will raise the degree of people who have knowledge. Maudy’s statement has correlation with this verse.

Reason of why this research is being conducted because in this video Maudy Ayunda is speaking naturally without any scripts. It should be realized that code-switching and code-mixing are social phenomena in language use, in which people use it spontaneously to reach the intention of the communication or any other reasons behind. Sometimes, in the occurrence of code-switching and code-mixing, there is another sociolinguistics case called interference, which occurs as the impact of code-switching and code-mixing usage. Besides analyzing code-switching and code-mixing, this research also tries to find interference cases as the impact of code-switching and code-mixing usage. Thereby, the appropriate theory to analyze this data are code-switching, code-mixing, and interference theory.

This research is advantageous to identify types of code-switching and code-mixing, reasons of using code-switching and code-mixing, and interference case as the impact of code-switching and code-mixing usage found in the video Question and Answer with @MaudyAyunda (part 1) and (part 2): Student Life at Oxford. Since, development of globalization era influences emersion of bilingual
society which raise the usage of code-switching and code-mixing which sometimes affect the occurrence of interference.

1.2 Research Questions

This research has several research questions that are going to answer, correspond to the background of study.

1. What are types of code-switching and code-mixing used by Maudy Ayunda in the video Question and Answer with @MaudyAyunda (part 1) and (part 2): Student Life at Oxford?

2. What are the reasons of using code-switching and code-mixing in the video Question and Answer with @MaudyAyunda (part 1) and (part 2) Student Life at Oxford?

3. Is there any interference in Maudy Ayunda utterances as the impact of code-switching and code-mixing usage?

1.3 Objectives of Study

This research is aimed to answer those research questions.

1. To identify types of code-switching and code-mixing used by Maudy Ayunda in the video Question and Answer with @MaudyAyunda (part 1) and (part 2): Student Life at Oxford.

2. To explain the reasons of using code-switching and code-mixing in Maudy Ayunda’s video.
3. To find and to explain interference as the impact of code-switching and code-mixing usage in Maudy Ayunda’s video.

1.4 Significances of Study

This research is expected to make contribution academically and practically. Academically, this research can give explanation related to sociolinguistics. In the specific part of sociolinguistics, this research is expected to give more understanding about code-switching and code-mixing theory, especially the theory by Hoffman (1991) and Ohoiwutun (1997). Moreover, it also expected to give more understanding about interference, specifically the theory by Hoffman (1991), and Chaer and Agustina (2010).

Practically, for lecturer this research can be additional reference in explaining about sociolinguistics, specifically study of code-switching, code-mixing, and interference as the impact of code-switching and code-mixing usage. Then for the future researcher, this research can be a reference to make a better research, related to code-switching, code-mixing, and interference as the impact of code-switching and code-mixing usage.

1.5 Literature Review

This research uses several researches that related to code-switching and code-mixing which aimed to strengthen analysis in this research. The first thesis related to code-switching and code-mixing analysis is written by Dias Astuti Cakrawarti in 2011 entitled “Analysis of Code Switching and Code Mixing in the
Teenlit Canting Catiq by Dyan Nuranindya” from Diponegoro University. This is descriptive qualitative research. There are two problems which are going to answer here. First problem is what are types of code switching and code mixing and second problem is the reasons of code switching and code mixing. This research uses theory of code-switching and code-mixing proposed by Hoffman and theory that shows reasons of code-switching which is proposed by Hoffman and some additional reasons by Saville-troike. This research found that there are six types of code switching and code mixing in the Teenlit Canting Cantiq, they are intra-sentential switching, inter-sentential switching, emblematic switching, intra-lexical code mixing, establishing continuity with the previous speaker, and involving a change of pronunciation. There are ten motives of using code switching and code mixing, such as talking about particular topic, quoting somebody else, being emphatic about something (express solidarity), interjection (inserting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for interlocutor, expressing group identity, to soften or strenghten request or command, because of real lexical need, to exclude other people when a comment is intended for only a limited audience (Cakrawarti, 2011).

The second research which is related to code-switching and code-mixing is written by Muhammad Egi Sugianto from State Islamic University of Sunan Ampel Surabaya in 2014 entitled “A Study of Code Mixing and Code Switching
Used in Novel *Love Make You Stupid*. It uses descriptive qualitative method. There are two questions which are going to be answered, such as: what are the forms of code mixing and code switching used in the novel *Love Make You Stupid* and the factor influencing the used of code mixing and code switching. This research uses theory of code mixing and code switching forms proposed by Nababan and Theory of factors of using code switching and code mixing by Sulistyoningsih. This research found that they are some forms of code mixing, such as: “inserting different language (English) into base language (bahasa Indonesia) and inserting another phrase of another language (English) which is different from the base language (bahasa Indonesia)” (Sugianto, 2014: 55). Meanwhile, the form of code switching that are frequently used are the form of sentence and tag switching. There are three factors that are influencing the occurrence of code mixing and code switching, including: social factor, cultural factor, and individual factor (Sugianto, 2014: 55-56).

The third research that related to code-switching and code-mixing analysis is conducted by Ridwan Nova Ria from State Islamic University Sunan Kalijaga in 2016 entitled “Code-Switching and Code-Mixing in the Lyrics of Bondan Prakoso Featuring Fade 2 Blacks’s Songs”. This is descriptive qualitative research. The are two problems which are trying to be answered here. First, this research investigates the occurrences of code-switching and code-mixing in the song lyrics of Bondan Prakoso featuring Fade 2 Black and reasons why the song writers switch or mix the song lyrics. This research uses theory of code-switching and code-mixing which is proposed by Hoffman and theory that explain the
reasons of using code-switching and code-mixing which proposed by Hoffman and added some reasons from Saville-Troike’s theory. This research found that there are two types of code-switching, those are inter-sentential code switching and emblematic code switching and two types of code-mixing, those are intra-sentential code mixing and intra-lexical code mixing. The case of code-switching and code-mixing occurs 175 times (From twenty eight songs of three albums of Bondan Prakoso featuring Fade 2 Black). The most dominant type of code-switching which occurred is inter-sentential code switching with 50%. While, the most dominant type of code-mixing occurred is intra-sentential mixing with 32%. The research also found that from ten reasons, clarifying the speech content for interlocutor with total percentage 34% becomes the main reason which is occurred (Ria, 2016: v).

The fourth research is conducted by Dewi Maya Sari from North Sumatera University in 2015 entitled “An Analysis of Code Switching and Code Mixing Used in A Talk Show Hitam Putih”. It applies descriptive qualitative research method. This research aims to answer the problem about types of code switching and code mixing used by The presenter (Deddy Corbuzier) and celebrity guest (Nadya Hutagalung). “This research found that there are 46 speech situational code switching (42, 59%), 62 utterances metaphorical code switching (57, 41%), inter-sentential code mixing nine speech (11, 25%) and intra-sentential code mixing 71 speech (88, 75%)” (Sari, 2015: v). This research also found interference case as the impact of code-mixing usage (Sari, 2015: v).
The fifth research related to code-switching and code-mixing is written by Nuri Afina Rahmaniah from State Islamic University Maulana Malik Ibrahim, Malang in 2016 entitled “Code Switching Used by Kimmy Jayanti in ‘iLook’ program on NET TV”. It applies descriptive qualitative approach. There are two research questions which are going to analyze, they are: 1) Types of code switching and the most dominant types of code switching used by Kimmy Jayanti; 2) The reasons of using code switching which is used by Kimmy Jayanti. This research uses theory of code switching which proposed by Romaine in Susanto (2008) and Hoffman (1992). As the conclusion, this research found that there are three types of code switching which used by Kimmy Jayanti, those are: “49 intra-sentential switching, 34 inter-sentential switching, and 9 tag switching” (Rahmaniah, 2016: ix). This research also found that there are seven reasons of using code switching which is used by Kimmy Jayanti, such as: talking about particular topic (41 data), quoting somebody else (one datum), showing empathy about something (two data), interjection (inserting sentence fillers or sentence connector) (five data), repetition used for clarification (two data), expressing group identity (three data), and intention of clarifying the speech content for the interlocutor (three data) (Rahmaniah, 2016: ix).

Different from those five researches, this research uses Maudy Ayunda’s video Question and Answer with @MaudyAyunda: Student Life at Oxford as the object of analysis. Even though, this research applies the same theory in categorizing types of code-switching and code-mixing using Hoffman’s theory. It has different theory in explaining the reasons of using code-switching and code-
mixing. Besides using Hoffman theory to find the reasons of using code-switching and code-mixing, this research also uses additional theory by Ohoiwutun as additional reasons of using code-mixing. This research also tries to find interference case as the impact of code-switching and code-mixing usage by using interference theory by Hoffman and Chaer and Agustina. There is no other researches found which used video Question and Answer with @MaudyAyunda: Student Life at Oxford as the object of analysis.

