



## CODE MIXING ON QUIPPER YOUTUBE CHANNEL: A SOCIOLINGUISTICS STUDY

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### **Abstract**

People in Indonesia often use two languages interchangeably or by mixing two language conversations in daily life. The phenomenon of mixing language is often called code mixing. Code mixing also used on Quipper video, the speaker submits learning material using code mixing to make it easier to understand. The purpose of this study is to find out the types of code mixing by Hoffman's theory namely intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation, and the factors that influence code mixing by Holmes's theory namely the participants, social context, the topic, and the function. This study used qualitative content analysis as an approach. The data source will take from Quipper video Indonesia Youtube channel. The results of this study showed that the teacher used all the types of code mixing by Hoffman namely intra-sentential code mixing 87%, intra-lexical code mixing 11%, and involving a change of pronunciation 2%. While for the factors that influence code mixing, the researcher found three factors that used by the teacher namely the participants 30%, the topic 45%, and the function 25%.

**Keyword:** *Sociolinguistics, Code Mixing, Quipper Youtube Channel*

### **Abstrak**

Orang-orang di Indonesia sering menggunakan dua bahasa secara bergantian atau dengan mencampur dua bahasa dalam satu percakapan di kehidupan sehari-hari. Fenomena pencampuran bahasa sering disebut dengan code mixing. Pencampuran kode juga digunakan dalam Quipper video, seorang pembicara menyampaikan materi



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pembelajaran menggunakan campur kode agar lebih mudah dimengerti. Tujuan dari penelitian ini adalah untuk mengetahui tipe-tipe pencampuran kode menggunakan teori dari Hoffman yaitu intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation, dan faktor-faktor yang mempengaruhi pencampuran kode menggunakan teori dari Holmes yaitu the participants, social context, the topic, and the function. Penelitian ini menggunakan kualitatif konten analisis sebagai pendekatan. Sumber data akan diambil dari Youtube Quipper video Indonesia. Hasil penelitian ini menunjukkan bahwa guru menggunakan semua jenis pencampuran kode dari Hoffman yaitu intra-sentential code mixing 87%, intra-lexical code mixing 11%, dan involving a change of pronunciation 2%. Sedangkan untuk faktor-faktor yang mempengaruhi campur kode, peneliti menemukan tiga faktor yang digunakan oleh guru yaitu the participants 30%, the topic 45%, and the function 25%.

**Kata kunci:** *Sociolinguistics, Code Mixing, Quipper Youtube Channel*

## Introduction

In Indonesia, there are many people who master more than one language. At least Indonesian people mastered the Indonesian language and their local languages. People in Indonesia often use two languages interchangeably or by mixing two language conversations in daily life. Language has a very important role for every member in a community of speech. The connection between language and society is recognized as a major interest in sociolinguistics (Wiyanto & Asmorobangun, 2020: 153). Nowadays, sociolinguistics has involved many significant things in a research topic. Sociolinguistics is a study to investigate the relationship between language and society in order to get a better understanding of the function of language and the structure of language in communication (Wardhaugh, 2006: 13). In sociolinguistics, the phenomenon of using two or more languages is called bilingual and multilingual (Wardhaugh, 1986: 101). Bilingualism as someone who has the functional ability to use second languages. Meanwhile, multilingualism is the ability to use more than two languages (Spolsky, 1998: 45). The phenomenon of mixing language is often called code mixing. Code Mixing is common in Asian countries like Indonesia, where people who use English or other foreign languages are mixed in speech. Code mixing is a phenomenon related to the word or expressions from the use of one language in a group of words whose structure is owned by another different language (Wardhaugh, 1990: 104).

In the modern era, learning does not only occur in the classroom but can be done anywhere and anytime. With the rapid development of technology, there are many ways you can do to learn easily, one of them is learning English. English is an international language and it is very important to master English. Therefore, students can learn English through several online videos, one of them is Quipper. Quipper video is one of the best online learning startups in Indonesia that can be used as a medium for learning at home. Code mixing also used in Quipper video, the speaker submits learning material using code mixing to make it easier to understand. The reason why the teacher can use code mixing is to help the learners distinguish and compare between two language systems (Makulloluwa in Spice, 2018: 10). If the listener has low competence in the language used, the speaker can combine code mixing to be easily understood by the listener.

