CODE SWITCHING, CODE MIXING, AND INTERFERENCE IN BOY WILLIAM'S YOUTUBE CHANNEL

SKRIPSI

Submitted in Partial Fulfillment of Requirement
for the degree of Sarjana Pendidikan (S.Pd.)
English Education Program

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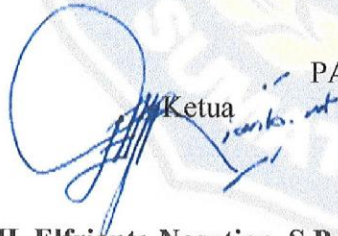
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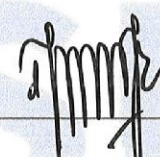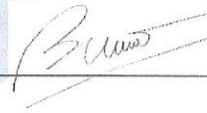   (   ) Tidak Lulus

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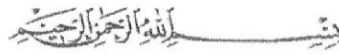
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
30-7-2020	Abstract, Acknowledgments, Table of contents, Introduction.	Heh
	Review of literature is not enough, Method of research, Data and Data Analysis	
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Medan,   November 2020

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ABSTRACT

Azila Syam. 1602050187. The Code Switching, Code Mixing, And Interference In Youtube Channel Boy William.Skripsi.English Education Program. Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2020.

The purpose of this research is to provide an understanding of what code-switching, code-mixing, and interference are used on Boy William's Youtube channel, to find out how and why code-switching, code-mixing, and interference occur on Boy William's Youtube channel. This study was based on the descriptive qualitative method. A descriptive qualitative method is one which is used to explain the description of situations, events, or occurrence so that this method has an intention to accumulate the basic data. The source of data in this research is Youtube Channel Boy William. The data used in this research is a conversation transcript word by word on the Youtube channel. The result of the analysis shows the code-mixing that Boy William frequently used in his utterances from the Youtube channel is code-mixing. There are 26 data were code-mixing, and 14 data were code-switching and 9 data were interference. From 26 data of code-mixing, he used the insertion code mixing the most in his utterances. There are 16 data were insertion code-mixing. Another type is interference there are 9 data and congruent lexicalization 1 data. Those types are including the different forms of code-mixing. The second most frequent type Boy William used is metaphorical code-switching. From the result, there are 14 data of metaphorical code-switching, and situational code-switching is zero data. Situational code-switching is cannot be found in the Boy William utterance.

Keywords: The Code Switching, Code Mixing, and Interference

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During the process of writing this study, the researcher realized that she had to learn for more about this thesis. Meanwhile, she has also received a lot of helpful, suggestions, and comments from many people. In this time, a very special debt of gratitude is directed to her beloved parents, Syamsul and Syafriyah for their full support, care, and prayers that have been given to her.

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The researcher realized that her study was still far from being perfect. So, the researcher expected suggestions and comments from all readers or other researcher who want to learn about this study. The almighty Allah Subhanahu Wa Ta'ala the most almighty always bless all of us.

Wassalamu'alaikum Warahmatullai, Wabarakatuh.

Medan,   September 2020

The Researcher,

Azila Syam
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CHAPTER I

INTRODUCTION

A. The Background of the Study

Bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. Definitions of bilingualism range from a minimal proficiency in two languages, to an advanced level of proficiency which allows the speaker to function and appear as a native-like speaker of two languages. A person may describe themselves as bilingual but may mean only the ability to converse and communicate orally. Others may be proficient in reading in two or more languages (or bi-literate). A person may be bilingual by virtue of having grown up learning and using two languages simultaneously (simultaneous bilingualism). Or they may become bilingual by learning a second language sometime after their first language. This is known as sequential bilingualism. Being bilingual means different things to different people.

In daily interaction, people use a language or more either written or spoken to do their communication. People like to switch their language from one language to another language. People speak several languages in several places and for several purposes. It may be at home, workplace, school, and other places. People use it for contact with the outside world of wider social or political organization. It is a common activity in a bilingual and multilingual society. Bilingual and multilingual are normal in many parts of the world. When people

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socialize, they meet with different situation and different culture. So, they have to study, adapt, and choose language that they want to be used when they talk to other people. Because of that, people tend to change their language from one to another when they conduct some communications with other people fitting to the situation and their needs.

If we talk about multilingualism, we will find a phenomenon called as code switching. Hoffman (1993:110) says that the most general description of code switching is that is involves the alternate use of two language or linguistic varieties within the same utterance or during the same conversation. Spolsky (1998:46) says that have a repertoire of domain-related rules of language choice meaning that bilinguals are able to choose which language that he is going to use. This situation may be the basic reason why people do code switching in their speech. Usually people speak with some language and switch from one to another, either it is done consciously or unconsciously, it still contains certain purposes. That people switch their language because every word that has been spoken owns certain meaning. It is purposed to convey message or information from speaker to listener directly and to make a good communication among them. A person who communicates well and has good speaking skills does not necessarily use big words and elaborate jargon. In fact those things can serve to turn a listener off. They feel patronized, inadequate and frustrated if someone is using fancy language. The point of communicating is to convey information, to share with others and to have a two-way exchange. Communicating, to whatever size of a requires the speaker to encourage people to listen, engage, take on board what is

being said and process that information with a view to doing something with it. People will only listen if they feel that the speaker is talking to them, interested in them, is speaking their language.

