AN ANALYSIS OF CODE-MIXING IN QANIA FANANI'S YOUTUBE CHANNEL

THESIS

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SURAT PERNYATAAN KEASLIAN

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AN ANALYSIS OF CODE MIXING IN QANIA FANANI'S YOUTUBE CHANNEL

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Maret 2025

Saya yang membuat pernyataan,

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May Allah SWT always grant us His mercy and abundant blessings.

Banda Aceh, 12 March 2025

The Researcher,

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ABSTRACT

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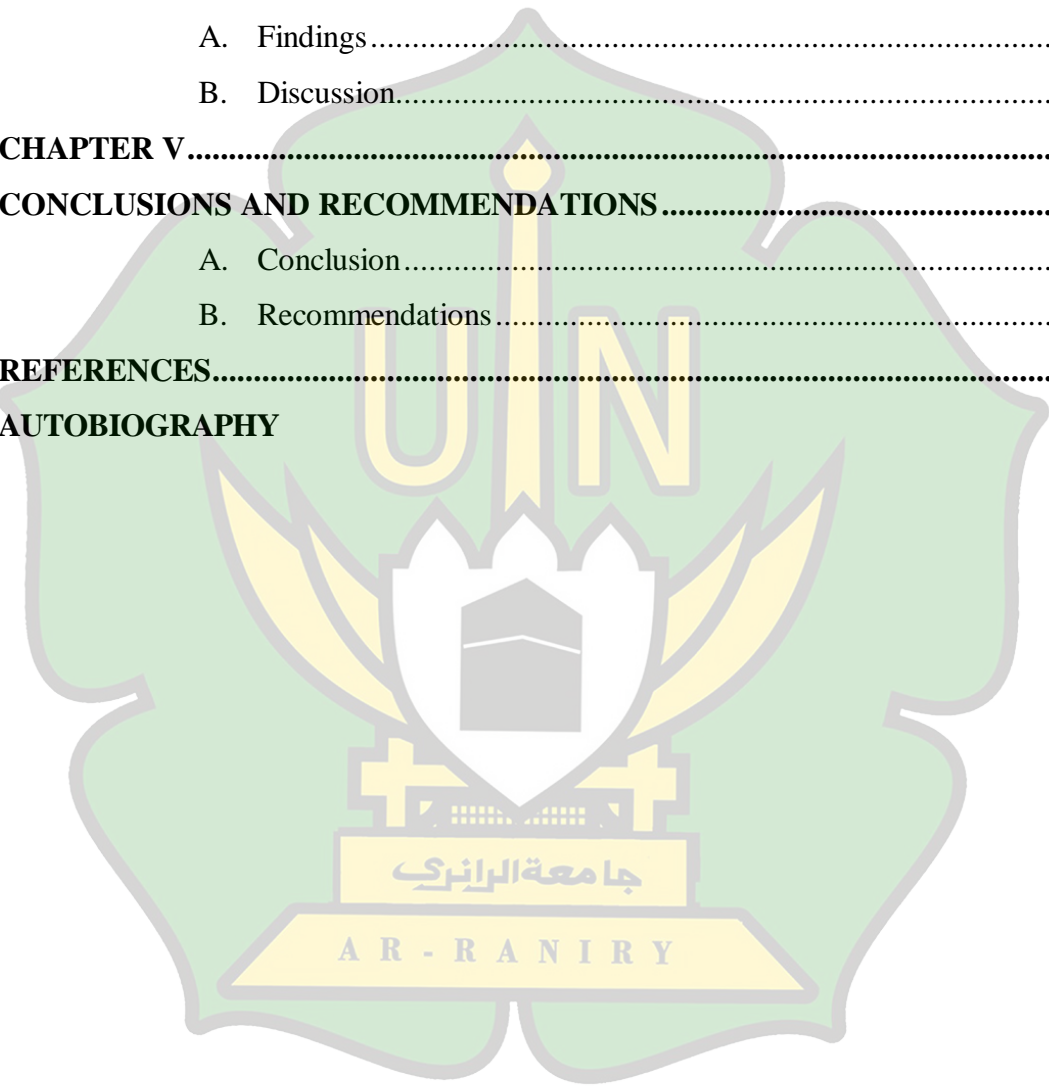   Communication, Multilingualism