The studies about the use of code mixing conducted by some researchers. The first comes from Marlan and Xiting (2016) demonstrates that using bilingual instruction significantly enhance the way both teacher and student use English. The second comes from Begum and Haque (2013) showed that code mixing can be used as a highly functional linguistic tool in the social life of the professional expatriate Bangladeshi and Indian ESL teachers in the KSA. Meanwhile, the fourth comes from Rini and Rustandi (2018) showed that the perceptions of the teacher in using code mixing are helping the students in comprehending the material and easing to catch the topic. For the fourth comes from Spice (2018) found that code mixing can be an important tool for language learning and instruction for the learner's acquisition at the beginning stages.

From the previous study above, most of the researchers used qualitative research and analyze the types and the reason or function of code mixing by the teacher and the students in the learning process on the school and University level used the theory by Muysken, Poplack and Kustanti. Based on the explanation, this article analysis the types of code mixing using the theory by Hoffman namely intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation, and the factors that influence code mixing using the theory by Holmes on Quipper video namely the participants, social context, the topic, and the function.

## Research Methods

This article used qualitative content analysis, because content analysis is a research technique for making imitable and valid conclusions from a text (or other meaningful matter) into the context of its use (Krippendorff, 2004: 18).

Content analysis is a collection of research techniques for making conclusions that are credible, systematic, and valid conclusions that can be copied from text and other forms of communication (Drisko and Maschi, 2016: 7). This article analysis the types and factors that influence code mixing used by the teacher on Quipper video Youtube channel. The data source is taken from the official Youtube of Quipper Indonesia, and took the video in English subjects with the title “Bahasa Inggris (Gerund and Infinitive)” posted on 25<sup>th</sup> November 2016.

In addition, the documentation method was used to collect the data about the types and the factors of code mixing and the data source was taken from the Quipper Youtube channel. There are several procedures to collect the data, for the first the writer searches the video which contains code mixing on the official Youtube channel of Quipper. Then, downloads the video and watching the video many times. After that, organized and prepare the data for analysis by transcribing the data. This article used some instruments in order to gather the data. The instruments will make the researcher easier to finish the data. Qualitative research as the human instruments and has the function to state the focus of the research, select informant of data source, analyze data, and make a conclusion by her/his feelings. In addition, there are supporting instruments that will make easier to collect the data that are pen, book, mobile phones, laptop, papers, and many more.

After collecting the data, the researcher analysis the data. Data analysis in qualitative research begins with the preparation and organization of data (text data such as in transcripts, or data in the form of images such as photographs) then analyzed, and reduced data through the coding process and code condensation, and finally presents the data in tables, figures, or discussions. The data was transcribed into the typing transcript, the transcript was used to understanding and identified the types and factors of code mixing on Quipper video.

## **Results and Discussion**

The result of this article is presented based on the types and factors of code mixing on Quipper Video Youtube Channel.

