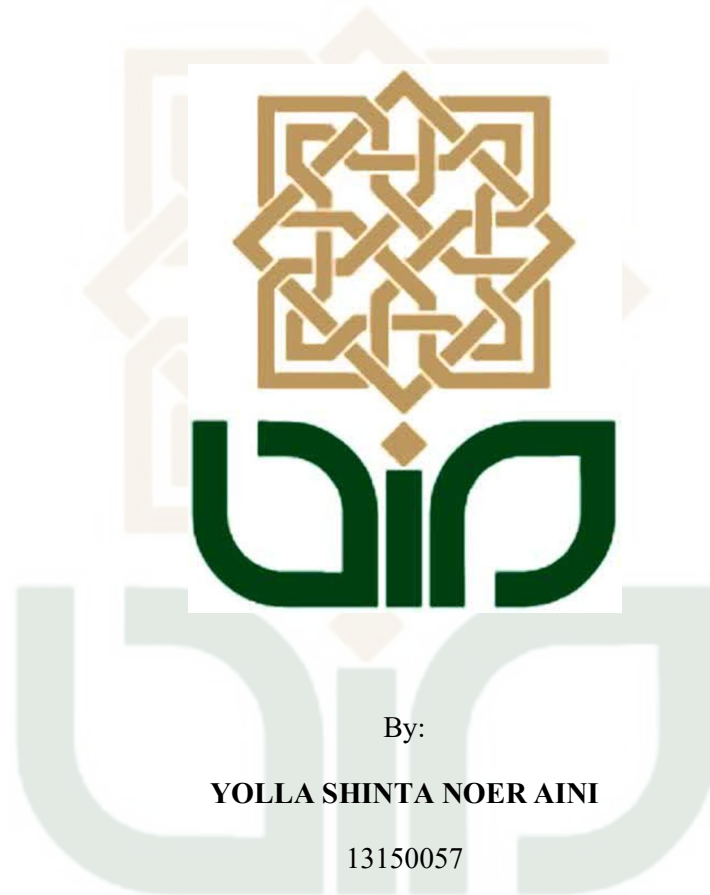


**THE ANALYSIS OF ENGLISH CODE-SWITCHING AND CODE-  
MIXING USED BY MAUDY AYUNDA**

A GRADUATING PAPER

Submitted in Partial Fullfilment of the Requirements for Gaining  
the Bachelor Degree in English Literature



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**2017**

## 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.

Yogyakarta, 20 January 2017

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Saya menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqasyah untuk memenuhi sebagai syarat memperoleh gelar Sarjana Sastra Inggris.

Atas perhatian yang diberikan, saya ucapkan terimakasih.

*Wassalamu 'alaikum Wr. Wb.*

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

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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 actress 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

Oleh : Yolla Shinta Noer Aini

## 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 fillers 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*

*Kalijaga 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 رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ  
مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

*“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.

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَاَفْسَحُوْا  
 يَفْسَحِ اللّٰهُ لَكُمْ وَاِذَا قِيْلَ اَنْشُرُوْا فَاَنْشُرُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ ءَامَنُوْا  
 مِنْكُمْ وَالَّذِيْنَ اٰوْتُوْا الْعِلْمَ دَرَجٰتٍ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ ﴿۱۱﴾

*“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*

*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 Catiq, 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 strengthen 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. There 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 hypotesis 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 Djamaal 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 reaserch 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 :

1. Classifying the data based on the types of code-switching and code-mixing using Hoffman’s theory (1991).

2. Analyzing the data using based on the reasons of using code-switching and code-mixing theory which proposed by Hoffman (1991) and Ohoiwutun (1997).
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 occurred, 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 occurred 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. Further more, 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.

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## APPENDICES

### TRANSCRIPT VIDEO *QUESTION AND ANSWER WITH @MAUDY* *AYUNDA PART 1: 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? @\_sabrinaltf**

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 gitu. Menurut aku ketiga *subject* itu sangat melengkapi dan em.. kayaknya 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 dikarenakan 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 kayaknya 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.. sebenarnya 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 frustrasi, 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 pinter-pinter 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 frustrasi 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 kayaknya 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 frustrasi 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 *lets 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 tebal 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 sebenarnya 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 kayaknya 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 sebenarnya *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 *enteprenurs* yang diundang dateng gitu. Jadi, bener-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 intellegent people is really epic.* Karena kadang-kadang tuh aku bisa ngobrol sama profesor aku atau ngobrol sama siapa yang bener-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 bener-bener memang khusus buat orang belajar jadi nggak.. nggak ada banyak *destruction* gitu kayaknya. Karena kan sekarang kita tuh kayaknya ada *handphone* ada apa, kalau diperpustakaan kan harus bener-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....kayaknya *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 OF CODE-SWITCHING AND CODE-MIXING PART 1