1.6 Theoretical Approach

This research focuses in analyzing Maudy Ayunda’s utterances which contain code-switching and code-mixing in it. In analyzing the data, it uses sociolinguistics analysis and applies theory of code-switching and code-mixing by Hoffman to analyze types of code-switching and code-mixing. According to Hoffman (1991: 111-113), there are three types of code-switching, including: 1) inter-sentential switching, 2) emblematic switching, 3) establishing continuity with the previous speaker and there are three types of code-mixing, such as: 1) intra-sentential switching, 2) intra-lexical mixing, and 3) involving a change of pronunciation.

This research applies Hoffman’s (1991) and Ohoiwutun’s (1997) theory to find out the reasons of using code-switching and code-mixing. According to Hoffman (1991: 116) there are seven reasons that influenced the use of code-switching and code-mixing, such as: 1) Talking about particular topic, 2) Quoting somebody else, 3) being emphatic about something, 4) repetition used for
clarification, 5) takes the form of an interjection, 6) to express group identity, 7) the intention of clarifying the speech content for the interlocutor. Additional theory by Ohoiwutun (1997) uses to find the reasons of using code-mixing. According to Ohoiwutun (1997: 71) there are two reasons of using code-mixing, those are: 1) need filling motive and 2) prestige filling motive.

This research also uses interference theory which proposed by Hoffman (1991) and Chaer and Agusutina (2010) to find out and to explain the types of interference which occurred as the impact of code-switching and code-mixing usage. According to Hoffman (1991: 96-100), there are four types of interference, such as: 1) Interference at the phonological level, 2) interference at the grammatical level, 3) Interference at the lexical level, and 4) interference in spelling. This research only uses the first and the second types of interference.

Additional theory of interference that used in this research is theory of interference by Chaer and Agustina (2010). According to Chaer and Agustina (2010: 122-123), there are three types of interference, such as: 1) Phonological interference, 2) Syntactical interference, and 3) Morphological interference. While, this research only takes the last types of interference which is morphological interference as additional theory which is used to analyze the data.

1.7 Method of Research

1.7.1 Type of Research

In order to find the truth about something, people are need a process to proof their hypotheses and that process is called research. According to Kasiram,
“Research is an activity which aimed to get the truth about a problem through scientific method” (2010: 4). According to Hornby (as cited in Djamal 2015: 4) Research is “came from the word re (again) and search (look for)”, it means that research is an activity which is done intensively to find the real data which can be used or analyzed further. From those two definitions, it is clear that research is an activity which is done intensively to get the truth about the main problem through scientific method.

This research uses descriptive qualitative method. It is qualitative because, according to Berg:

> Qualitative procedures provide a means of accessing unquantifiable facts about the actual people researchers observe and talk or people represented by their personal traces (such as letters, photographs, newspaper accounts, diaries, and so on) (2000: 7).

Since this research focuses in analyzing the utterances of Maudy Ayunda’s utterances which are contained code-switching and code-mixing in her video, that is mentioned in the definition above as “the actual people researchers observe and talk”. Qualitative is appropriate method which can be applied. This research uses descriptive method because it describes types of code-switching, code-mixing, and interference which occur as the impact of code-switching and code-mixing usage occur in Maudy Ayunda’s utterances.

### 1.7.2 Data Sources

Data are important aspect in the research, it is because without data the research can not be conducted. “Data are information which are searched to solve
the problem in the research” (Djamal, 2015: 63). According to Emzir, “data involve anything which is written and found by the researcher in a study, data are including interview transcript, note of observation’s result, diary, and document” (as cited in Djamal, 2015: 3).

This research is only using primary data. “Primary data are data which are taken from the first source using some procedures” (Azwar, 2005: 36). This research uses primary data which are taken directly from the data sources which are video Question and Answer with @MaudyAyunda (part 1) and (part 2): Student Life at Oxford that have been transcribed manually. The data in this research are all of Maudy Ayunda’s utterances which are contained code-switching and code-mixing in video Question and Answer with @MaudyAyunda (part 1) and (part 2): Student Life at Oxford.

### 1.7.3 Data Collection Technique

In collecting the data, this research uses documentation method. Before describing about documentation method, it is important to understand about what is term “document” means in qualitative research. According to Sugiyono (2013: 240), “document is a recording of event which already happened in the past”. Sugiono (2013, 240) divided kind of document into three types based on its form, such as : a) written document (including diary, life history, biography, etc), b) picture document (including picture, sketch, moving picture (video), and so on), and c) art works document (including picture, statue, movie and so on).
From the explanation above, it can be concluded that taking utterances includes in documentation method, because the data source which are video Question and Answer with @MaudyAyunda (part 1) and (part 2): Student Life at Oxford include in a kind of document. Those videos are used to take the utterances of Maudy Ayunda which are contained code-switching and code-mixing in it.

This research uses some procedures or steps to take the data. The first step is watching the whole video repeatedly for about 10 times. The second step is transcribing the whole utterances of Maudy Ayunda. The third is selecting utterances which are contained code-switching and code-mixing in it. The utterances which are in bahasa Indonesia or English only are not used (not being analyzed), because those do not categorize as code-switching and code-mixing. The fourth is, doing close reading to the utterances which are contained code-switching and code-mixing.

**1.7.4 Data Analysis Technique**

There are some procedures in analyzing the data. In Qualitative Research Method for The Social Sciences by Bruce L.Berg, it is concluded according to some experts, “data analysis technique can be categorized into three concurrents of action, such as : data reduction, data display and conclusion and verification” (2000: 35). In this research, there are some steps to analyze the data, such as:


3. Analyzing the interference cases which are found in code-switching and code-mixing utterances (data) using interference theory by Hoffman (1991) and Chaer and Agustina (2010).

4. Concluding the analysis and making the result.

1.8 Paper Organization

This research is divided into four chapters. The first chapter is introduction which is including background of study, research questions, objectives of study, significances of study, literature review, theoretical approach, method of research, type of research, data collection technique, data analysis technique, and paper organization. The second chapter is theoretical background which is explained about code-switching and code-mixing theory by Hoffman (1991) and Ohoiwutun (1997), interference theory by Hoffman (1991) and Chaer and Agustina (2010) and biography of Maudy Ayunda. The third chapter is discussion which explains and describes the analysis of the data. The last chapter, chapter four, is conclusion and suggestion which is concluding the whole analysis.
CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

From the discussion above, related to code-switching, code-mixing, and interference as the impact of code-switching and code-mixing usage, it can be concluded that there are two types of code-mixing, three types of code-switching, six reasons of using code-switching and code-mixing, and three types of interference. There are three types of code-switching which are occured, including: inter-sentential switching occurs fifty times, emblematic switching occurs five times, and establishing continuity with the previous speaker occurs one time. Further, there are two types of code-mixing which are used by Maudy Ayunda, such as: intra-sentential switching occurs fifty four times and intra-lexical code-mixing occurs seven times.

This research finds that there are six reasons of using code-switching and code-mixing in Maudy Ayunda’s utterances. Those are: nineteen data talking about particular topic, three data repetition used for clarification, nine data takes the form of interjection (inserting sentence fillers or sentence connectors), forty two data the intention of clarifying the speech content for the interlocutor, six data need filling motive, and thirty eight data prestige filling motive. The most dominant reason which occured is the intention of clarifying the speech content for the interlocutor.
This research also finds that there are three types of interference as the impact of code-switching and code-mixing usage. Those are interference at the phonological level, interference at the grammatical level, and morphological interference. Interference at the phonological level occurs one time (that cases found in the datum of code-mixing in the first video). Besides, there is interference at the grammatical level with five cases and those cases are found in the data of code-switching and code-mixing in Maudy Ayunda’s video part 1. There are five cases of morphological interference and those cases are found in data of code-switching and code-mixing in Maudy Ayunda’s video part 1 and part 2.

4.2 Suggestion

From the discussion and conclusion above, there are some suggestion for the reader or future researcher who are interested in analyzing code-switching, code-mixing, and interference. For the future researcher, this research may be a reference in conducting another research which has the same theory or object. Furthermore, for the other researchers can apply another theory related to code-switching, code-mixing, and interference which proposed by another expert depend on the object or the intention of the analysis. The researcher also hopes that the future research will be much better and be more detail.
REFERENCES


**Internet Sources**


http://www.wowkeren.com/seleb/maudy_ayunda/bio.html


Question and Answer with @MaudyAyunda (Part 1): Student Life at Oxford


Question and Answer with @MaudyAyunda (Part 2): Student Life at Oxford


Apa bedanya sistem pendidikan di Oxford dan di Indonesia? @annisaaal_

A... jadi kalau di sini itu sistem mengajarnya unik banget sih em... dan awalnya agak menyeramkan juga, jadi em... *we have lectures*. Jadi, itu yang kayak muridnya seratus orang terus *lecture* terus gak terlalu ada interaksi sama profesornya, tapi terus habis itu kita juga ada a... namanya *tutorial* dan *tutorial* itu beda sama kelas. Karena kalau kelas kan kayaknya kayak paling enggak lebih dari lima orang gitu. Em.. jadi di *tutorial* ini isinya cuma satu profesor sama dua murid gitu dan di situ kita kayak berargumentasi dan membahas esai kita terus membahas topik minggu itu gitu and *that’s quite scary because everytime you write an essay, basically* harus *prepared* banget karena kan kita harus bisa *define a point of view* setiap kali *tutorial*. Jadi awalnya sih kayak aku takut banget hehehe.. tapi lama-lama karena, *you know I have two in a week* jadi udah terbiasa sekarang. Jadi mungkin bedanya itu sih kalau di-compare sama sistem indonesia, *tutorial system*-nya. Yak...