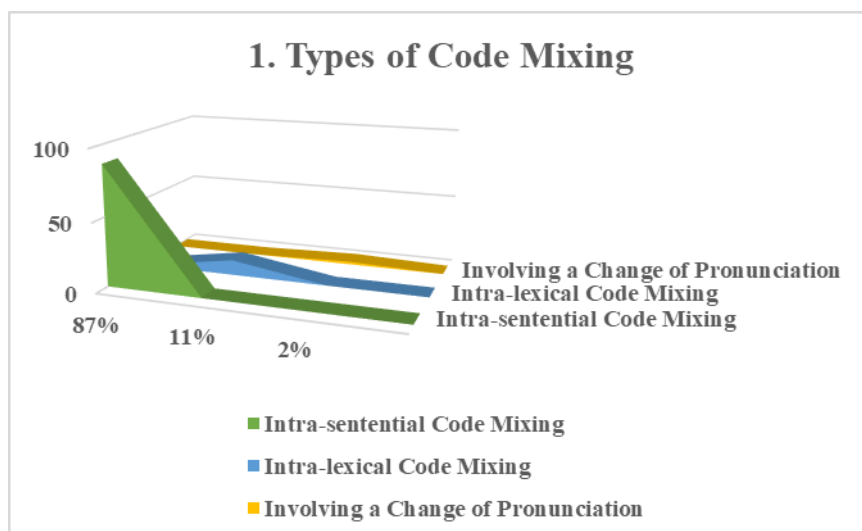


Figure 1. The Figure Types of Code Mixing

Based on the diagram above, the researcher found all the types of code mixing that appeared on the Quipper Youtube channel. The first was intra-sentential code mixing, in this type the researcher found 87 % (55 data) that indicated code mixing used by the teacher in his utterance. In this type, code mixing occurred in word, phrase, and clause in the sentence boundary. In the form of word, the researcher found 27 data, in the form of phrase the researcher found 21 data, and in the form of clause the researcher found 7 data. The second type was intra-lexical code mixing which occurred in prefix and suffix. In intra-lexical code mixing, the researcher found 11% (7 data) that indicated code mixing used by the teacher in his utterance. In the form of prefix, the researcher only found one data, and in the form of suffix, the researcher found 6 data that indicated code mixing used by the teacher in his utterance. And the last type was involving a change of pronunciation. In this type, the researcher found 2% (2 data) that indicated code mixing used by the teacher in his utterance. In addition, the total of code mixing used by the teacher on Quipper Youtube channel is 64 code mixing.

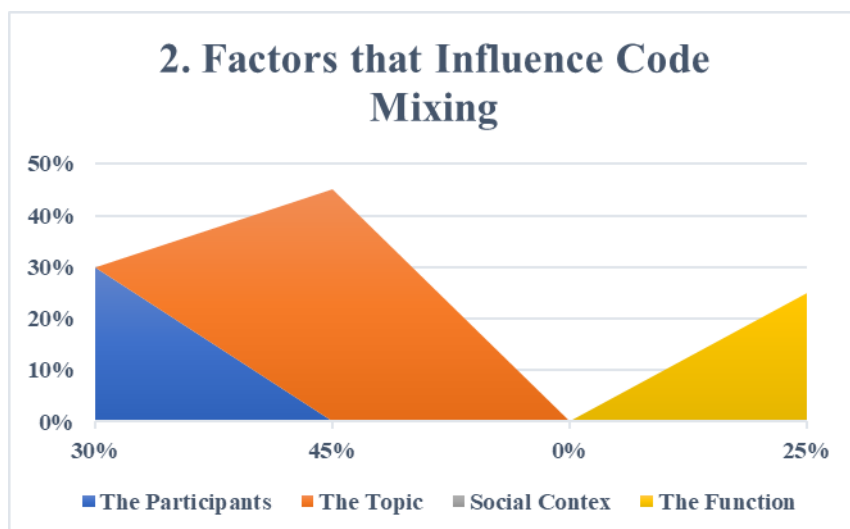


Figure 2. The Figure of Factors that Influence Code Mixing

Based on the diagram above, the researcher found three factors that influence code mixing appeared on Quipper Youtube channel. The first factor was the participants. In this factor, the researcher found 30% (6 data) indicated in the participant factor. The second type was the topic. In this factor, the researcher found 45% (9 data) indicated in the topic factor. And the last factor was the function. In this factor, the researcher found 25% (5 data) indicated in the function factor. For the social context factor, the researcher not found those types because the teacher on this video never used code mixing that indicated in the social context factor.

## Discussion

Based on the findings, for the types of code mixing, the researcher found all the types of code mixing namely intra sentential code mixing occurred in word, phrase, and clause in the sentence boundary, intra-lexical code mixing occurred in prefix and suffix, and involving a change of pronunciation, and for the factors that influence code mixing, the researcher found three factors by Holmes namely the participants, the topic, and the function. For the detail description was shown below:

### 1. Types of code mixing

Data : “materi yang sebelumnya sudah kita bahas *about* apa”

The data above appeared on the video at 00:18 seconds. The dominant language that the teacher used is the Indonesian language. The teacher inserted an English word “about” in his utterance. “about” categorize in

intra-sentential code mixing because “about” is the form of word and it is an adverb in English.

Data : “Nah sekarang, kita akan membahas *functions* selanjutnya dari gerund, dari berapa *functions* tadi yang sudah kita bahas sebelumnya”

The data above appeared on the video at 00:24 seconds. The dominant language that the teacher used is the Indonesian language. The teacher inserted an English word “functions” in his utterance. Then, the word “functions” appeared in two times in the sentence boundary. “functions” categorize in intra-sentential code mixing because “functions” is the form of word and it is a verb in English.

Data : “Biar kalian tidak bingung, *lets* kita mulai”

The data above appeared on the video at 01:56 minutes. The dominant language that the teacher used is the Indonesian language. The teacher inserted an English word “lets” in his utterance. “lets” categorize in intra-sentential code mixing because “lets” is the form of word and it is a verb in English.