V1	Utterances	Type of Code-Switching	Type of Code-Mixing	Reasons of using code-switching or code-mixing
1	Aaa... jadi kalau di sini itu sistem ngajarnya unik banget sih emm... dan awalnya agak menyeramkan juga, jadi <i>we have lectures</i> . (00:00:32 – 00:00:45)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
2	Jadi, itu yang kayak muridnya seratus orang terus <i>lecture</i> (00:00:46 – 00:00:47)		Intra-sentential switching (mixing)	Prestige filling motive
3	Habis itu kita juga ada namanya <i>tutorial</i> dan <i>tutorial</i> itu beda sama kelas (00:00:52 - 00:00:57)		Intra-sentential switching (mixing)	Prestige filling motive
4	Jadi, di <i>tutorial</i> ini isinya cuma satu profesor sama dua murid (00:01:03 - 00:01:08 )		Intra-sentential switching (mixing)	Prestige filling motive

5	Kita kayak berargumentasi dan membahas esai kita terus membahas topik minggu itu gitu <i>and that's quite scary because everytime you write an essay</i> (00:01:09 - 00:01:18)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
6	<i>Basically,</i> harus banget, kan kita harus bisa <i>define a point of view</i> setiap kali <i>tutorial</i> (00:01:19 - 00:01:27)		Intra-sentential switching (mixing)/ there is an occurrence of interference at grammatical level	Prestige filling motive
7	Awalnya sih kayak aku takut banget hehe... tapi lama-lama karena <i>you know, I have two in a week</i> jadi udah terbiasa sekarang. (00:01:28 - 00:01:39)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
8	Jadi, mungkin bedanya itu sih kalau <i>di-compare</i> sama sistem Indonesia, <i>tutorial system-nya</i> (00:01:40 - 00:01:44)		Intra-lexical code-mixing/ there is an occurrence of interference at grammatical level	Prestige filling motive
9	Emm.... jadi, aku udah lama banget pengen		Intra-sentential switching	Need filling motive

	belajar <i>PPE</i> . (00:04:44 - 00:04:47)		(mixing)	
10	Menurut aku kombinasi antara politik, ekonomi dan filsafat itu bukan cuma kayak <i>I think it's really cool</i> dan juga apa ya sangat melengkapi satu sama lain gitu. (00:04:48 – 00:05:01)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
11	Menurut aku ketiga <i>subject</i> itu sangat melengkapi dan kayak menambahkan <i>extra value</i> di masing-masing <i>subject</i> itu (00:05:02 – 00:05:16)		Intra-sentential switching (mixing)	Prestige filling motive
12	<b>And</b> menurut aku sih kalau belajar ekonomi bagusnya bisa ada <i>background</i> politik juga dan mungkin belajar politik ada <i>background</i> ekonomi juga. (00:05:19 - 00:05:23)		Intra-sentential switching (mixing)	Prestige filling motive
13	<i>So, that's why?</i> Oxford karena aku suka Inggris (00:05:28 – 00:05:33)		Intra-sentential switching (mixing)	Prestige filling motive

14	<i>Basically</i> , kayaknya Oxford yang juga pertama mencetuskan a.. mata pelajaran itu sih (00:05:35 – 00:05:43)		Intra-sentential switching (mixing)	Takes the form of an interjection (inserting sentence fillers or sentence connectors)
15	Mimpi aku tuh waktu itu bener-bener masuk kesini dan <i>major</i> itu dan <i>alhamdulillah</i> tercapai <i>.So</i> , aku bersyukur banget. (00:05:45 - 00:05:56)		Intra-sentential switching (mixing)	Prestige filling motive
16	E.... sebenarnya kalau soal itu masih agak galau sih heeh... maksudnya kayak masih ada beberapa arah yang <i>I can see myself doing</i> . Jadi, masih susah banget untuk memilih satu jalan sekarang (00:06:00 - 00:06:14)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
17	Tergantung mungkin <u>opportunity-</u> <u>opportunity</u> yang muncul juga emm... aku juga mau <i>explore</i> karir aku di Indonesia lagi juga sama sambil mungkin <i>exploring other thing</i> (00:06:17 - 00:06:33)		Intra-sentential switching (mixing)/ there is an occurrence of morphological interference	Repetition used for clarification

