

CHAPTER I

INTRODUCTION

This chapter highlights key elements of the study, including the background of the study, research question, research objective, scope and limitation, research significance, and definition of key terms.

1.1 Background of the study

In everyday life, people need language to build social interaction. Language is a symbol system in the form of sounds that can convey ideas and feelings or identify meaning in conversation. Without language, humans cannot communicate with each other (Budiyono et al., 2021).

Communication can be done through written and oral communication. Written communication is exchanging information or delivering a message through words, sentences, or paragraphs. Examples of written communication are emails, newspapers, letters, etc. Meanwhile, oral communication is a process of expressing ideas through spoken words. Oral communication includes face-to-face conversations, interviews, telephone calls, etc. Communication skills are essential to individuals because they are necessary for professional and personal contexts (Prabavathi & Nagasubramani, 2018).

The connection between language and human communication is inseparable since humans are social creatures engaged in daily conversation. As a result, language is invariably intertwined with social dynamics. Language in social context is studied in sociolinguistics. Sociolinguistics explores variations in language usage across different places, social classes, and languages. Sociolinguistics is a branch of linguistics that focuses its investigations on the linguistic and social behavior of the speech community (Mefareh Almelhi, 2020).

The majority of individuals possess knowledge of at least one language used for communication. However, nowadays, some individuals are proficient in more than one language. In Indonesia, many international schools in big cities use English for teaching and daily communication. It has led to many Indonesians being able to speak the Indonesian language and English. So, some Indonesians are bilingual. Bilingualism is a term used for situations where people can communicate in two languages. Bilingualism has two types: simultaneous and sequential childhood bilingualism (Özşen et al., 2020).

Simultaneous bilingualism occurs when children acquire two different languages at the same time. It can happen because parents or family members speak two other languages at home. So, the child can develop both languages simultaneously. Meanwhile, sequential childhood bilingualism occurs when a child learns a second language after acquiring the first language. Sequential bilingualism can happen in a school, institution, or other places outside the house with different languages. (Özşen et al., 2020).

In a bilingual society, individuals commonly employ codes during conversations. A code is a system that people use to communicate with each other. These codes act as symbols, allowing individuals to converse or communicate using specific languages, dialects, accents, registers, or styles, relying on communication objectives. Two kinds of code are used for communication. Both are code-switching and code-mixing (Harya, 2018).

Bilinguals use code-switching and code-mixing to make it easier to convey intentions in conversation. The current era has not only brought about convenience for humans through technological advancements but has also facilitated the recognition and practical application of various languages in their everyday lives. This serves as the underlying reason for the prevalence of code-mixing and code-switching phenomena (Masruroh, 2020).

Code-mixing involves the combination of two distinct languages on a single expression. Code-mixing refers to an individual's capacity to blend different languages during conversation while maintaining an unaltered context and solely altering the language employed. Code-mixing is familiar in society, especially in Indonesia (Astri & Fian, 2020).

Suwito (1983), as cited in Rinawati et al. (2020), classified code mixing into various forms, such as words, phrases, hybrid, repetition words, idioms, and clauses. The classifications are as follows: (1) the insertion of words, (2) the insertion of phrases, (3) the insertion of hybrids, (4) the insertion of word repetition, (5) the insertion of idioms, and (6) the insertion of clauses.

Code-mixing has become a trend or style of speaking in society, particularly among youth (Sukrisna, 2019). They usually use social media as a tool for communication and entertainment. (Sutrisno & Ariesta, 2019) It also stated that social media can influence people to use code-mixing in conversation, and social media influencers play a significant role in using code-mixing because they are public figures

for their followers. Therefore, some individuals imitate code-mixing from social media content produced by social media influencers.

One of the social media that is popular among youth nowadays is YouTube. In 2023, the number of YouTube users in Indonesia reached 139 million. This makes Indonesia the fourth country with the most YouTube users worldwide (Annur, 2023). YouTube is a corporation that assembles diverse compilations of video content, including short movies, television episodes, and full-length movies. The presence of YouTube is proof of the advancement in current technology (Haqqu et al., 2019). Moreover, YouTube can also serve as a platform for educational purposes (Handi Pratama et al., 2020). For instance, teachers can assign students to upload their projects or presentations on YouTube channels. Additionally, numerous educators utilize YouTube to share their knowledge and make educational resources accessible to all individuals. Furthermore, YouTube provides interactive learning through comments, likes, shares, and collaboration between students, teachers, or viewers. YouTube can assist students in learning because students can access educational content at their convenience, every time and everywhere.

Palupi et al. (2021) found that high school students used all types of code-mixing, including insertion, alternation, and congruent lexicalization, as proposed by Muysken (2000). Pharamita et al. (2021) also discovered that English teachers employed two of three types of code-mixing: intra-sentential and intra-lexical code-mixing, following Hoffman's (1991) theory. Furthermore, Zulfira (2022) observed that students in the English department engaged in code-mixing on social media, using two of three types of code-mixing proposed by Muysken (2000), namely insertion and alternation, while not employing congruent lexicalization. However, the previous study only analyzed code-mixing based on its type, while this study not only analyzed code-mixing based on its types but also determined the dominant and least common type of code-mixing.

Based on the background of the study above, the researcher is interested in analyzing the types of code-mixing with the title “*Analyzing code-mixing used by Livy Renata in YouTube content.*” This study is expected to contribute to sociolinguistics by developing an understanding of the code-mixing phenomenon in YouTube content.

1.2 Research Question

The research question of this study is: How does Livy Renata employ code-mixing in her YouTube content?

1.3 Research Objective

This study aims to find how Livy Renata employs code-mixing in her YouTube content.

1.4 Scope and Limitation

In this research, the scope of the study is the types of code-mixing using the theory of Suwito (1983) in Rinawati et al. (2020), the goal is to identify the dominant and least common types used by Livy Renata in her YouTube content. The primary language used in this research are Indonesian and English. The analysis focuses on code-mixing instances from Indonesian to English and from English to Japanese. Meanwhile, this study is limited to the selected YouTube content posted by Livy Renata in May 2023. The researcher analyzed the videos with enormous viewers, more than 700k viewers. Four videos analyzed entitled: 1. First date in Japan with Tomo Waseda boys. 2. Trying the dog café in Harajuku, Japan, with Tomo Waseda boys and Tora 3. *Ngobrol with Neo Japan & Erika! Tiba-tiba disamperin Tomo* 4. *Leaving for Japan again – dijemput Tomo.*

1.5 Research Significance

This research holds significance in theoretical and practical aspects. The theoretical significance lies in its contribution to sociolinguistics. This research can enhance the understanding of how language is used on social media, particularly on YouTube. It can help develop an understanding of changes in language and communication styles in the online environment. The practical significance of this research is expected to provide helpful information for lecturers, upcoming researchers, and the public.

1.6 Definition of key terms

1. Code

A code involves the combination of two distinct languages on a single expression. These codes act as symbols, allowing individuals to converse or communicate using specific languages, dialects, accents, registers, or styles, relying on communication objectives (Harya, 2018).

2. Code-mixing

Code-mixing is mixing two different languages on a single utterance. Code-mixing refers to an individual's capacity to blend different languages during a conversation without altering the original context, only changing the language used. Code mixing is familiar in society, especially in Indonesia (Astri & Fian, 2020).

3. YouTube

YouTube is a company that assembles various collections of video content, short film television episodes, and full-version films. The existence of YouTube is evidence of the rapid development of today's technology (Haqqu et al., 2019).