What’s the biggest difference between yourself when you first came to UK and after you lived there for some time ? How do you manage to make friends with people from different culture to yours? And do you have any tips to fellow Indonesian who want to study abroad? @nadyaemilia

Right, that’s a really good question hem... I think the difference between me before I went here and me now is definitely a different in independent. I feel a lot more independent, I feel like I know my self a lot more just because I’ve been living alone and I haven’t had anyone around me to help. So it’s been really-really helpfull strategies like emm... self reflection, also I guess I’ve grown up a bit and
but that’s, I don’t know if that’s like the UK factors or that just like.. you know the years gone by. I feel like.. I feel like I’m slightly less immature and I’ve definitely learn so much more. I’ve learned about different cultures, I’ve had new experiences that I think add to my character, add to me as a person and maybe that links to the second question talking about how I actually learn interactive view from different cultures, is actually not that difficult in the sense that a lot of the student here international too, so we came from a similiar background and I think we can relate on a lot of things, like a friend of mine is Brazilian, and a friend of mine is eh...came from Mexico and another from like she is London-Nigerian and ya you got several Asians here there as well. So, am.. it’s really just the matter of opening up to people I guess and opening up to new cultures and being... being a good listener I’d say another listen will travel you well. Yak.. and the last thing hemm... do I have tips for anyone? I guess the main tip is just being very flexible with things, because I know that not...not every place is same as it is here. Em... Oxford is quite a small town so that would be different from someone who say would want to go to like New York or London em., but ya be flexible and try to adapt to the different changes I think. just and be very positive about it as well, cause I think if you start up with a really bad notes when you first observe... see the environment as I try then emm,. you adapting the whole experience as something rather grumpe. So, yak! I think that’s my tips just start up positive, just be open and adapt the changes.

Kenapa memilih sekolah di Oxford? @winipramita Dan kenapa memilih jurusan PPE? @_sabrina1tf

Jadi kenapa aku milih Oxford, sebenarnya karena jurusannya jadi terhubunglah..em.. jadi jurusannya itu aku udah lama banget pengen belajar PPE. Jadi menurut aku kombinasi dari politik, ekonomi dan filsafat itu em... bukan cuma kayak I think it’s really cool dan juga apa ya sangat melengkapi satu sama lain itu. Menurut aku ketiga subject itu sangat melengkapi dan em.. kaymnya menambahkan extra value di masing-masing subject itu a.. and.. menurut aku sih kalau belajar ekonomi bagusnya bisa ada background politik juga dan mungkin
belajar politik ada background ekonominya juga karenakan itu semua terhubung banget gitu. So, that’s why? Em.. Oxford karena aku suka Inggris dan basically kayaknya Oxford yang juga pertama mencetuskan a... mata pelajaran itu sih jadi kayarknya mimpi aku tuh waktu itu bener-bener masuk ke sini dan ke major itu dan alhamdulillah tercapai gitu. So, em.. aku bersyukur banget.

Setelah lulus dari Oxford nanti, apa yang akan dilakukan di Indonesia? @gustrimadani

E.. sebenernya soal itu masih agak galau sih heeh... maksudnya em.. kayaknya masih ada beberapa arah yang I can see my self doing. Jadi, masih susah banget untuk memilih bener-bener satu jalan sekarang, tapi aku sih ngeliatnya ya...a..tergantung mungkin opportunity-opportunity yang muncul juga. Em.. aku juga mau explore karir aku di Indonesia lagi juga gitu sambil mungkin emm... apa ya exploring other things juga, so I think setelah lulus aku mau explore dulu e.. kesempatan-kesempatan apa yang e.. datang dan juga apa ya yang aku passionate about.

How stressful is it to study in one of the top universities in the world? How do you cope with it? @roz_eun

Ya kadang-kadang bisa juga frustasi, jenuh karena mungkin em.. ya.. apalagi awal-awal ya. Mungkin waktu pertama adaptasi gitukan pelajarannya memang sulit sekali terus em.. everyone here is just kayak pinten-pinten banget juga gitu. Jadi, bener-bener harus beradaptasi dengan e.. apa ya mungkin cara bekerja dan cara belajar yang baru gitu. A.. jadi, pada saat itu sempet juga kayak frustasi aduh..kayak am I good enough ? tapi yang jelas mungkin lama-lama sih aku ngerasa kayak you know what? actually it’s a room for me to learn juga dan kayarknya enak gitu berada diantara orang-orang justru yang bisa memotivasi, itu sih. Aku jadi cara melihatnya kayak gitu dan em.. dan akhirnya em.. pada saat akhirnya gue doing well itu ngerasanya bahagia banget gitu karena there is actually that distance yang too cross. Em... jadi aku lariin kejenuhan dan frustasinya ke motivasi untuk lebih giat belajar lagi paling atau kadang-kadang
frustasinya bukan karena pelajaran yang sulit tapi karena tertekan waktu, karena aku kan baru balik tuh biasanya mepet banget dan biasanya langsung exam gitu jadi itu sih yang biasanya bikin frustasi banget kayak haah like em... I only have this much time but I have two subjects to study for. Em.. kalo itu bener-bener yaudah think positive dan kayak menurut aku salah satu solusinya ya berpikir sepraktis mungkin gitu. Jadi, kadang-kadang akhirnya jadi gak bisa terlalu perfeksionis sih. Aku sih udah belajar kayaknya semakin tua gak bisa seperfeksionis dulu ya, karena udah makin banyak gitu kayaknya yang apa pressures-pressures itu udah makin banyak. Jadi, akhirnya aku yaudah kayak praktis let's get do it belajar buat this exam as fast as possible and that's that.

Dan gimana caranya untuk tidak bosan membaca buku pelajaran?
@annisanadiiamelatii

Em.. oh ya, iya kalau cara membaca buku yang tebel dan mungkin really-really dense. Aku tuh caranya, apa ya? Jadi aku tuh setiap minggu banyak ada dua esai jadi akhirnya aku buku-buku yang aku baca tuh memang banyak banget dan memang akhirnya jadi you know, you kind a have to just take with it. Kayaknya cara yang menurut aku paling oke adalah pokoknya bentuk suasana membaca yang enak banget jadi aku tuh suka kayak maksudnya either itu kamu ke kafe terus mencari suasana yang kayaknya kamu emang you will be in the zone to study. Terus yang kedua, mungkin dari buku itu kamu sebenernya gak harus mulai dari awal terus sampai akhir gitu. Kamu bisa flip through dulu yang kayaknya menurut kamu paling menarik. Jadi, pelan-pelan sampai akhirnya habis juga gitu. Biasanya sih aku gitu, jadi gak harus sekaligus. Kalau di sini belajarnya aku sih lebih sering di perpustakaan karena di sini gak tau ya culture belajarnya seperti itu juga sih. A.. karena dorm itu konotasinya bener-bener tempat tidur, tempat mandi, tempat hiduplah gitu. Em... akhirnya kayanknya susah fokus gitu kalau di dorm disekelilingi temen. Emm so it's very destructing, akhirnya semua orang ke perpustakaan dan perpustakaan di sini tuh bener-bener kayak buka dari pagi ada yang 24 jam juga sampe malem banget deh, jadi em... they understand that there is a did to like have a place to focus.
Gaya didik ajaran yang seperti apa dari orangtua kamu yang menurut kamu memengaruhi mental positif / memperkembangkan kepribadian kamu sejauh ini? Also what did your parents do in terms of motivating you to achieve your goals both academically and artistically? @theoelav

*That’s a good question,* apa ya paling mungkin orangtua aku itu cara mengajarkannya lebih fokus ke living a balance life, I think. Jadi, mereka tuh sebenernya supportive banget dengan apapun yang apa.. yang aku mau coba, yang aku mau explore gitu, tapi mereka juga selalu mengingatkan untuk selalu balance gitu. Jadi, misalnya kalau habis.... kalau sekolah pun em.. aku juga di-support banget kalau misalnya aku pingin nyanyi di kur atau misalnya ikut orkestra atau belajar musik atau apa. Jadi, itu juga sangat di-support sama... sama beratnya sama pelajaran sekolah gitu. Jadi, *I don’t know if that’s what got me here exactly but I think emm*... mempelajari apa ya banyak hal itu juga membuat aku.. mempelajari banyak hal itu tanpa kita sadari juga contribute to the way a child sticks, itu menurut aku dan emm... hal-hal seperti musik dan lain-lain itu bisa juga membantu ke dunia akademis dia kalau menurut aku sih. *So, I think.. I think its that balance aspect* gitu bahwa aku selalu di-support melakukan apapun tapi juga lebih tepatnya gak pernah terlalu ada kecenderungan. Support-nya lebih ke akademis atau ke musik atau ke apa. Dua-duanya balance aja gitu karena *that are both positive things. So i think thats what my parents did.*