18	<i>So, I think</i> setelah lulus aku mau <i>explore</i> dulu e... kesempatan-kesempatan apa yang e.. datang dan juga apa ya, yang aku <i>passionate about</i> . (00:06:34 – 00:06:47)		Intra-sentential switching (mixing)	Prestige filling motive
19	Terus <i>everyone here is just</i> 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 gitu a.. jadi pada saat itu sempet juga kayak frustrasi aduh.. kayak <i>am I good enough?</i> (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 <i>you know what? actually, it's a room for me to learn</i> 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 <i>doing well</i> itu ngerasa bahagia banget karena <i>there is actually that distance yang too cross</i> (00:07:52 - 00:07:58)		Intra-sentential switching (mixing)	Prestige filling motive

23	Aku kan baru balik tuh biasanya mepet banget dan biasanya langsung <i>exam</i> (00:08:16 – 00:08:18)		Intra-sentential switching (mixing)	Prestige filling motive
24	Itu sih yang biasanya bikin frustrasi banget kayak haah... <i>I only have this much time but I have two subjects to study for</i> (00:08:19 - 00:08:27)	Inter-sentential switching		Talking about particular topic
25	Kalo itu bener-bener yaudah <i>think positive</i> dan kayak menurut aku salah satu solusinya berpikir sepraktis mungkin. (00:08:29 – 00:08:37)		Intra-sentential switching (mixing)	Prestige filling motive
26	Udah makin banyak gitu kayaknya yang apa <u>pressures-pressures</u> itu udah makin banyak, jadi akhirnya aku yaudah kayak praktis <i>let's get do it</i> , belajar buat <i>this exam as fast as possible and that's that</i> (00:08:49 – 00:09:03)		Intra-sentential switching (mixing)/ there is an occurrence of morphological interference	Talking about particular topic



27	Cara membaca buku yang tebal dan mungkin <i>really-really dense</i> . (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 <i>you know, you kind a have to just take with it</i> . (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 <i>either</i> 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 <i>you will be in the zone to study</i> (00:09:43 - 00:09:47)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
31	Kamu bisa <i>flip through</i> dulu yang kayaknya menurut kamu paling menarik (00:09:54 - 00:09:58)		Intra-sentential switching (mixing)	Prestige filling motive
32	Gak tau ya, <i>culture</i> belajarnya seperti itu juga sih (00:10:08 - 00:10:09)		Intra-sentential switching (mixing)	Prestige filling motive

33	Karena <b>dorm</b> itu konotasinya benar-bener tempat tidur, tempat mandi, tempat hiduplah gitu. (00:10:11 - 00:10:18)		Intra-sentential switching (mixing)	Need filling motive
34	Emm.... akhirnya kayak susah fokus gitu kalau di <b>dorm</b> dikelilingi temen. (00:10:19 - 00:10:23)		Intra-sentential switching (mixing)	Need filling motive
35	Emm, <b>so it's very distructing</b> , akhirnya semua orang ke perpustakaan (00:10:23 - 00:10:27)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
36	Perpustakaan disini tuh benar-bener kayak buka dari pagi ada yang 24 jam juga sampe malem banget deh, jadi emm <b>they understand that there is a did to like have a place to focus</b> (00:10:28 - 00:10:42)	Inter-sentential switching		Talking about particular topic
37	<b>That's a good question</b> , apa ya paling mungkin orangtua aku itu cara mengajarkannya (00:10:49 - 00:10:59)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor

