

CHAPTER II

LITERATURE REVIEW

This chapter presents several theories of the study about code in language variation, code-mixing, YouTube, and previous studies.

2.1 Code in Language Variation

A code is a linguistic form, a type, or a manner of language expression. In the communication context, it is used as a guideline for transforming information, such as phrases, words, or letters, into an alternate form that may not necessarily be identical (Siregar et al., 2016). It serves as a symbol of nationalism, allowing individuals to interact or communicate in specific languages, accents, dialects, or styles for various occasions and communication goals. Hence, a code also simplifies individuals in expressing their emotions (Harya, 2018).

A code is a system developed by individuals to solve communicative problems. In various situations, individuals commonly employ diverse codes for communication when utilizing a variety of languages (Khattak et al., 2022). When individuals engage in speech, they need to choose an appropriate code. Generally, it is inevitable that individuals must select a specific code when communicating. The significance of this choice lies in its role in determining the success or failure of communication, making the use of a proper code crucial (Raes et al., 2020).

Code represents a language variation or dialect used in conversation. Typically, individuals choose various codes or combine two or more languages to enhance and clarify the meaning of their expressions (Ezeh et al., 2022). Code is a versatile tool, allowing individuals to convey their thoughts and ideas in distinct ways.

In conclusion, code is a symbol used by individuals to solve communication problems. This code can take the form of words, phrases, or letters. The use of code in communication facilitates individuals to express their emotions. In society, codes commonly fall into two categories: code-mixing and code-switching.

2.2 Code-mixing

Code-mixing involves blending a word or phrase from one language to another language. Another way to define code-mixing is when individuals incorporate two or more languages into their speech without specific needs, often influenced by the speaker's ease or habitual use of such mixing. Code-mixing occurs unintentionally in conversation (Safitri & Harida, 2017).

Code-mixing occurs when the speakers mix one language with another within the same utterance or written language. Code-mixing takes place without changing the subject or topic and typically involves various aspects of language, such as grammatical structures and phonology. The appearance of code-mixing within societies has the potential to enhance our comprehension of language processes, the nature of language, the connection between language usage and individual values, communicative strategies, language attitudes, and the role of language within a sociocultural context (Hutabarat & Khalisa, 2020).

Code-mixing commonly happens in communication due to the mutual need or interdependence among bilingual and multilingual individuals. In Indonesia, which is known for its multilingual nature, it is frequently observed that people incorporate one language into another, often mixing Indonesian into their ethnic language. Even among educated individuals, code-mixing can be observed in their speech (Silaban & Marpaung, 2020).

The prominent characteristic of code-mixing is that code-mixing frequently occurs in informal rather than formal situations. When code-mixing occurs in formal situations, it is typically due to the unavailability of certain words in the speaker's native language. In other cases, the speaker may use these words to demonstrate their proficiency or knowledge of English or convey a modern image in different contexts (Silaban & Marpaung, 2020).

In conclusion, code-mixing is a situation where speakers blend two or more languages within a single utterance or in the same written language. Code-mixing occurs unintentionally in conversation, and it commonly happens in informal situations rather than formal situations.

Suwito (1983) in Rinawati et al. (2020) classified code mixing into various forms, such as words, phrases, hybrids, repetitions, idioms, and clauses. For a clearer understanding, various types of code-mixing are categorized in the table below:

Table 2.1 Various Types of Code-Mixing by Suwito (1983) in (Rinawati et al., 2020)

| No. | Types of code-mixing | Definitions of code-mixing | Examples of code-mixing |
|-----|----------------------|---|--|
| 1. | Word insertion | A word is the smallest unit of language that can stand alone and convey meaning. | " <i>Nanti kita lunch dimana?</i> " |
| 2. | Phrase insertion | Phrase is a group of words that functions as a single unit within a sentence. It lacks a subject and predicate but can convey meaning. | " <i>Ayo pergi window shopping di hari sabtu.</i> " |
| 3. | Hybrid insertion | Hybrid refers to the mixture of two components, forming a singular meaning. The hybrid structure essentially stems from English, incorporating additional Indonesian affixation into English words. | " <i>Jangan lupa men-download file yang sudah saya kirim.</i> " |
| 4. | Repetition insertion | A repetition word is a word formed through the repetition of another word. | " <i>Saya disini fine-fine saja.</i> " |
| 5. | Idiom insertion | An Idiom is a collection of words with a distinct meaning. Idioms should not be interpreted word by word, as they have developed unique meanings. | " <i>Ingat harus usaha dulu, no pain no gain</i> " |
| 6. | Clause insertion | A clause is a group of words containing subjects and verbs. There are two kinds of clauses: an independent clause, which can stand alone as a complete thought, and a dependent clause, which needs another independent clause to form a complete sentence. | " <i>Aku sudah terlambat, I'm going to the school now</i> " |

2.3 YouTube

YouTube was established in 2005 by Chad, Stevechen, and Jawal Karim. It operates under the domain name www.youtube.com. YouTube serves as a platform allowing users to upload, share, and watch videos. Experiencing rapid growth, it now garners over 100 million video viewers daily, securing its position as the third most visited website (Muhammad Ilyas, 2020).