This study investigates the phenomenon of code-mixing in the YouTube content of Qania Fanani. The research aims to analyze the types of code-mixing used in her content, focusing on insertion and alternation, as classified by Muysken's (2013) framework. Additionally, this study explores the social factors influencing her use of code-mixing, based on Agustina's (2015) categorization. A qualitative approach was employed, utilizing text analysis to examine transcripts from four selected vlogs. The findings reveal that insertion is the most frequently occurring type of code-mixing, with 250 insertion, followed by 29 instances of alternation. The analysis further indicates that Qania Fanani's code-mixing is influenced by various social factors, with multilingualism and vocabulary gaps being the most dominant. This study contributes to sociolinguistic research by demonstrating how digital content creators utilize code-mixing to bridge linguistic and cultural gaps in online communication. Future studies may explore the impact of code-mixing on audience perception and language acquisition in digital media contexts.

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool in communication applied by people when they communicate to each other. The essential role of language is none other than facilitating people to utter thoughts and emotions (Akmal et al., 2022). It allows us to convey true emotions to establish a strong connections with the world around us. In an attempt to interact extensively, the amount of people nowadays are likely and willingly enhance their ability to use and comprehend other languages either driven by personal interest or requirement from the current needs. Acquiring communication skills in different languages allows people to convey their perspectives and emotions better and supports the growth of their personal identity and mastering it also contributes to achieving any particular essential where the language is demands to fulfill the requirements (Nikula et al., 2019).

The exposure of other languages much affected into the use of it in communication, this phenomenon led to people continually evolving their communication styles then create the simplification of language, bilingual and multilingual frequently alternate between languages in their communication line (Ortega et al., 2019). Consequently this has driven as one of the multilingual

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communication part that mostly happened because of mixing the mother tongue and other languages, known as code-mixing and this introduced as the linguistic phenomenon. Language switching and mixing are primary aspects of communication for multilinguals. It ranges from being empathic about something, quoting other person, inserting sentence connectors, and talking about a particular topic (Hoffman, 2014). In multilingual settings, it is common for speakers to engage in code-mixing where they continuously mix between languages within sentences. Multilingualism is the ability to effectively manage the use of two or more languages in communication. In this context, a multilingual is someone who capable of conversing in multiple languages. Multilingualism is often categorized into levels based on a person's proficiency and skills.

According to Agoes et al., (2023), code-mixing is a phenomenon where speakers incorporate elements from one language into another. This approach enables them to express their thoughts, instructions, or messages using two or more languages, making it easier for listeners or readers to understand what is being communicated. The use of code-mixing mostly implemented by teenagers to young adults, several factors that supported this phenomenon to occurred that there are several factors contributed when someone does code-mixing in the line of conversation. First is because none of Indonesian words has the same meaning with the words related. Second is the lack exposure of the words in Indonesian because some schools provide the materials according to international curriculum where

English served as main language. Doing conversation is important to gain knowledge, increase social and thinking skills (Ovigun et al., 2020). These days, code-mixing is inseparable from the conversation to exchange messages, deliver information, etc.

Social media platforms make it easy to communicate, and YouTube is one with world's second largest users from every diverse background of cultures and nationality. YouTube is a digital media application where videos uploaded, downloaded and shared across the world (Eunsour, 2015). Code-mixing is frequently seen in YouTube videos, with multiple reasons such as to proceed with wider engagement to diverse audience. Using more than one language, content creators can appeal to viewers from different nations and cultural backgrounds. This approach can influence how effectively the message is catched by audiences.

Many Youtubers now adopt code-mixing to widen their reach. For example, a youtuber may speak primarily in Indonesian but insert phrases to English to give their content a distinctive flair. This phenomenon not only illustrates the cultural and linguistic diversity in today's digital world but also helps attract viewers from various backgrounds, potentially boosting the content's success. However, it is important to note that code-mixing can also complicate audience comprehension and engagement, making it a fascinating subject for further study, especially in the context of global social media platforms like YouTube.