38	lebih fokus ke <i>living a balance life, I think.</i> (00:11:00 - 00:11:04)		Intra-sentential switching (mixing)	The intention of clarifying the speech content for the interlocutor
39	Jadi, mereka tuh sebenarnya <i>supportive</i> banget dengan apapun yang apa... aku mau coba <i>explore</i> gitu, tapi mereka juga selalu mengingatkan untuk selalu <i>balance</i> gitu. (00:11:06 - 00:11:17)		Intra-sentential switching (mixing)	The intention of clarifying the speech content for the interlocutor
40	Aku juga <i>di-support</i> banget kalau misalnya aku pingin nyanyi di kur atau belajar musik atau apa. Jadi, itu sangat <i>di-support</i> sama beratnya sama pelajaran sekolah gitu. Jadi, <i>I don't know.. if that's what got me here exactly but I think</i> em... mempelajari apa ya banyak hal itu juga membuat aku.... (00:11:22 - 00:11:51)	Inter-sentential switching/ there are occurrences of interference at grammatical level		Takes the form of an interjection (inserting sentence fillers or sentence connectors)
41	Mempelajari banyak hal itu tanpa kita sadari juga <i>contribute to the way a child sticks</i> itu menurut aku. (00:11:53 - 00:11:59)		Intra-sentential switching (mixing)	The intention of clarifying the speech content for interlocutor

42	Dan emm... hal-hal seperti musik dan lain-lain itu bisa juga membantu ke dunia akademis dia kalau menurut aku sih, <i>so I think... I think its that balance aspect</i> gitu. Aku selalu <i>di-support</i> melakukan apapun, (00:12:00 – 00:12:15)	Inter-sentential switching/ there is an occurrence of interference at grammatical level		The intention of clarifying the speech content for the interlocutor
43	tapi juga lebih tepatnya gak pernah terlalu ada kecenderungan <i>support-nya</i> lebih ke akademis atau ke musik atau apa gitu. (00:12:16 - 00:12:24)		Intra-lexical code-mixing	Prestige filling motive
44	Dua-duanya <i>balance</i> aja gitu karena <i>that are both positive things, so I think that's what my parents did .</i> (00:12:25 - 00:12:33)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor

45	<p>Menurut aku yang <i>epik</i> banget di Oxford itu</p> <p>Kayaknya <i>experience social-nya</i> deh kayak ada <i>extra things</i>. <b>So</b>, hal-hal seperti ... kadang-kadang di Oxford Union namanya, kayak suka emm.. datang figur-figur yang misalnya emm... nulis di <i>economist</i> atau yang misalnya emm... <i>prime ministers or ex-prime ministers</i> em... apa ya <i>entreprenurs</i> yang diundang dateng. (00:12:39 – 00:13:06)</p>		<p>Intra-sentential switching (mixing)/ there is an occurrence of interference at grammatical level</p>	<p>Talking about particular topic</p>
46	<p>Akses untuk akhirnya nonton dan <i>even</i> ngobrol sama mereka tuh ada banget itu menurut aku lumayan <i>epic</i>. (00:13:10 - 00:13:17)</p>		<p>Intra-sentential switching (mixing)</p>	<p>Prestige filling motive</p>
47	<p>Kadang-kadang tuh aku bisa ngobrol sama profesor aku atau ngobrol sama siapa yang bener-bener sampe kayak ikut bengong juga saking kayak <i>it's amazing!</i></p>	<p>Emblematic switching</p>		<p>The intention of clarifying the speech content for the interlocutor</p>

	<i>The way of thinking!</i> (00:13:30 - 00:13:40)			
48	Kalau kita lagi duduk di kafe terus ada dua orang lagi berdiskusi atau berdebat tentang apa ya <i>I don't know like scientific varies</i> atau <i>even just about like</i> filsafat atau apa gitu, akhirnya <i>you get to listen and things like that</i> . Jadi di sini tuh kayak ada hal-hal absurd seperti itu. (00:13:41 – 00:13:56)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
49	Jadi mungkin <i>connecting to the second question</i> yang bisa diterapkan di Indonesia. (00:14:01 – 00:14:08)	Inter-sentential switching		Takes the form of an interjection (inserting sentence fillers or sentence connectors)
50	Kebiasaan-kebiasaan orang disini salah satunya adalah mungkin <i>culture</i> ke perpustakaan, maksudnya <i>culture</i> belajar, bekerja, dan mungkin membaca di perpustakaan. (00:14:09 - 00:14:19)		Intra-sentential switching (mixing)	Prestige filling motive
51	Karena menurut aku itu adalah tempat yang bener-bener memang		Intra-sentential switching (mixing)	Prestige filling motive