However, although bilingual speakers claim that code-switching is an unconscious behavior, research has also shown that it is not a random phenomenon. As attested by Li Wei (1998:156). Bilingualism and multilingualism are normal in many parts of the world. Code switching is a part of the normal process of growing up bilingually and acquiring competence in more than one language. (Romaine, 2019: 55)

Code switching is potentially the most creative aspect of bilingual speech. It is a change by speaker from one language or language variety to another one. Code-switching is, thus, seen as a purposeful activity, that is, there are functions and intentions assigned to this behavior. Based on this assumption, this paper investigates how code-switching is used as a device to achieve the communicative intents and serve certain functions in a conversation.

While, code mixing is the use of two languages together with the conversant to the extent that they change from one language to another in the course of a single utterance. (Mujiono, 2013) Jendra in Sumarsih writes that code-mixing is the language usage in which "a mixing of different variations within the same clause." (Sumarsih, 2014) So, based on the previous explanation about code switching and code mixing, it can be concluded that code switching is a phenomenon in which bilingual or multilingual changes speech from one language to another where this case is caused by a condition and situation. And

code mixing is the mix of language which is inserts another language in the dominant language that they use in speech community.

When viewed from among young people, nowadays there are a lot of them who use code switching, code mixing, and interference in their daily communication. One example can be seen from social media such as Instagram, Facebook, Twitter and others. Code switching, code mixing and interference also give the speaker a role to be more creative in expressing the words being conveyed. This style of language can also be said to be somewhat contemporary to make it look more modern. By varying the language, they can freely communicate with their interlocutors, especially if the interlocutor also understands what is being said. Coupled with the advancement of technology, it is very helpful for people to start learning and increase language vocabulary, especially in the use of English. Occasionally Code switching, code mixing and interference is a form of their way of expressing messages or words to be conveyed in communicating. However, from the many uses of the words used, there are still many who do not understand the types of usage contained in code switching, code mixing and interference in communicating.

The phenomena of code mixing and code switching of languages have long intrigued scholars who have examined what triggers such occurrences. Code switching and code mixing phenomenon has become a trend or style of speaking in society, especially among youth people. They are very used to do code switching or mixing in their utterance. They think that when they mix their language with another language in their utterance, they will look more prestigious.

This phenomenon also appears in well-known YouTubers in Indonesia such as Boy William, Atta Halilintar, Dedi Corbuzier and Maudy Ayunda. In this phenomenon there are still many viewers who do not understand the meaning of what is being discussed by people who are active in using code switching, code mixing and interference as is the case with the Boy William Youtube Channel. In William's videos, he often mixes his language in his expressions between Indonesian and English. In his video, he also conveyed several motivations that could be useful for the video viewers. Hence, the show is entertaining yet educational.

Based on the description above, the researcher feels interested to make a research entitled "Code Switching, Code Mixing, and Interference in Youtube Channel Boy William".

B. The Identification of the Problem

1. To identify the types of code mixing, code switching, and interference.

2. There are obstacles that occured because of the lack of the knowledge.

C. The Scope and Limitation.

This research focused on the bilingualism, limitation of this research was on the code mixing, code switching and interference.

D. The Formulation of The Problem

1. What types of Code Switching, Code Mixing and Interference are used in Boy William's Youtube Channel

2. How Code Switching, Code Mixing and Interference used in Boy William's Youtube Channel

3. Why do Code Switching, Code Mixing and Interference occur in Boy William's Youtube Channel the way they do?

E. The Objectives of the Study

1. Investigates the types of Code Switching, Code Mixing and Interference used in Boy William's Youtube Channel

2. Describe how Code Switching, Code Mixing and Interference used in Boy William's Youtube Channel

3. Elaborate why Code Switching, Code Mixing, and Interference are used in Boy William's Youtube Channel the way they are

F. Significance of the Study

1. Theoritically, this research could be utilized as knowledge and become information to readers. especially in the use of Code Switching, Code Mixing and Interference. In addition, this research is expected to be used by other researchers in different objects or fields.

2. Practically, it can provide knowledge to the public in order to understand how to distinguish Code Switching, Code Mixing and Interference correctly. Also can increase understanding among young people today.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. The terms have to be made clearly to avoid confusing the readers. The researcher will present some theories related to the study in order to get the points clearly.

1. Bilingualism

Most people as speakers usually use more than one code and require a selected code whenever they choose to speak with other people. The phenomenon of people having more than one code (language) is called bilingualism or multilingualism (Wardaugh, 2006).