YouTube is a part of media platform where YouTuber share about educational contents that can encourage and aid Indonesian students and their academics. Most of them are multilinguals, they speak many languages since they are travel abroad for educational purposes, like Zhafira Aqyla, Xaviera Putri, Zahid Azmi Ibrahim, Leonardo Edwin and Qania Fanani (Aziz et al., 2019). In this study, researcher choose Qania Fanani because Qania Fanani considered as someone with most code-mixing utterance between Indonesian and English in her YouTube's vlog.

Qania Fanani was a student in the United States. Graduated with bachelor degree in communication from University of Washington. She started her YouTube channel in 2017, her vlogs presented various contents from her experience as a college student in America, education, travel and lifestyle. Her easygoing and casual style sharing information about her life in America has become a key attraction for her subscribers. Researcher choose 4 of her vlogs for this research, those are "Q & A Kuliah di Amerika", "College Campus Tour: University of Washington", "Kuliah Online Amerika tapi di Jakarta", and "Belajar Cara Ngomong Bahasa Inggris Seperti Orang Bule" that definitely consist code-mixing. In addition, the researcher choose Qania Fanani other than to identify types and factors that cause code-mixing in her videos, is because it can also benefit for people or students who are trying to improve their English language as well as Qania Fanani's videos are very inspirational to encourage students for studying abroad.

To conduct this study, the researcher has read some previous studies relate to this research. First study was written by Salsabila et al., (2021) that investigated the reason behind code-mixing used by Jerome Poline in some vlogs of his YouTube channel using qualitative methods by describing the findings in analytical data analysis based on research findings to explain the form of code mixing insertion and the factors behind it. This research conducted by focusing on ground theory stated by Suwito that, based on linguistics elements that involved in code-mixing, it can be divided to multiple insertion types.

The second related study was conducted by Rahayu (2021), which analyzed the use of code-mixing in YouTube content titled "GENERASSIE" by Nessie Judge. This research employed a qualitative descriptive method and focused on identifying the types and reasons behind code-mixing. The researcher used Hoffman's (1991) theory, which classifies code-mixing into three types: intra-sentential, intra-lexical, and involving a change of pronunciation. The results showed that intra-sentential code-mixing was the most dominant. Furthermore, the study explored several reasons for code-mixing, such as expressing empathy, interjection, repetition for clarification, and discussing particular topics. However, this study did not investigate the social factors influencing code-mixing, which becomes a gap addressed in the present research.

The third relevant study was conducted by Relish Sofie Haneystiy (2021), entitled "The Analysis of Code Mixing on Boy William's YouTube Channel." This research aimed to identify the types of code-mixing found in two selected videos using a qualitative descriptive method. The researcher employed Muysken's (2000) theory, which classifies code-mixing into three categories: insertion, alternation, and congruent lexicalization. The study revealed that insertion was the most frequently used type of code-mixing, followed by alternation and congruent lexicalization. Data were collected through video documentation and analyzed using a data reduction and display model. However, this study only focused on identifying the types of code-mixing without examining the social factors that influenced their use. This gap becomes the novelty of the present study, which not only analyzes the types of code-mixing but also investigates the social factors that trigger the use of insertion and alternation in a more specific and contextualized setting.

The fourth study was written by Yuliana et al., (2015) that used mix methods to collect data from Indonesian celebrities with native speaker parents compare to celebrities who were multilingual, to know which one is more active in using code-mixing and switching in the conversation and what types of code-mixing used. The data then analyzed referring to Muysken theory of code mixing and Poplack and counted them by using the theory of Butler.

Based on the previous studies reviewed above, it can be seen that code-mixing occurs due to various linguistic and social factors, influenced by the speaker's background, the communicative setting, and the intended audience. These studies employed different theoretical frameworks and focused on different public figures and YouTube content, each contributing valuable insights into the forms and functions of code-mixing. However, none of the reviewed studies specifically examined Qania Fanani's YouTube channel as the object of analysis. Therefore, this study aims to fill that gap by focusing on the types of code-mixing specifically insertion and alternation used in Qania Fanani's selected vlogs, while also identifying the social factors influencing her language choices.

This dual focus not only contributes to a deeper understanding of code-mixing in digital discourse but also offers a fresh perspective by exploring a content creator who has not yet been widely studied in this context.