	khusus buat orang belajar jadi nggak... nggak banyak <b><i>distraction</i></b> gitu kayaknya. (00:14:20 - 00:14:27)			
52	Kayaknya kan sekarang kita tuh kayaknya ada <b><i>handphone</i></b> , ada apa. (00:14:27 – 00:14:29)		Intra-sentential switching (mixing)	Need filling motive
53	Jadi, <b><i>I think that culture will be useful</i></b> karena akhirnya sih aku ngeliat orang-orang di sini jatohnya jadi... (00:14:38 - 00:14:43)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
54	Paling mereka cuma punya <b><i>Facebook</i></b> , ada beberapa orang punya <b><i>Instagram</i></b> . Tapi gak ada yang tau <b><i>Path</i></b> itu apa (00:14:44 - 00:14:49)		Intra-sentential switching (mixing)/ there is an occurrence of interference at phonological level	Need filling motive
55	Dan emm..... kayaknya <b><i>definetely time on the phone</i></b> nya jadi lebih kurang (00:14:50 – 00:14:55)		Intra-lexical code-mixing	The intention of clarifying the speech content for the interlocutor

56	Terus kedua, di sini tuh orang juga lebih banyak <i>I feel like people are more self sustainable</i> (00:14:59 – 00:15:07)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
57	Kayak lumayan <i>very secure in the sense that</i> 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>I don't know, I feel... I don't know if Indo actually</i> (00:15:16 - 00:15:27)	Inter-sentential switching		Takes the form of an interjection (inserting sentence fillers or sentence connectors)
59	Mungkin karena <i>on the social media</i> 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 oranglain terus <i>em... but I think.. I think that's a really good thing for people to have</i> (00:15:34 - 00:15:40)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
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**TRANSCRIPT VIDEO QUESTION AND ANSWER WITH @MAUDY  
AYUNDA PART 2: STUDENT LIFE AT OXFORD**

*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 stuffs* 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 *definetaly 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 gitu. So, *I'm afraid quite a lot* dan ditambah juga bukan cuman *original text*-nya aku biasanya juga harus baca *supplementary 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 mahasiswanya?**

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 sih menurut aku soalnya kalo udah nyambung mereka juga akan terbuka dan seru-seru lagi gitu.

Dosen aku sih biasanya mereka lumayan sih *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.....sebenarnya 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 gitu. 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 gitu dengan *education, you given the tool to also help other people* gitu, karena kan dengan *the things that you've learned a.. the experiences that you get you can actually apply it* gitu. *To help other people, to build something else for the world* gitu, 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* gitu. *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 gitu sama sayur yang agak-agak hambar hehe... terus kalau enggak ya aku cari makanan restoran thailand, soalnya restoran indonesianya gak banyak gitu di eh... Indonesia gak ada sama sekali. Restoran Asianya juga gak banyak jadi paling makanan Jepang atau Thailand ya gitu 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 kalau 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 gitu yang justru harus digali dan dieksplor mungkin dengan cara-cara yang emm... tidak biasa gitu. Cara-cara yang emm.. *different than we’ve ever tried before* 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. *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 dapet 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

V2	Utterances	Type of Code-Switching	Type of Code-Mixing	Reasons of using code-switching or code-mixing
1	<i>Thank you so much for questions</i> , banyak banget nih yang masuk (00:00:19 – 00:00:22)	Emblematic switching		The intention of clarifying the speech content for the interlocutor
2	aku sampai kebingungan ngejawabnya <i>em... but I will try my best as I scroll too.</i> (00:00:23 – 00:00:28)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
3	Oke dari Meta Revinda <i>thank you for submitting your question</i> (00:00:30 - 00:00:35)	Emblematic switching		The intention of clarifying the speech content for the interlocutor
4	Setelah lulus <i>may be not</i> karena aku ngerasa aku masih sangat muda sekali (00:00:42 - 00:00:48)		Intra-sentential switching (mixing)	Prestige filling motive
5	Aku pengen mungkin mencoba hal-hal lain dulu, tapi <i>in the far-far future, I mean why not I wanna do something for my country</i> dan kalau itu memang harus ujung-ujungnya, ujung-	Inter-sentential switching/ there is an occurrence of morphological interference		The intention of clarifying the speech content for the interlocutor