*Apa sih yang membuat belajar di Oxford itu epic? Dan apa sih yang bisa diterapkan di Indonesia?* @edinhadi

Jadi, menurut aku yang epik banget di Oxford itu kayaknya experience social-nya deh kayak ada extra things. *So, hal-hal seperti kadang-kadang tuh di Oxford Union namanya kayak suka em.. datang figur-figur yang misalnya em.. yang nulis di economist atau yang misalnya emm.. prime ministers or ex- prime ministers or emm... apa ya entreprenurs yang diundang dateng itu. Jadi, benenn-bener akses untuk akhirnya nonton dan mungkin even ngobrol sama mereka tuh ada banget itu menurut aku lumayan epic.* Terus juga em.. *definitely just being*
around really-really intelligent people is really epic. Karena kadang-kadang tuh aku bisa ngobrol sama profesor aku atau ngobrol sama siapa yang benar-bener sampe kayak ikut bengong juga saking kayak it’s amazing gitu! the.. the way of thinking!. Kalau kita lagi duduk di kafe terus ada dua orang lagi berdiskusi atau berdebat tentang apa ya, I don’t know like scientific varies atau even just about like filsafat atau apa gitu dan akhirnya you get to listen and.. things like that. Jadi, di sini tuh kayak ada hal-hal yang absurd seperti itu. Jadi, mungkin connecting to the second question, yang bisa diterapkan di Indonesia menurut aku kebiasaan-kebiasaan orang di sini salah satunya adalah a.. mungkin culture ke perpustakaan, maksudnya culture belajar dan bekerja dan mungkin membaca di perpustakaan, karena menurut aku itu adalah tempat yang benar-bener memang khusus buat orang belajar jadi nggak.. nggak ada banyak destruction gitu kayanya. Karena kan sekarang kita tuh kayaknya ada handphone ada apa, kalau diperpustakaan kan harus benar-bener diem dan kita juga bisa ngeliat orang di meja lain belajar jadi kayaknya kita langsung kayak “eh gue belajar juga deh” gitu.

Jadi, I think that culture will be useful karena akhirnya sih aku ngeliat orang-orang disini. Jatohnya jadi paling mereka cuma punya Facebook, ada beberapa orang punya Instagram tapi gak ada yang tau Path itu apa dan emmm…..kayanya definitely time on the phone-nya jadi lebih kurang mungkin karena itu juga. Terus, kedua mungkin di sini orang tuh juga lebih kayak I feel like people are more self sustainable. Kayak lumayan very secure, in the sense that mereka tuh kayak punya perspektif masing-masing dan mereka gak peduli sama perspektif oranglain. Jadi, nggak terlalu kayak terpengaruh dengan a.. pikiran oranglain atau apa gitu I don’t know I feel .... I don’t know if Indo... actually a.. mungkin karena on the social media juga ya. Karena kita jadi kayak ngeributin oranglain terus em... but I think.. I think that’s a really good thing for people to have.