The integration of YouTube videos marks a significant evolution in the English as a Foreign Language (EFL) classroom, providing flexibility and animated content that is particularly suitable for young bilingual learners. YouTube also enables students to engage actively and interactively in learning. Therefore, YouTube is highly recommended as a learning resource and source of material for teachers and students (Listiani et al., 2021).

Proper utilization of YouTube can yield positive effects, such as elevating student interest, fostering motivation, increasing engagement, and enhancing learning performance, skills, and competencies. It is well-established that YouTube offers a wealth of educational content that is enjoyable and easily accessible (Shoufan & Mohamed, 2022).

YouTube encompasses various content, including discussions about personal interests, news, life experiences, educational material, and more. In an academic context, especially in language learning, YouTube is crucial in providing information. Its global accessibility allows students from various countries with distinct languages to benefit. Hence, YouTube is acknowledged as an online resource applicable to language learning activities (Sari & Margana, 2019).

YouTube provides easy access to diverse learning materials, interactive lessons, stimulating exercises, multimedia content, and the flexibility of self-directed learning. However, several negative factors can arise, such as poor-quality content, weak grammar, irrelevant videos, tense social interactions, and unintended consequences. Hence, English learners should adopt a critical approach when selecting content from YouTube, prioritize reliable sources for their studies, and actively engage in social interactions to enhance their overall English proficiency (Julianto, 2023).

In summary, YouTube is highly recommended as an effective platform for learning English as a Foreign Language (EFL), serving as a flexible and engaging resource for language learners. It offers diverse content that can be used for language

learning purposes. In this study, the researcher analyses Livy Renata's YouTube content due to her proficiency in multiple languages, including Indonesian, Mandarin, Japanese, and English. She also often creates content abroad, such as Australia, Japan, and Korea. So, it will not be boring to watch the content while learning the language.

2.4 Previous Study

In this section, researchers will present the results of several previous studies and explore similarities and differences with this research. These studies are relevant to the topic discussed in this research.

The first study was conducted by Palupi et al. (2021) entitled "Code-Mixing in Speaking of Tenth Grade Students at SMAN 1 Metro Academic Year 2019/2020". Their study examined code-mixing using Muysken's (2000) theory and observed the factors causing code-mixing. They identified three types of code-mixing used by tenth-grade students at SMAN 1 Metro during the academic year 2019/2020: insertion, alternation, and congruent lexicalization. Additionally, they discovered four factors contributing to code-mixing: the interlocutor (the person they are talking to), culture or habit, confidence, and a lack of vocabulary. Lack of vocabulary is the main factor for code-mixing occurrence. The researcher argued that students utilized code-mixing to cover their inability to speak English. Students use code-mixing mostly when they cannot recall the vocabulary when they articulate. Mainly, students utilize code-mixing naturally to help them speak English.

The second study, "Code-Switching and Code-Mixing in English Language Class" by Pharamita et al. (2021), analyzed teachers' use of code-switching and code-mixing in language classes. They employed Poplack's (1980) theory for code-switching and Hoffman's (1991) theory for code-mixing. The result showed that teachers used all types of code-switching: tag code-switching, inter-sentential code-switching, and intra-sentential code-switching. In code-mixing, they utilized two types: intra-sentential code-mixing and intra-lexical code-mixing, excluding involvement in a change of pronunciation. Teachers used code-mixing to assist English learning and enhance classroom focus, as perceived by students who found it helpful in understanding English class materials.

The last study conducted by (2022), titled "The Analysis of Code-Mixing on Student's Social Media Accounts of English Department at UIN Ar-Raniry Banda Aceh," the study aimed to identify code-mixing types in students' social media and

explore the reasons behind them. The results revealed two of three types based on Muysken's theory, namely insertion, and alternation, with no congruent lexicalization. Students mix languages on social media to improve their English, express group identity, simplify communication, follow trends, and showcase daily habits.

Based on the explanation above, the three previous studies discuss the same topic: code-mixing. However, there are differences between this research and the previous studies. The three prior studies mentioned above analyzed code-mixing using Muysken's (2000) and Hoffman (1991) theory, while this research employs Suwito (1983) theory in Rinawati et al., (2020). Previous studies only classified code-mixing based on its type, whereas in this study, the researcher classified code-mixing according to type and calculated it to determine the dominant and least common types of code-mixing.

The previous studies were conducted with teachers and students as participants; the first and second studies analyzed how code-mixing is used in the classroom, while the last study analyzed how students use code-mixing in social media, namely WhatsApp and Instagram. This research is crucial because previous studies have not examined code-mixing used by influencers in YouTube content. As mentioned in the first chapter, influencers have a significant impact in employing code-mixing and acting as public figures for their followers. As a result, certain individuals imitate the code-mixing pattern used by influencers. The urgency of this research is to understand how language is used in social media, specifically on YouTube, performed by influencers. The subject of this research also differs from previous studies, which is Livy Renata.