	ujungnya ya lewat jalur politik dan <i>may be that is sort of not my main objective</i> sekarang (00:00:49 – 00:01:08)			
6	Sekarang ini aku pengen mungkin berbuat lewat cara lain dulu dan ya <i>just</i> belajar lebih dulu lah sebelum... sebelum mau berbuat lebih (00:01:09 – 00:01:17)		Intra-sentential switching (mixing)	Prestige filling motive
7	<i>Oke, really interesting question</i> dari Fatiya Rama (00:01:20 - 00:01:24)	Emblematic switching		The intention of clarifying the speech content for the interlocutor
8	Speaker 1 : <i>“Tell us the detail story how you study philosophy?”</i>  Speaker 2 : <i>Kind of philosophycal stuffs</i> dan aku <i>how did you deal with philosophers original texts</i> (00:01:25 – 00:01:35)	Establishing continuity with the previous speaker		Talking about particular topic
9	<i>So</i> , tahun pertama itu aku <i>philosophy-nya</i> sempet belajar (00:01:37 - 00:01:40)		Intra-lexical code-mixing	Talking about particular topic
10	Kayak ngomongin <i>just general philosophy</i> , jadi kayak hal-hal seperti <i>existentialism</i>		Intra-sentential switching (mixing)	Talking about particular topic



	(00:01:41 – 00:01:47)			
11	kayak <i>what's right and what's wrong, and then also logic</i> jadi, <i>it's like kind of mathematical version of like understanding your thought and out your argument</i> gitu. (00:01:48 - 00:02:58)	Inter-sentential switching		Talking about particular topic
12	Terus di tahun kedua aku mulai ngambil <i>political philosophy</i> jadi filosofi yang berhubungan dengan <i>politics in particular</i> . (00:02:00 – 00:02:07)		Intra-sentential switching (mixing)	Talking about particular topic
13	Jadi aku <i>few names that I had to read</i> itu Plato, Duso, Locke, Hobbes, Machiavelli jadi <i>really-really ancient political thought</i> gitu <i>and I love it</i> (00:02:08 – 00:02:21)	Inter-sentential switching / there is an occurrence of morphological interference		Talking about particular topic
14	aku setiap minggu harus ngerjain satu <i>essay</i> tentang satu <i>writer</i> itu (00:02:24 – 00:02:30)		Intra-sentential switching (mixing)	Prestige filling motive

15	Perlu lebih dari beberapa harilah <b><i>definitely to finish it</i></b> dan kadang-kadang tebal sekali. Jadi itu sih yang harus disiasatin kayak nanti harus <b><i>catch up</i></b> lagi (00:02:43 - 00:02:51)		Intra-sentential switching (mixing)	Prestige filling motive
16	Bener-bener harus repetitif terus yang aku rasain gitu <b><i>so, I'm afraid quite a lot</i></b> (00:03:06 - 00:03:12)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
17	Bukan cuma <b><i>original text-nya</i></b> aku biasanya juga harus baca <b><i>supplementary reading-nya</i></b> (00:03:15 - 00:03:19)		Intra-lexical code-mixing	Talking about particular topic
18	Emm... <b><i>which is quite heavy but ya it's all really fun</i></b> dan cara dosennya ngajar juga ya, <b><i>you know we kind of talk about it.</i></b> (00:03:20 – 00:03:26)	Inter-sentential switching		Talking about particular topic
19	Bertiga kan sama temen satu sama profesornya terus dibahas <b><i>it's really quite ... it's quite mind-boggling</i></b> kalo topik-topiknya yang	Inter-sentential switching		Talking about particular topic

	lagi benar-bener relevan ya. <i>It sometimes reflects how you see the world</i> juga. (00:03:27 - 00:03:40)			
20	<i>and it links to the second question</i> tadi juga ada kayaknya <i>something along the lines,</i> (00:03:42 – 00:03:46 )	Inter-sentential switching		Takes the form of an interjection (inserting sentence fillers or sentence connectors)
21	bagaimana filsafat bisa <i>contribute in political and the economic world</i> gitu (00:03:47 – 00:03:53)		Intra-sentential switching (mixing)	Talking about particular topic
22	Kalo menurut aku filsafat tu.... <i>it makes you think critically.</i> (00:03:54 – 00:04:00)	Inter-sentential switching		Talking about particular topic
23	Kita nggak mudah menerima sesuatu itu <i>as</i> benar tanpa melihat <i>evidence</i> gitu (00:04:02 - 00:04:09)		Intra-sentential switching (mixing)	Prestige filling motive
24	Banyak hal-hal yang mungkin ya sudah <i>written in the rules</i> gitu dari lama-lama kapan tahun gitu, (00:04:15 - 00:04:21)		Intra-sentential switching (mixing)	Prestige filling motive