Source : https://www.youtube.com/watch?v=SJSe3IWch1A
<table>
<thead>
<tr>
<th></th>
<th>Utterances</th>
<th>Type of Code-Switching</th>
<th>Type of Code-Mixing</th>
<th>Reasons of using code-switching or code-mixing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aa... jadi kalau di sini itu sistem ngajarnya unik banget sih emm... dan awalnya agak menyeramkan juga, jadi <em>we have lectures.</em> (00:00:32 – 00:00:45)</td>
<td>Inter-sentential switching</td>
<td></td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td>2</td>
<td>Jadi, itu yang kayak muridnya seratus orang terus <em>lecture</em> (00:00:46 – 00:00:47)</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Habis itu kita juga ada namanya <em>tutorial</em> dan <em>tutorial</em> itu beda sama kelas (00:00:52 - 00:00:57)</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Jadi, di <em>tutorial</em> ini isinya cuma satu profesor sama dua murid (00:01:03 - 00:01:08)</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
<td></td>
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<td>5</td>
<td>Kita kayak berargumentasi dan membahas esai kita terus membahas topik minggu itu gitu and that’s quite scary because everytime you write an essay</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Basically, harus prepared banget, kan kita harus bisa define a point of view setiap kali tutorial</td>
<td>Intra-sentential switching (mixing)/ there is an occurrence of interference at grammatical level</td>
<td>Prestige filling motive</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Awalnya sih kayak aku takut banget hehe... tapi lama-lama karena you know, I have two in a week jadi udah terbiasa sekarang.</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Jadi, mungkin bedanya itu sih kalau di-compare sama sistem Indonesia, tutorial system-nya</td>
<td>Intra-lexical code-mixing/ there is an occurrence of interference at grammatical level</td>
<td>Prestige filling motive</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Emm... jadi, aku udah lama banget pengen</td>
<td>Intra-sentential switching</td>
<td>Need filling motive</td>
<td></td>
</tr>
</tbody>
</table>
|   | belajar **PPE**.  
(00:04:44 - 00:04:47) | (mixing) | 
---|---|---|---|
10 | Menurut aku kombinasi antara politik, ekonomi dan filsafat itu bukan cuma kayak *I think it's really cool* dan juga apa ya sangat melengkapi satu sama lain itu.  
(00:04:48 – 00:05:01) | Inter-sentential switching | The intention of clarifying the speech content for the interlocutor |
11 | Menurut aku ketiga subject itu sangat melengkapi dan kayak menambahkan *extra value* di masing-masing subject itu  
(00:05:02 – 00:05:16) | Intra-sentential switching (mixing) | Prestige filling motive |
12 | *And* menurut aku sih kalau belajar ekonomi bagusnya bisa ada *background* politik juga dan mungkin belajar politik ada *background* ekonomi juga.  
(00:05:19 - 00:05:23) | Intra-sentential switching (mixing) | Prestige filling motive |
13 | *So, that's why?* Oxford karena aku suka Inggris  
(00:05:28 – 00:05:33) | Intra-sentential switching (mixing) | Prestige filling motive |
<table>
<thead>
<tr>
<th></th>
<th><strong>14</strong> <em>Basically</em>, kayaknya Oxford yang juga pertama mencetuskan a.. mata pelajaran itu sih (00:05:35 – 00:05:43)</th>
<th>Intra-sentential switching (mixing)</th>
<th>Takes the form of an interjection (inserting sentence fillers or sentence connectors)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>15</strong> Mimpi aku tuh waktu itu bener-bener masuk kesini dan major itu dan alhamdulillah tercapai <em>So</em>, aku bersyukur banget. (00:05:45 - 00:05:56)</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
</tr>
<tr>
<td></td>
<td><strong>16</strong> E.... sebenernya kalau soal itu masih agak galau sih heeh... maksudnya kayak masih ada beberapa arah yang <em>I can see myself doing</em>. Jadi, masih susah banget untuk memilih satu jalan sekarang (00:06:00 - 00:06:14)</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td></td>
<td><strong>17</strong> Tergantung mungkin <em>opportunity- opportunity</em> yang muncul juga emm... aku juga mau <em>explore</em> karir aku di Indonesia lagi juga sama sambil mungkin <em>exploring other thing</em> (00:06:17 - 00:06:33)</td>
<td>Intra-sentential switching (mixing)/ there is an occurrence of morphological interference</td>
<td>Repetition used for clarification</td>
</tr>
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</tr>
</tbody>
</table>
| 18 | *So, I think* setelah lulus aku mau *explore* dulu e... kesempatan-kesempatan apa yang e.. datang dan juga apa ya, yang aku *passionate about*.  
(00:06:34 – 00:06:47) | Intra-sentential switching (mixing) | Prestige filling motive |
| 19 | Terus *everyone here is just* kayak pinter-pinter banget juga  
(00:07:04 – 00:07:08) | Intra-sentential switching (mixing) | Prestige filling motive |
| 20 | Bener-bener harus beradaptasi dengan e.. apa ya mungkin cara bekerja dan cara belajar yang baru itu a.. jadi pada saat itu sempet juga kayak frustasi aduh.. kayak *am I good enough?*  
(00:07:10 - 00:07:28) | Inter-sentential switching | The intention of clarifying the speech content for the interlocutor |
| 21 | Tapi yang jelas mungkin lama-lama aku sih ngerasa kayak *you know what? actually, it's a room for me to learn* juga  
(00:07:29 - 00:07:38) | Inter-sentential switching | Takes the form of an interjection (inserting sentence fillers or sentence connectors) |
| 22 | Pada saat akhirnya gue *doing well* itu ngerasa bahagia banget karena *there is actually that distance yang too cross*  
(00:07:52 - 00:07:58) | Inter-sentential switching (mixing) | Prestige filling motive |
<table>
<thead>
<tr>
<th></th>
<th>Sentence</th>
<th>Type</th>
<th>Motive</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Aku kan baru balik tuh biasanya mepet banget dan biasanya langsung <em>exam</em></td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
</tr>
<tr>
<td></td>
<td><em>(00:08:16 – 00:08:18)</em></td>
<td></td>
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<tr>
<td>24</td>
<td>Itu sih yang biasanya bikin frustasi banget kayak haah... <em>I only have this much time but I have two subjects to study for</em></td>
<td>Inter-sentential switching</td>
<td>Talking about particular topic</td>
</tr>
<tr>
<td></td>
<td><em>(00:08:19 - 00:08:27)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Kalo itu bener-bener yaudah <em>think positive</em> dan kayak menurut aku salah satu solusinya berpi坑 sepraktis mungkin.</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
</tr>
<tr>
<td></td>
<td><em>(00:08:29 – 00:08:37)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Udah makin banyak gitu kayaknya yang apa <em>pressures-pressures</em> itu udah makin banyak, jadi akhirnya aku yaudah kayak praktis <em>let's get do it</em>, belajar buat <em>this exam as fast as possible and that's that</em></td>
<td>Intra-sentential switching (mixing)/ there is an occurrence of morphological interference</td>
<td>Talking about particular topic</td>
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<td></td>
<td><em>(00:08:49 – 00:09:03)</em></td>
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<tr>
<td></td>
<td>Raw Text</td>
<td>Type of Switching</td>
<td>Motive/Reason</td>
</tr>
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<td>-------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 27 | Cara membaca buku yang tebel dan mungkin *really-really dense.*  
(00:09:12 – 00:09:16) | Intra-sentential switching  
(mixing)  
|   | there is an occurrence of morphological interference | Prestige filling motive |
| 28 | Buku-buku yang aku baca tuh memang banyak banget dan memang akhirnya jadi *you know, you kind a have to just take with it.*  
(00:09:26 – 00:09:32) | Inter-sentential switching  
|   | The intention of clarifying the speech content for the interlocutor |   |
| 29 | Aku tuh suka kayak maksudnya *either* itu kamu ke kafe  
(00:09:39 - 00:09:43) | Intra-sentential switching  
(mixing)  
|   | Takes the form of an interjection  
(inserting sentence fillers or sentence connectors) |   |
| 30 | Atau mencari suasana kayaknya yang kamu emang *you will be in the zone to study*  
(00:09:43 - 00:09:47) | Inter-sentential switching  
|   | The intention of clarifying the speech content for the interlocutor |   |
| 31 | Kamu bisa *flip through* dulu yang kayaknya menurut kamu paling menarik  
(00:09:54 - 00:09:58) | Intra-sentential switching  
(mixing)  
|   | Prestige filling motive |   |
| 32 | Gak tau ya, *culture* belajarnya seperti itu juga sih  
(00:10:08 - 00:10:09) | Intra-sentential switching  
(mixing)  
<p>|   | Prestige filling motive |   |</p>
<table>
<thead>
<tr>
<th></th>
<th>Karena dorm itu konotasinya bener-bener tempat tidur, tempat mandi, tempat hiduplah gitu. (00:10:11 - 00:10:18)</th>
<th>Intra-sentential switching (mixing)</th>
<th>Need filling motive</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>Emm.... akhirnya kayak susah fokus gitu kalau di dorm disekelilingi temen. (00:10:19 - 00:10:23)</td>
<td>Intra-sentential switching (mixing)</td>
<td>Need filling motive</td>
</tr>
<tr>
<td>35</td>
<td>Emm, so it's very distructing, akhirnya semua orang ke perpustakaan (00:10:23 - 00:10:27)</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td>36</td>
<td>Perpustakaan disini tuh bener-bener kayak buka dari pagi ada yang 24 jam juga sampe malam banget deh, jadi emm they understand that there is a did to like have a place to focus (00:10:28 - 00:10:42)</td>
<td>Inter-sentential switching</td>
<td>Talking about particular topic</td>
</tr>
<tr>
<td>37</td>
<td>That’s a good question, apa ya paling mungkin orangtua aku itu cara mengajarkannya (00:10:49 - 00:10:59)</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td>38</td>
<td>lebih fokus ke <em>living a balance life, I think.</em> (00:11:00 - 00:11:04)</td>
<td>Intra-sentential switching (mixing)</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td>39</td>
<td>Jadi, mereka tuh sebenarnya supportive banget dengan apapun yang apa... aku mau coba explore itu, tapi mereka juga selalu mengingatkan untuk selalu balance itu. (00:11:06 - 00:11:17)</td>
<td>Intra-sentential switching (mixing)</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td>40</td>
<td>Aku juga di-support banget kalau misalnya aku pingin nyanyi di kur atau belajar musik atau apa. Jadi, itu sangat di-support sama beratnya sama pelajaran sekolah itu. Jadi, <em>I don't know... if that's what got me here exactly but I think...</em> em... mempelajari apa ya banyak hal itu juga membuat aku.... (00:11:22 - 00:11:51)</td>
<td>Inter-sentential switching/ there are occurrences of interference at grammatical level</td>
<td>Takes the form of an interjection (inserting sentence fillers or sentence connectors)</td>
</tr>
<tr>
<td>41</td>
<td>Mempelajari banyak hal itu tanpa kita sadari juga contribute to the way a child sticks itu menurut aku. (00:11:53 - 00:11:59)</td>
<td>Intra-sentential switching (mixing)</td>
<td>The intention of clarifying the speech content for interlocutor</td>
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<tr>
<td><strong>42</strong></td>
<td>Dan emm... hal-hal seperti musik dan lain-lain itu bisa juga membantu ke dunia akademis dia kalau menurut aku sih, <em>so I think... I think its that balance aspect</em> gitu. Aku selalu di-support melakukan apapun, (00:12:00 – 00:12:15)</td>
<td>Inter-sentential switching/ there is an occurrence of interference at grammatical level</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td><strong>43</strong></td>
<td>tapi juga lebih tepatnya gak pernah terlalu ada kecenderungan <em>support-nya</em> lebih ke akademis atau ke musik atau apa gitu. (00:12:16 - 00:12:24)</td>
<td>Intra-lexical code-mixing</td>
<td>Prestige filling motive</td>
</tr>
<tr>
<td><strong>44</strong></td>
<td>Dua-duanya <em>balance aja</em> gitu karena <em>that are both positive things</em>, <em>so I think that’s what my parents did</em>. (00:12:25 - 00:12:33)</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td><strong>45</strong></td>
<td>Menurut aku yang <em>epik</em> banget di Oxford itu. Kayaknya <em>experience social-nya</em> deh kayak ada <em>extra things</em>. <em>So,</em> hal-hal seperti ... kadang-kadang di Oxford Union namanya, kayak suka emm.. datang figur-figur yang misalnya emm.. nulis di <em>economist</em> atau yang misalnya emm.. <em>prime ministers or ex-prime ministers</em> emm.. apa ya <em>entrepreneurs</em> yang diundang dateng. <em>(00:12:39 – 00:13:06)</em></td>
<td>Intra-sentential switching (mixing) / there is an occurrence of interference at grammatical level</td>
<td>Talking about particular topic</td>
</tr>
<tr>
<td><strong>46</strong></td>
<td>Akses untuk akhirnya nonton dan <em>even</em> ngobrol sama mereka tuh ada banget itu menurut aku lumayan <em>epic.</em> <em>(00:13:10 - 00:13:17)</em></td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
</tr>
<tr>
<td><strong>47</strong></td>
<td>Kadang-kadang tuh aku bisa ngobrol sama profesor aku atau ngobrol sama siapa yang benar-bener sampe kayak ikut bengong juga saking kayak <em>it's amazing!</em></td>
<td>Emblematic switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td>Time</td>
<td>Text</td>
<td>Type</td>
<td>Notes</td>
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<tr>
<td>00:13:30 - 00:13:40</td>
<td>Kalau kita lagi duduk di kefe terus ada dua orang lagi berdiskusi atau berdebat tentang apa ya I don't know like scientific varies atau even just about like filsafat atau apa gitu, akhirnya you get to listen and things like that. Jadi di sini tuh kayak ada hal-hal absurd seperti itu. (00:13:41 – 00:13:56)</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td>00:14:01 – 00:14:08</td>
<td>Jadi mungkin connecting to the second question yang bisa diterapkan di Indonesia. (00:14:09 - 00:14:19)</td>
<td>Inter-sentential switching</td>
<td>Takes the form of an interjection (inserting sentence fillers or sentence connectors)</td>
</tr>
<tr>
<td>00:14:09 - 00:14:19</td>
<td>Kebiasaan-kebiasaan orang disini salah satunya adalah mungkin culture ke perpustakaan, maksudnya culture belajar, bekerja, dan mungkin membaca di perpustakaan.</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
</tr>
<tr>
<td>00:14:09 - 00:14:19</td>
<td>Karena menurut aku itu adalah tempat yang bener-bener memang</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
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<tr>
<td>khusus buat orang belajar jadi nggak... nggak banyak <em>distraction</em> gitu kayaknya. (00:14:20 - 00:14:27)</td>
<td></td>
<td>Intra-sentential switching (mixing)</td>
<td>Need filling motive</td>
</tr>
<tr>
<td>52</td>
<td>Kayaknya kan sekarang kita tuh kayaknya ada <em>handphone</em>, ada apa. (00:14:27 – 00:14:29)</td>
<td></td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
<tr>
<td>53</td>
<td>Jadi, <em>I think that culture will be useful</em> karena akhirnya sih aku ngeliat orang-orang di sini jatohnya jadi... (00:14:38 - 00:14:43)</td>
<td>Inter-sentential switching</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Paling mereka cuma punya <em>Facebook</em>, ada beberapa orang punya <em>Instagram</em>, Tapi gak ada yang tau <em>Path</em> itu apa (00:14:44 - 00:14:49)</td>
<td>Intra-sentential switching (mixing)/ there is an occurrence of interference at phonological level</td>
<td>Need filling motive</td>
</tr>
<tr>
<td>55</td>
<td>Dan emm..... kayaknya <em>definately time on the phone</em> nya jadi lebih kurang (00:14:50 – 00:14:55)</td>
<td>Intra-lexical code-mixing</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
</tr>
</tbody>
</table>
| 56 | Terus kedua, di sini tuh orang juga lebih banyak *I feel like people are more self sustainable*  
(00:14:59 – 00:15:07) | Inter-sentential switching | The intention of clarifying the speech content for the interlocutor |
|---|---|---|---|
| 57 | Kayak lumayan *very secure in the sense that* mereka tuh kayak punya perspektif masing-masing.  
(00:15:08 – 00:15:15) | Intra-sentential switching (mixing) | The intention of clarifying the speech content for the interlocutor |
| 58 | Mereka gak peduli sama perspektif oranglain jadi nggak terlalu kayak terpengaruh dengan pikiran oranglain atau apa gitu *I don’t know, I feel... I don’t know if Indo actually*  
(00:15:16 - 00:15:27) | Inter-sentential switching | Takes the form of an interjection (inserting sentence fillers or sentence connectors) |
| 59 | Mungkin karena *on the social media* juga ya  
(00:15:29 – 00:15:33) | Intra-sentential switching (mixing) | The intention of clarifying the speech content for the interlocutor |
60 | Karena kita jadi kayak ngeributin orang lain terus *em... but I think.. I think that's a really good thing for people to have*  
(00:15:34 - 00:15:40) | Inter-sentential switching | The intention of clarifying the speech content for the interlocutor
Thank you so much for your questions, banyak banget nih yang masuk aku sampai kebingungan jawabnya. Emmm.... but I will try my best as I scroll too. Oke dari Meta Revinda thank you for submitting your question,