Data : “kita mulai untuk ke *sentence* atau contoh kalimat adik-adik ya”

The data above appeared on the video at 01:58 minutes. The dominant language that the teacher used is the Indonesian language. The teacher inserted an English word “sentence” in his utterance. “sentence” categorize in intra-sentential code mixing because “sentence” is the form of word and it is a noun in English.

Data : “yang terakhir ini polanya *unique* adik-adik”

The data above appeared on the video at 04:47 minutes. The dominant language that the teacher used is the Indonesian language. The teacher inserted an English word “unique” in his utterance. “unique” categorize in intra-sentential code mixing because “unique” is the form of word and it is an adjective in English.

Data : “ada *four functions*, apa saja adik-adik”

The data above appeared on the video at 00:30 seconds. The teacher inserted an English “four functions” in the middle of his utterance. “four functions” means empat fungsi. It categorizes in intra-sentential code mixing because “four functions” is a phrase in English. So, based on the explanation of intra-sentential code mixing, the mixing above includes in those types.

Data : “kita lanjut ke *next functions* atau fungsi yang lainnya yaitu yang ke berapa”

The data above appeared on the video at 01:02 minutes. The teacher inserted an English “next functions” in the middle of his utterance. “next functions” means fungsi selanjutnya. It categorizes in intra-sentential code mixing because “next functions” is a phrase in English. So, based on the explanation of intra-sentential code mixing, the mixing above includes in those types.

Data : “saya takut tinggal disini berarti contohnya *I am afraid of here*”

The data above appeared on the video at 02:11 minutes. The teacher inserted an English clause “I am afraid of here” in the last of his utterance. “I am afraid of here” means “saya takut disini” in Indonesia. It is a clause in English because there are a subject and predicate that has the potential to be a sentence. So, based on the explanation of intra-sentential code mixing, the mixing above is included in those types.

Data : “jadi kalau kita buat disini your contohnya *I like your staying in my dormitory*”

The data above appeared on the video at 03:55 minutes. The teacher inserted an English clause “I like your staying in my dormitory” in the last of his utterance. It is a clause in English because there are a subject and predicate that has the potential to be a sentence. So, based on the explanation of intra-sentential code mixing, the mixing above is included in those types.

Data : “kita *memfollow-up* materi yang sebelumnya”



The data above appeared on the video at 00:16 seconds. The dominant language that the teacher used is the Indonesian language. The teacher inserted code mixing “memfollow-up” in the middle of his utterance. “memfollow-up” derived from the English word “follow-up” with the Indonesian prefix “mem”. So, based on the explanation of intra-lexical code mixing, the mixing above is included in those types.

Data : “kalau yang ini *keyword-nya* adalah possessive”

The data above appeared on the video at 03:24 minutes. The teacher inserted code mixing “keyword-nya” in the middle of his utterance. “keyword-nya” derived from the English word “keyword” with the Indonesian suffix “nya”. So, based on the explanation of intra-lexical code mixing, the mixing above is included in those types.

Data : “tongkat untuk berjalan, jadi *functions-nya* jelas”

The data above appeared on the video at 06:45 minutes. The teacher inserted code mixing “functions-nya” in the middle of his utterance. “functions-nya” derived from the English word “functions” with the Indonesian suffix “nya”. So, based on the explanation of intra-lexical code mixing, the mixing above is included in those types.

Data : “oke pasti kalian *familiar* sekali yang keenam ini”

The data above appeared on the video at 03:00 minutes. The teacher inserted code mixing “familiar” in the middle of his utterance. The word “familiar” in English it pronounces “fə'milyər” but the teacher modifies the word in the phonological structure of the Indonesian language. So, based on the explanation of involving a change of pronunciation, the mixing above is included in those types.

Data : “Tapi ini sangat berperan *signifikan* untuk siswa menghafal”

The data above appeared on the video at 08:52 minutes. The teacher inserted code mixing “signifikan” in the middle of his utterance. Signifikan is from the word “significance” in English. The word “significance” in

English it pronounces “sig'nifikan” but the teacher modifies the word in the phonological structure of the Indonesian language became “siknifikan”. So, based on the explanation of involving a change of pronunciation, the mixing above is included in those types.