25	Kita ngerasa kayak <i>it's the rule and that's why to right</i> . Padahal <i>that should be your way of thinking</i> gitu kayak menurut aku filsafat tuh membantu <i>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</i> gitu dan <i>it just makes you be more critical about the way you think</i> (00:04:22 - 00:04:46)	Inter-sentential switching		Talking about particular topic
26	Ya gitu sih gak mudah terbawa status quo, <i>that's what I think</i> (00:04:47 - 00:04:54)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
27	<i>I mean</i> mungkin karena aku suka sih sama Inggris <i>as a country, as a culture</i> (00:05:18 – 00:05:24)		Intra-sentential switching (mixing)	Prestige filling motive
28	Kalo soal orang-orang Inggris tuh kaku, <i>I guest there is some thoughts to that. I mean, you're not... the most friendly when you first meet them</i>	Inter-sentential switching		Repetition used for clarification

	<i>like</i> kayak di jalan-jalan gitu. (00:05:29 - 00:05:40)			
29	Kalo misalnya di Indonesia itu semua orang kayaknya senyum, kayak <i>halo</i> , terus kayaknya <u><i>very open</i></u> (00:05:41 – 00:05:47)		intra-sentential switching (mixing)	Prestige filling motive
30	Mungkin disini mereka orangnya lebih tertutup tapi <i>it doesn't make them not funny</i> dan akhirnya gak pernah bercanda sih ya. (00:05:48 – 00:05:52)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
31	<i>I think, I think they have their own a kind sense of humor and I have to expect that</i> , 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)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
32	Dosen aku sih biasanya mereka lumayan sih <i>there quite, they quite, they expect quite high standart</i> dan yang bikin serem lagi ya mungkin karena	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor

	mereka sudah sangat terbiasa ya (00:06:12 – 00:06:22)			
33	Kayak setiap <i>term</i> ganti murid a... setiap tahun juga ganti murid lagi (00:06:23 – 00:06:26)		Intra-sentential switching (mixing)	Need filling motive
34	Mereka udah terbiasa melihat anak-anak yang mungkin juga sudah lumayan <i>very-very intelligent, so you kind a have keep up</i> juga <i>come up with more interesting things</i> karena <i>obviously they've heard a lot of theories, they've heard a lot of different responses from different students</i> , jadi <i>you just have to be more on point on interpreting something, that's that.</i> (00:06:28 – 00:06:53)	Inter-sentential switching		Talking about particular topic
35	Oh ya terus ini ada yang nanya tentang aktivitas aku a.. 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		Intra-sentential switching (mixing)	Prestige filling motive

	teater itu memang bareng <i>college</i> aku (00:06:54- 00:07:10)			
36	Jadi aku waktu itu jadi lucu banget sih, aku disini waktu itu jadi kayak <i>I acted as a man and it's an old king, so it was quite funny</i> (00:07:12 - 00:07:21)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
37	Selanjutnya ada pertanyaan dari Retno Aka <i>thank you for asking</i> (00:07:22 – 00:07:27)	Emblematic switching		The intention of clarifying the speech content for the interlocutor
38	Emm... oke, secara <i>basic</i> -nya (00:07:34 - 00:07:37)		Intra-lexical code-mixing	Prestige filling motive
39	Aku tuh emang <i>nerdy</i> banget, jadi a... sebenarnya aku tuh suka sekolah (00:07:38 – 00:07:43)		Intra-sentential switching (mixing)	Prestige filling motive
40	Aku nggak tau aku ngerasa sekolah itu penting karena aku suka, <i>so that's my first answer</i> (00:07:44 - 00:07:51)	Inter-sentential switching		Takes the form of an interjection (inserting sentence fillers or sentence connectors)
41	<i>Secondly</i> , setelah aku udah mulai lebih dewasa juga emm.. udah lebih banyak mungkin ngelihat hal-		Intra-sentential switching (mixing)	Takes the form of an interjection (inserting sentence fillers)

	hal disekeliling aku. (00:07:52 – 00:08:08)			or sentence connectors)
42	aku juga makin sadar bahwa <i>education</i> itu pentingnya melebihi hanya untuk diri kamu sendiri gitu. (00:08:01 – 00:08:08)		Intra-sentential switching (mixing)	Prestige filling motive
43	Dan daya serap kamu menurut aku juga semakin meningkat gitu dengan dengan <i>education</i> , <i>you given the tool to also help other people</i> gitu, karena kan dengan <i>the things that you've learned a.. the experiences that you get, you can actually apply it</i> gitu <i>to help other people, to build something else for the world</i> gitu walaupun mungkin motivasinya gak harus auturistik tapi dengan <i>you doing something that you good at, you will be doing the world really good a... really good favor</i> gitu. <i>So that's what I think.</i> (00:08:18 - 00:08:55)	Inter-sentential switching		Talking about particular topic
44	Haha.. <i>so many funny questions as well and this other question is about...</i> kakak Maudy	Inter-sentential switching		The intention of clarifying the speech content for the