apakah dirimu tertarik untuk terjun ke dunia politik Indonesia setelah lulus dari Oxford University?

Setelah lulus may be not karena aku ngerasa aku masih sangat muda sekali, aku pengen mungkin mencoba hal-hal lain dulu, tapi in the far-far future I mean why not I wanna do something for my country dan kalau memang itu harus ujung-ujungnya. Ujung-ujungnya ya, nanti lewat jalur politik dan may be.... but that’s sort of not my main objective sekarang gitu. Sekarang ini aku pengen mungkin berbuat lewat cara lain dulu dan ya just belajar lebih dululah sebelum, sebelum berbuat lebih.

Oke, really interesting question dari Fatya Rama “Tell us the detail story how you study philosophy?”.

Jadi... kind of philosophycal stffs dan aku how did you deal with philosopher original text. So, tahun pertama itu aku philosophy-nya sempet belajar yang kayak ngomongin just general philosophy, jadi kayak hal-hal seperti existentialism atau kayak what’s right and what’s wrong, and then also logic. Jadi its like kind of mathematical version of like understanding your though and like out your argument gitu. Terus ditahun kedua aku mulai ngambil political philosophy jadi philosophy yang berhubungan dengan politics in particular, jadi aku few names that I had to read itu Plato, Duso, Locke, Hobbes, Machiavelli, jadi really-really ancient political thought gitu and I love it!
Tapi mungkin ya itu ya jadikan aku setiap minggu harus ngerjain satu essay tentang satu writer itu which means aku harus baca original text-nya satu per week and as you know kayak original text-nya for philosophy itu bahasanya kadang-kadang Inggris yang really-really kayak jaman dulu banget yang kayak perlu lebih dari lebih dari beberapa harilah definately to finish it dan kadang-kadang tebal sekali. Jadi itu sih yang harus disiasatin kayak nanti harus catch up lagi mungkin bawa kemana-mana bukunya terus kayak coret-coret banyak banget coret-coretan, karena.. dan harus dibacanya berulang kali karena kadang-kadang yang kita tangkep waktu sekali baca itu beda sama yang udah setelah kita baca berkali-kali gitu. So, bener-bener harus repetitif terus yang aku rasain itu. So, I’m afraid quite a lot dan ditambah juga bukan cuman original text-nya aku biasanya juga harus baca suplementary reading-nya emmm... which is quite heavy but ya it’s all really fun dan cara dosennya ngajar juga ya, you know we kind of talk about it. Bertiga kan sama temen satu sama profesornya terus dibahas terus it’s really quite ... it’s quite mind-boggling kalo topik-topiknya yang lagi bener-bener relevan ya. It sometimes reflects how you see the world juga and it links to the second question tadi juga ada kayaknya something along the lines of bagaimana filsafat bisa contribute in political and di economic world gitu. Kalo menurut aku filsafat tu... it makes you think critically jadi kita nggak mudah menerima sesuatu itu as benar tanpa melihat evidence gitu. Jadi kita kayaknya kalo di sis.. di dunia politik sama ekonomi kan banyak hal-hal yang mungkin ya sudah written in the rules gitu dari lama-lama dari kapan tahun gitu dan kita ngerasa kayak its the rule and that’s why to right. Padahal that should be your way of thinking gitu kayak menurut aku filsafat tuh membantu in the sense that it helps you think in a way that something has to be right in terms something has to be right first inherently right for written to be a rule gitu dan It just makes you be more critical about the way you think dan ya gitu sih jadi gak mudah terbawa status quo, that’s what I think.
Ada pertanyaan dari devita_88: rasanya belajar di Inggris itu gimana? aku dengar orang-orang Inggris itu kaku dan susah diajak bercanda. Terus dosen kakak gimana apa mereka selalu menuntut hasil yang sempurna banget dari mahasiswa\(\text{nya}?

Belajar di Inggris itu apa ya, I mean mungkin karena aku suka sih sama Inggris as a country, as a culture. Cuacanya aku tuh jujur emang suka cuaca-cuaca agak dingin-dingin gitu. Kalo soal orang-orang Inggris tuh kaku. I guess there is some thoughts to that I mean you’re not the most friendly when you first to meet them like kayak dijalan-jalan gitu kalo misalnya di Indonesia tu semua orang kayak senyum, kayak halo, terus kayaknya very open. Mungkin disini mereka orangnya lebih tertutup tapi it doesn’t make them not funny dan akhirnya gak pernah bercanda sih ya. I think, I think they have their own a kind sense of humor and we kind a have to expect that. Cari nyambungnya dulu kalo sama orang Inggris siih menurut aku soalnya kalo udah nyambung mereka juga akan terbuka dan seru-seru lagi gitu.

Dosen aku sih biasanya mereka lumayan siih there quite, they quite, they expect quite high standart dan yang bikin serem lagi ya mungkin karena mereka udah sangat terbiasa ya. Kayak setiap term tuh ganti murid a.... setiap tahun juga ganti murid lagi. Jadi, mereka udah terbiasa melihat anak-anak yang mungkin juga sudah lumayan like very very intelegence, so you kind a have to like keep up dan juga come up with more interesting things karena obviously they’ve heard a lot of theories, they’ve heard a lot of different responses from different students, jadi you just have to be more on point on interpreting something, that’s that. Oh ya terus ini ada yang nanya tentang aktivitas aku di Oxford, pernah ikut teater juga gak gitu. Aku pernah ikut teater, aku pernah tetep nyanyi-nyanyi juga waktu itu buat acara Indonesia. Kalo yang teater itu memang bareng college aku jadi aku waktu itu aku jadi lucu banget sih, aku disini waktu itu jadi kayak I acted as a man and it's an old king, so it was quite funny.
Selanjutnya, ada pertanyaann dari Retno Aka thank you for asking. Kenapa buat kamu sekolah itu penting?