## 2. Factors that influence code mixing

Data : “oke ada four functions, apa saja adik-adik, *as a subject, as an object, as a subject complement, dengan as an object complement*, itu yang sudah kita bahas adik-adik ya”

The data above appeared on the video at 00:29 seconds. The teacher inserted some mixing phrases in his utterance such as “as a subject, as an object, as a subject complement, and as an object complement”. The phrases inserted because it is an English material that the teacher believed if the audience understood what the terms were. So, based on the explanation of factors that influence code mixing, the mixing above categorizes in participant factors.

Data : “Setelah *possessive your, may, our* dan seterusnya adik-adik ya. Jadi ada yang *preposition*, ada yang *possessive*”

The data above appeared on the video at 04:30 minutes. The teacher inserted some mixing words in his utterance such as “possessive, your, may, our, preposition”. The words inserted because the teacher believed that the audience understood what the terms were and the terms that the teacher used is very familiar in learning English. So, based on the explanation of factors that influence code mixing, the mixing above categorizes in participant factors.

Data : “ada banyak sekali adik-adik ya *preposition* yang harus kalian ketahui, salah satunya atau salah tiganya contohnya ya ada in, oke, ada on, ada of, dan ada at, dan seterusnya, masih banyak sekali yang penting kita bicara kata depan atau preposition”

The data above appeared on the video at 01:31 minutes. The main point here is “preposition”. The teacher used code mixing “preposition” in his utterance to discuss a topic. After saying the preposition, the teacher gives an explanation of what the preposition is. “Preposition” in the

sentence was an English word that was used as the topic of the conversation. So, based on the explanation of factors that influence code mixing, the mixing above categorizes in topic factors.

Data : “Jadi *possessive* itu ada apa saja sih, ada your, may, our, their dan seterusnya, itu yang namanya possessive”

The data above appeared on the video at 03:26 minutes. The main point here is “possessive”. The teacher used code mixing “possessive” in his utterance to explain a topic. After saying that, the teacher gives an explanation of what the possessive is. “Possessive” in the sentence was an English word that was used as the topic of the conversation. So, based on the explanation of factors that influence code mixing, the mixing above categorizes in topic factors.

Data : “Ok contoh saya takut, *I am afraid*, nah saya takut tinggal disini berarti contohnya *I am afraid of here*”

The data above appeared on the video at 02:05 minutes. The main point here is “I am afraid of here”. The teacher mixes his language because the teacher wants to give an example to the audience about the materials that he explained. So, based on the explanation of factors that influence code mixing, the mixing above categorizes in the function factors.

Data : “Contoh biasanya siswa sering mendengar kata-kata ini “*the old man bought a walking stick*” nah jadi kakek-kakek tua itu membeli apa walking stick tongkat untuk berjalan”

The data above appeared on the video at 05:48 minutes. The main point here is “the old man bought a walking stick”. The teacher mixes his language in the middle of his utterance. The teacher mixes his language with the purpose to give an example to the audience about the materials that he explained. So, based on the explanation of factors that influence code mixing, the mixing above categorizes in the function factors.

## Conclusion

The result showed that code mixing is used by the teacher on the Quipper Youtube channel many times. For the types of code mixing, the teacher used all the types of code mixing by Hoffman namely intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. The teacher inserted intra-sentential code mixing 87% in his utterance in the form of word, phrase, and clause. Intra-lexical code mixing 11% in the form of prefix and suffix. Then, involving a change of pronunciation 2%. For the types of code mixing, the teacher often used intra-sentential code mixing in his utterance rather than intra-lexical code mixing or involving a change of pronunciation.

While for the factors that influence code mixing, the researcher found three factors used by the teacher on Quipper Youtube channel. The first is the participant factor found 30%, the topic factor found 45%, and the function factor found 25%. For all the factors that influence code mixing by Holmes namely the participants, the topic, social context, and the function, the teacher only used three factors in his utterance. The teacher never used the social context factor in his utterance. The most factors that he used are the topic factors.

Based on the result, there are still many possibilities to conduct further research about the use of code mixing. This article only analyzed the types and factors of code mixing used by the teacher on the Quipper Youtube channel. Therefore, the researcher suggests for other researchers who are interested to conduct the research about the use of code mixing to investigate code mixing in different situation or object not only from Quipper video or Youtube but from other media such as magazine, radio, discussion forum, daily conversation, and many more.

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