	<p>kalau disana makan apa? Hehe.. <i>this is just a fun question I think and</i> aku kalau enggak misalnya masak sendiri di rumah tapi terakhir-terakhir ini sih lagi jarang banget (00:08:57 – 00:09:16)</p>			interlocutor
45	<p>Aku paling makan di kantin di <i>college</i> (00:09:19 – 00:09:21)</p>		Intra-sentential switching (mixing)	Prestige filling motive
46	<p>itu makanan <i>western-lah</i> kayak kentang-kentang gitu sama sayur yang agak-agak hambar (00:09:22 – 00:09:27)</p>		Intra-lexical code-mixing	Prestige filling motive
47	<p>Restoran Asianya juga gak banyak jadi paling makanan Jepang atau Thailand ya gitu paling, <i>so it's totally being interesting</i> (00:09:38 – 00:09:45)</p>	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
48	<p>Emm... menurut aku <i>I think, I think it's really good thing</i> dan aku suka bingung kadang orang-orang ngomong kalo misalnya orang Indonesia terus belajar di sekolah Internasional atau akhirnya pergi ke luar</p>	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor

	jadi kesannya kurang nasionalis (00:09:58 – 00:10:13)			
49	Aaa... menurut aku itu nggak berarti seperti itu karena <i>I think we have to accept</i> dan jangan merasa mudah cukup juga emm.. <i>we have to accept that there's a lot that we can learn from other countries</i> (00:10:14 – 00:10:33)	Inter-sentential switching		Repetition used for clarification
50	Yang mungkin sudah lebih dulu <i>develop</i> (00:10:34 – 00:10:37)		Intra-sentential switching (mixing)	Prestige filling motive
51	Justru kita harus ya cukup rendah diri untuk sadar bahwa <i>there's so much that we can learn from..from this other International courses</i> gitu dan itu termasuk sekolah (00:10:38 – 00:10:49)	Inter-sentential switching		Talking about particular topic
52	Aa... jadi aku kalau milih sekolah di <i>International school</i> atau di luar negeri bukan karena aku kayak gak sayang sama Indonesia. (00:10:50 – 00:10:57)		Intra-sentential switching (mixing)	Prestige filling motive

53	<p>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 <i>emm... different than we have tried before</i> (00:10:58 – 00:11:14)</p>	Inter-sentential switching		The intention of clarifying the speech content for interlocutor
54	<p>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, <i>so I mean that's what I think that we can learn em.. new ways of thinking, so that we also grow differently,</i> gitu and yak. (00:11:07 – 00:11:33)</p>	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
55	<p>Seneng banget akhirnya dapet kesempatan buat <i>sharing</i> (00:11:37 – 00:11:39)</p>		Intra-sentential switching (mixing)	Prestige filling motive
56	<p>Mungkin lebih detail juga ya gitu karena kan <i>ya it's been..it's been a while that I am here</i> (00:11:40 – 00:11:46)</p>	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor

57	Mudah-mudahan cerita-ceritaku tadi bisa mungkin <i>solve</i> dilema beberapa orang, yang lagi bingung em.. soal sekolah atau <b>just to entertain you even or to inspire you to do something bigger than you ya.</b> (00:11:47 – 00:12:06)	Inter-sentential switching		The intention of clarifying the speech content for the interlocutor
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## CURRICULUM VITAE

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 2001 – 2002 : SDN Terbansari I Yogyakarta  
 2002 – 2007 : SDN Muara Ciujung Timur XII  
 2007 – 2010 : SMPN 2 Rangkasbitung  
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## ORGANIZATIONAL EXPERIENCES

1. Studi Pengembangan Bahasa Asing (SPBA) UIN Sunan Kalijaga
2. ECC (English Conversation Club) Yogyakarta