Em.. oke, secara basic-nya. Aku tuh emang nerdy banget. Jadi aaaa.....sebenernya aku suka sekolah. Jadi aku nggak tahu aku ngerasa sekolah itu penting karena aku suka. So, em...that's my first answer tapi juga, secondly setelah aku udah mulai lebih dewasa juga udah lebih banyak mungkin lihat hal-hal di sekeliling aku. Aku juga makin sadar bahwa education itu pentingnya melebihi hanya untuk diri kamu sendiri itu. Maksudnya iya, wawasan kamu tentunya semakin emm... luas terus em... kamu juga ketemu banyak orang kan dari belajar, dan daya serap kamu menurut aku juga semakin meningkat itu dengan education, you given the tool to also help other people itu, karena kan dengan the things that you’ve learned a.. the experiences that you get you can actually apply it itu. To help other people, to build something else for the world itu, walaupun mungkin motivasinya gak harus auturistik tapi dengan you doing something that you good at, you can be doing the world really good a... really good favor itu.

So, that’s what I think.

Hahaha... so many funny questions as well and this other question is about amm.... kakak Maudy kalau disana makan apa?hehe...

This is just a fun question I think and aku kalau enggak misalnya masak sendiri di rumah tapi terakhir-terakhir ini sih lagi jarang banget, karena kayak yang sibuk banget atau aku paling makan di kantin di college itu makanan western-lah kayak kentang-kentang itu sama sayur yang agak-agak hambar hehe... terus kalau enggak ya aku cari makanan restoran thailand, soalnya restoran indonesianya gak banyak itu di eh... Indonesia gak ada sama sekali. Restoran Asianya juga gak banyak jadi paling makanan Jepang atau Thailand ya itu paling. So it’s totally being interesting.
Terus dari Vidia.MS “What do you think about International Education for Indonesia’s Student?”

Em... menurut aku I think, I think it’s a really good thing dan aku juga suka bingung sih kadang-kadang kalo misalnya orang ngomong kalo misalnya orang Indonesia terus belajar di sekolah Internasional atau akhirnya pergi keluar jadi kesannya kurang nasionalis. A ... menurut aku itu nggak berarti seperti itu, karena I think we have to accept dan jangan merasa mudah cukup juga em... we have to accept that there is a lot that we can learn from other countries yang mungkin sudah lebih dulu develop dan justru kita harus ya cukup rendah diri untuk sadar bahwa there’s so much that we can learn from this other International courses gitu, dan itu termasuk sekolah. A.. jadi aku kalau milih sekolah di International School atau di luar negeri bukan karena aku kayak gak sayang sama Indonesia. Justru aku merasa aa... Indonesia tu memiliki potensi yang banyak banget itu yang justru harus digali dan dieksplor mungkin dengan cara-cara yang emm... tidak biasa itu. Cara-cara yang emm.. different than we’ve ever tried before dan gimana kita mau mencoba hal yang baru kalau kalau misalnya kita nggak melihat ke tempat-tempat yang baru dan mungkin di luar Indonesia kan gitu. So, I mean that’s what I think that we can learn, emm new ways of thinking, emm.. so that we also grow differently gitu kan yak. So, thank you so much for submitting your questions. Seneng banget akhirnya dapat kesempatan buat sharing dan mungkin lebih detail juga ya gitu, karena kan ya it’s been ... it’s been a while that I’m here dan mudah-mudahan cerita-ceritaku tadi bisa mungkin solve dilema beberapa orang yang lagi bingung emm...soal sekolah atau just to entertain you even or to inspire you to do something bigger than you ya. So glad we can chat ..... thank you so much corresponding to this picture and touch my other videos and I’ll see you guys very soon. Bye.

Source: https://www.youtube.com/watch?v=bkmHULxZv40
# TABLE OF CODE-SWITCHING AND CODE-MIXING PART 2