B. Research Question

Based on the introduction of the study above, the formulation of research problem in this study can be stated as follows:

1. How insertion and alternation code-mixing are used by Qania Fanani in her YouTube channel?.

2. What are the social factors influencing the use of code-mixing by Qania Fanani in her YouTube channel?.

C. Research Aims

1. To analyze the used of insertion and alternation types of code-mixing by Qania Fanani in her YouTube channel.

2. To identify the social factors influencing the used of code-mixing by Qania Fanani in her YouTube channel.

D. Significance of The Study

This study is significant for EFL students utilizing and understanding code-mixing in conversation will enhance their ability in English proficiency. Using English within their utterances help students to gain confident and allows them to communicate effectively, and through watching accessible YouTube contents that provide mixing languages also encourage students to participate in learning English along the way with them developing their English vocabularies.

Also, this study served as a valuable resource for EFL teachers that can explore the use of code-mixing and considering the integration of media platform such as YouTube, as an effective tool to enhancing language learning.

Lastly, for other researchers, this study can enrich the range of knowledge and conceptual framework for further researchers who are interested in the field of sociolinguistics and also as data source for any researchers with code-mixing focus research study.

E. Terminologies

1. Code Mixing

Code-mixing refers to combining another language or term into conversation. Code-mixing mostly occurred in a sentence where lexical items and grammatical features of both languages gathered in a line (Musyken, 2013). Supported by Charlotte Hoffmann's (2014) statement that there are three types of code-mixing, based on syntactic patterns, those are: intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronounciation. Code-mixing phenomenon shaped by some factors such as society, culture and technology. Social media exposure overtime involves in changing way of communicating, for teenagers and young adults they often think code mixing is impressive (Sukrisna, 2019).

There are three types of code-mixing by Muysken (2013);

a. **Insertion**, this type involves adding words or phrases from one language into the grammatical framework of another. Insertion in code-mixing refers to taking words or phrases from one language and fitting into grammatical structure of another, much like borrowing. Inserting other languages lexical or phrasal elements into a sentence with syntactic approach explaining parts of speech, like nouns, act as the main structure of sentences, and insertion can apply to various grammatical categories.

b. **Alternation**, this type of code-mixing occurred when speakers switch language at the level of phrases or clauses within a conversation. Alternation approaches view constraints on code-mixing in terms of compatibility or equivalence of the languages involved at the switch point. Alternation is particularly prevalent in stable mutilingual communities with a clear practice of language separation, though it is also observed in other various context. Unlike insertion, alternation maintains distinct separation of the language utterances.

c. **Congruent Lexicalization**, this type of code-mixing involves using elements from multiple languages while maintaining a similar underlying structure. It pertains to the phenomenon where two languages share a similar grammatical framework, enabling lexical element from both languages to be integrated within the structure. Congruent lexicalization is particularly associated with second-generation of migrant populations, variations between dialects and standards, postcreole continua, and bilingual speakers of closely related languages that possess roughly equal prestige and lack a tradition of overt language separation. This phenomenon is most commonly observed in instance of mixing between dialects and languages that exhibit structural similiarity.

This study only focus on two types, the researcher selected insertion and alternation as the types to analyze, since congruent lexicalization often reflects personal or group identities, which make it difficult to identify clear boundaries between the language use.

2. YouTube

YouTube serves as a media platform with the longest duration of videos, it is more than uploading, and sharing but with long duration of people deliberating their ideas into a video contain their opinion or writing. People sharing their ideas, discover something new potentially affect into their speech acts, since the platform utilized by everyone with diverse background, and it encourages people to share their ideas in the comment section with many types of language change (Burgess & Green, 2018).

3. Qania Fanani's YouTube Channel

Qania Fanani is a YouTuber from Indonesia based in US, she graduated from University of Washington. She is highly active on Instagram and started her YouTube channel since 2017. Most of her contents are shared about her journey and daily life being a student of US Top 10 University. She received demands making the administration steps to apply the program she's currently in and proceed with some vlogs titled "Q&A Kuliah di Amerika", "College Campus Tour: University of Washington", "Kuliah Online Amerika tapi di Jakarta", and "Belajar Cara Ngomong Bahasa Inggris Seperti Orang Bule". As an Indonesian high school student at UPH Tangerang and moved to US in the second year of senior high school, Qania frequently spotted mixing languages, Indonesia and English when she speaks in her vlog (Tampubolon et al., 2023).