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<td>2</td>
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<td>Inter-sentential switching</td>
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<td>3</td>
<td>Oke dari Meta Revinda <em>thank you for submitting your question</em></td>
<td>Emblematic switching</td>
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<td>4</td>
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<td>5</td>
<td>Aku pengen mungkin mencoba hal-hal lain dulu, tapi in the far-far future, I mean why not I wanna do something for my country dan kalau itu memang harus ujung-ujungnya, ujung-</td>
<td>Inter-sentential switching/ there is an occurrence of morphological interference</td>
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<td>The intention of clarifying the speech content for the interlocutor</td>
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<td></td>
<td>ujungnya ya lewat jalur politik dan <em>may be that is sort of not my main objective</em> sekarang (00:00:49 – 00:01:08)</td>
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<td>6</td>
<td>Sekarang ini aku pengen mungkin berbuat lewat cara lain dulu dan ya <em>just</em> belajar lebih dulu lah sebelum... sebelum mau berbuat lebih (00:01:09 – 00:01:17)</td>
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<td>7</td>
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<td>8</td>
<td>Speaker 1: “Tell us the detail story how you study philosophy?” Speaker 2: <em>Kind of philosophycal stuffs</em> dan aku <em>how did you deal with philosophers original texts</em> (00:01:25 – 00:01:35)</td>
<td>Establishing continuity with the previous speaker</td>
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<td>9</td>
<td><strong>So</strong>, tahun pertama itu aku <em>philosophy-nya</em> sempet belajar (00:01:37 - 00:01:40)</td>
<td>Intra-lexical code-mixing</td>
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<td>10</td>
<td>Kayak ngomongin <em>just general philosophy</em>, jadi kayak hal-hal seperti <em>existentialism</em></td>
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<tr>
<td>(00:01:41 – 00:01:47)</td>
<td>kayak <em>what’s right and what’s wrong</em>, and then also <em>logic</em> jadi, it’s like kind of mathematical version of like understanding your thought and out your argument gitu. (00:01:48 - 00:02:58)</td>
<td>Inter-sentential switching</td>
<td>Talking about particular topic</td>
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<td>12</td>
<td>Terus di tahun kedua aku mulai ngambil political philosophy jadi filosofi yang berhubungan dengan politics in particular. (00:02:00 – 00:02:07)</td>
<td>Intra-sentential switching (mixing)</td>
<td>Talking about particular topic</td>
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<td>13</td>
<td>Jadi aku <em>few names that I had to read</em> itu Plato, Duso, Locke, Hobbes, Machiavelli jadi <em>really-really ancient political thought</em> gitu and I love it (00:02:08 – 00:02:21)</td>
<td>Inter-sentential switching / there is an occurrence of morphological interference</td>
<td>Talking about particular topic</td>
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<td>14</td>
<td>aku setiap minggu harus ngerjain satu essay tentang satu writer itu (00:02:24 – 00:02:30)</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
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|   | Perlu lebih dari beberapa harilah definitely to finish it dan kadang-kadang tebal sekali. Jadi itu sih yang harus disiasatin kayak nanti harus catch up lagi  
   (00:02:43 - 00:02:51) | Intra-sentential switching (mixing) | Prestige filling motive |
|---|---|---|---|
| 16 | Bener-bener harus repetitif terus yang aku rasain gitu so, I’m afraid quite a lot  
   (00:03:06 - 00:03:12) | Inter-sentential switching | The intention of clarifying the speech content for the interlocutor |
| 17 | Bukan cuma original text-nya aku biasanya juga harus baca suplementary reading-nya  
   (00:03:15 - 00:03:19) | Intra-lexical code-mixing | Talking about particular topic |
| 18 | Emm... which is quite heavy but ya it’s all really fun dan cara dosennya ngajar juga ya, you know we kind of talk about it.  
   (00:03:20 – 00:03:26) | Inter-sentential switching | Talking about particular topic |
<p>| 19 | Bertiga kan sama temen satu sama profesornya terus dibahas it’s really quite ... it’s quite mind-boggling kalo topik-topiknya yang | Inter-sentential switching | Talking about particular topic |</p>
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<td>20</td>
<td>and it links to the second question tadi juga ada kayaknya something along the lines,</td>
<td>Inter-sentential switching</td>
<td>Takes the form of an interjection (inserting sentence fillers or sentence connectors)</td>
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<td>21</td>
<td>bagaimana filsafat bisa contribute in political and the economic world itu</td>
<td>Intra-sentential switching (mixing)</td>
<td>Talking about particular topic</td>
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<td>22</td>
<td>Kalo menurut aku filsafat tu.... it makes you think critically.</td>
<td>Inter-sentential switching</td>
<td>Talking about particular topic</td>
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<tr>
<td>23</td>
<td>Kita nggak mudah menerima sesuatu itu as benar tanpa melihat evidence itu</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
</tr>
<tr>
<td>24</td>
<td>Banyak hal-hal yang mungkin ya sudah written in the rules itu dari lama-lama kapan tahun itu,</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
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<tr>
<td>25</td>
<td>Kita ngerasa kayak <em>it’s the rule and that’s why to right</em>. Padahal <em>that should be your way of thinking</em> gitu kayak menurut aku filsafat tuh membantu <em>in the sense that it helps you think in a way that something has to be right in terms something has to be right first inherently right for written to be a rule</em> gitu dan <em>it just makes you be more critical about the way you think</em> (00:04:22 - 00:04:46)</td>
<td>Inter-sentential switching</td>
<td>Talking about particular topic</td>
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<tr>
<td>26</td>
<td>Ya gitu sih gak mudah terbawa status quo, <em>that’s what I think</em> (00:04:47 - 00:04:54)</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
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<tr>
<td>27</td>
<td><em>I mean</em> mungkin karena aku suka sih sama Inggris <em>as a country, as a culture</em> (00:05:18 – 00:05:24)</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
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<tr>
<td>28</td>
<td>Kalo soal orang-orang Inggris tuh kaku, <em>I guest there is some thoughts to that. I mean, you’re not... the most friendly when you first meet them</em></td>
<td>Inter-sentential switching</td>
<td>Repetition used for clarification</td>
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<td>29</td>
<td>Kalo misalnya di Indonesia itu semua orang kayaknya senyum, kayak <em>halo</em>, terus kayaknya very open. (00:05:41 – 00:05:47)</td>
<td>intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
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<td>30</td>
<td>Mungkin disini mereka orangnya lebih tertutup tapi it <em>doesn’t make them not funny</em> dan akhirnya gak pernah bercanda sih ya. (00:05:48 – 00:05:52)</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
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<td>31</td>
<td><em>I think, I think they have their own a kind sense of humor and I have to expect that,</em> cari nyambungnya dulu kalo sama orang Inggris sih menurut aku. Soalnya kalo udah nyambung mereka juga akan terbuka dan seru-seru lagi. (00:05:53 – 00:06:06)</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
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<tr>
<td>32</td>
<td>Dosen aku sih biasanya mereka lumayan sih there <em>quite, they quite, they expect quite high standart</em> dan yang bikin serem lagi ya mungkin karena</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
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<td>10</td>
<td>mereka sudah sangat terbiasa ya (00:06:12 – 00:06:22)</td>
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<tr>
<td>33</td>
<td>Kayak setiap term ganti murid a... setiap tahun juga ganti murid lagi (00:06:23 – 00:06:26)</td>
<td>Intra-sentential switching (mixing)</td>
<td>Need filling motive</td>
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<td>34</td>
<td>Mereka udah terbiasa melihat anak-anak yang mungkin juga sudah lumayan very-very intelligent, so you kind a have keep up juga come up with more interesting things karena obviously they’ve heard a lot of theories, they’ve heard a lot of different responses from different students, jadi you just have to be more on point on interpreting something, that’s that. (00:06:28 – 00:06:53)</td>
<td>Inter-sentential switching</td>
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<td>36</td>
<td>Jadi aku waktu itu jadi lucu banget sih, aku disini waktu itu jadi kayak <em>I acted as a man and it’s an old king, so it was quite funny</em></td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
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<td>37</td>
<td>Selanjutnya ada pertanyaan dari Retno Aka <em>thank you for asking</em></td>
<td>Emblematic switching</td>
<td>The intention of clarifying the speech content for the interlocutor</td>
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<tr>
<td>38</td>
<td>Emm... oke, secara <em>basic</em>-nya</td>
<td>Intra-lexical code-mixing</td>
<td>Prestige filling motive</td>
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<tr>
<td>39</td>
<td>Aku tuh emang <em>nerdy</em> banget, jadi a... sebenernya aku tuh suka sekolah</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
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<td>40</td>
<td>Aku nggak tau aku ngerasa sekolah itu penting karena aku suka, <em>so that's my first answer</em></td>
<td>Inter-sentential switching</td>
<td>Takes the form of an interjection (inserting sentence fillers or sentence connectors)</td>
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<td>41</td>
<td><em>Secondly</em>, setelah aku udah mulai lebih dewasa juga emm.. udah lebih banyak mungkin ngelihat hal-</td>
<td>Intra-sentential switching (mixing)</td>
<td>Takes the form of an interjection (inserting sentence fillers)</td>
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<td>00:07:52 – 00:08:08</td>
<td>hal disekeliling aku.</td>
<td>or sentence connectors)</td>
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<td>00:08:01 – 00:08:08</td>
<td>aku juga makin sadar bahwa education itu pentingnya melebihi hanya untuk diri kamu sendiri itu.</td>
<td>Intra-sentential switching (mixing)</td>
<td>Prestige filling motive</td>
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<td>00:08:18 - 00:08:55</td>
<td>Dan daya serap kamu menurut aku juga semakin meningkat itu dengan dengan education, you given the tool to also help other people itu, karena kan dengan the things that you've learned a.. the experiences that you get, you can actually apply it itu to help other people, to build something else for the world itu walaupun mungkin motivasinya gak harus auturistik tapi dengan you doing something that you good at, you will be doing the world really good a... really good favor itu. So that's what I think.</td>
<td>Inter-sentential switching</td>
<td>Talking about particular topic</td>
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<tr>
<td>00:09:44</td>
<td>Haha.. so many funny questions as well and this other question is about... kakak Maudy</td>
<td>Inter-sentential switching</td>
<td>The intention of clarifying the speech content for the</td>
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kalau disana makan apa? Hehe.. *this is just a fun question I think and* aku kalau enggak misalnya masak sendiri di rumah tapi terakhir-terakhir ini sih lagi jarang banget (00:08:57 – 00:09:16)

<p>| | | |</p>
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<td>Intra-sentential switching (mixing)</td>
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<td>itu makanan <em>western-</em> lah kayak kentang-kentang itu sama sayur yang agak-agak hambar (00:09:22 – 00:09:27)</td>
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<td>47</td>
<td>Restoran Asia nya juga gak banyak jadi paling makanan Jepang atau Thailand ya itu paling, <em>so it's totally being interesting</em> (00:09:38 – 00:09:45)</td>
<td>Inter-sentential switching</td>
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<td>48</td>
<td>Emm... menurut aku <em>I think, I think it's really good thing</em> dan aku suka bingung kadang orang-orang ngomong kalo misalnya orang Indonesia terus belajar di sekolah Internasional atau akhirnya pergi ke luar</td>
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<td>jadi kesannya kurang nasionalis (00:09:58 – 00:10:13)</td>
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<td>50</td>
<td>Aaa... menurut aku itu nggak berarti seperti itu karena <em>I think we have to accept</em> dan jangan merasa mudah cukup juga emm.. <em>we have to accept that there's a lot that we can learn from other countries</em> (00:10:14 – 00:10:33)</td>
<td>Inter-sentential switching</td>
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<td>Yang mungkin sudah lebih dulu <em>develop</em> (00:10:34 – 00:10:37)</td>
<td>Intra-sentential switching (mixing)</td>
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<td>51</td>
<td>Justru kita harus ya cukup rendah diri untuk sadar bahwa <em>there's so much that we can learn from..from this other International courses</em> gitu dan itu termasuk sekolah (00:10:38 – 00:10:49)</td>
<td>Inter-sentential switching</td>
</tr>
<tr>
<td>52</td>
<td>Aa... jadi aku kalau milih sekolah di <em>International school</em> atau di luar negeri bukan karena aku kayak gak sayang sama Indonesia. (00:10:50 – 00:10:57)</td>
<td>Intra-sentential switching (mixing)</td>
</tr>
<tr>
<td>53</td>
<td>Justru aku merasa Indonesia itu memiliki potensi yang banyak banget yang justru harus digali dan dieksplor dengan cara-cara yang tidak biasa gitu. Cara-cara yang <em>emm... different than we have tried before</em> (00:10:58 – 00:11:14)</td>
<td>Inter-sentential switching</td>
</tr>
<tr>
<td>54</td>
<td>dan gimana kita mau mencoba hal yang baru kalau misalnya kita nggak melihat ke tempat-tempat yang baru dan mungkin di luar Indonesia kan gitu, <em>so I mean that’s what I think that we can learn em.. new ways of thinking, so that we also grow differently</em>, gitu <em>and yak.</em> (00:11:07 – 00:11:33)</td>
<td>Inter-sentential switching</td>
</tr>
<tr>
<td>55</td>
<td>Seneng banget akhirnya dapat kesempatan buat <em>sharing</em> (00:11:37 – 00:11:39)</td>
<td>Intra-sentential switching (mixing)</td>
</tr>
<tr>
<td>56</td>
<td>Mungkin lebih detail juga ya gitu karena kan <em>ya it’s been..it’s been a while that I am here</em> (00:11:40 – 00:11:46)</td>
<td>Inter-sentential switching</td>
</tr>
<tr>
<td>57</td>
<td>Mudah-mudahan cerita-ceritaku tadi bisa mungkin solve dilema beberapa orang, yang lagi bingung em.. soal sekolah atau just to entertain you even or to inspire you to do something bigger than you ya. (00:11:47 – 00:12:06)</td>
<td>Inter-sentential switching</td>
</tr>
</tbody>
</table>
CURRICULUM VITAE

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