Spolsky (1998) defines a bilingual as "a person who has some functional ability in the second language." This may vary from a limited ability in one or more domains, to very strong command of both languages.

Related to speech community, Hamers and Blanc (1987) define bilingualism as "the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual". In addition, Gumperz (1982) also mentions that bilingual people usually use their own idioms for in-group communication and the common language for their interaction and communication with outsiders.

In this case, the bilinguals have a repertoire of domain-related rules of language choice (Spolsky, 1998:

a. meaning that bilinguals are able to choose which language that he is going to use.

There are three reasons why someone becomes a bilingual, i.e. membership, education, and administration (Hoffman, 1991). The example of membership reason is the use of French by all European aristocracy to signal the membership of the elite. The example of education and administration reason is the use of English by Indonesians, Scandinavians, Germans, and Dutches in discussing their technologies, academics, or business. In many countries and communities, bilingualism is a normal requirement for daily communication and not a sign of any particular reason (Hoffman, 1991).

In other words, since the members of a bilingual community vary in the capacity of mastering the languages used in the community, they have to be able to set a condition where they can communicate effectively. This condition leads them to do code switching and code mixing.

2. Code Switching

There are several definitions of code switching viewed by some linguists. They have different ways in describing code switching. Thus, in order to have a deeper understanding related to code switching, this research presents some definitions of code switching from some linguists.

Code switching occurs among people who can speak more than one language and this is also agreed with the idea from Chana that "code switching is

the juxtaposition within the passage of someone's speech which involves items of two different languages" (2004). This can be understood that code switching occurs when the speaker inserts two different languages in his utterance.

The other linguist, Akmajian, states that code switching is language mixture. He states, "Code switching refers to a situation in which the speaker uses a mixture of distinct language varieties as discourse proceeds" (2001). It means that code switching is a situation when the speaker combines two different languages in a speech.

Code switching relies on the meaningful juxtaposition of what speakers must consciously or sub-consciously process as strings formed according to the internal rules of two distinct grammatical systems (Gumperz, 2002). It means that code switching occurs when the speaker mixes two different languages in a speech.

Hoffman (1991) states that code switching includes two languages or linguistic varieties in the same utterance or conversation. Therefore, code switching is a situation when the speaker uses two different languages to communicate and it occurs in the same speech event.

Furthermore, there is code mixing that also relates to code switching. According to Wardaugh (2006) "code mixing occurs when conversants use both languages together to limit that they change from one language to the other in the course of a single utterance". It means that code mixing is also combination of two languages that occurs in a single sentence. According to Muysken, Poplack, and McLaughin as cited by Hoffman, code mixing refers to intrasentential switch

(1991). The difference between code mixing and code switching can be seen from their occurrences. Code mixing occurs at the lexical level within sentence. Code switching occurs within phrases or sentences including tags and exclamations at the end of the sentence (Hoffman, 1991).

d. Types of Code Switching

There are two types of code switching. They are situational switching and metaphorical switching. According to Wardhaugh (2006), situational switching occurs when people employ changes according to the situation. It means that people start a conversation with certain language and certain situation. When people feel uncomfortable in their conversation, they will use another language which is more appropriate to the situation. No topic change is involved. On the other hand, in metaphorical switching, the topic is the driving factor in determination of the change of languages.

Another linguist defines the types of code switching in to three types. There are three types of code switching according to Stockwell (2002) that are described as follow:

1. Tag switching

This type of code switching only switches an interjection, a tag, or sentence filler in the utterances of the interlocutor. It is easily inserted at a number of points in monolingual utterance without violating syntactic rule.

Tag switching is code switching with tags that follow a sentence. This contains the insertion of a tag in one language into an utterance of the other

language. Examples of common tags in English include 'you know', 'I mean', and 'right'. A Japanese-English example might be: *"I'm a good friend, neh?"* Where the Japanese particle, *'neh'* ('no?' or 'is not that right?') is added to give a teasing tone to the sentence.

5. Intersentential Switch

Intersentential switch occurs between sentences made by the speaker. The topic of the conversation may be switched by pause employed by one of the speaker. The pause employed here shows a brief suspension of the voice to indicate limits or relations of sentences. Intersentential switch occurs between more than one sentence.

3) Intrasentential Switch

Intrasentential switch occurs within a sentence or a clause. The form of code in this switching can be in the form of a single word, a phrase, or clause.

In addition, intrasentential switch has the same occurrence with tag switching but intrasentential switch is not a sentence filler. If the intrasentential switch is omitted, the sentence will produce the ambiguity and often violate grammatical or syntactical rule of certain language.

b. Functions of Code Switching

There are three functions of code switching according to Holmes (2001: 34-40). They are participant's solidarity and status, topic switch, and affective functions. On the other hand, another linguist defines functions of code switching into six functions. According to Gumperz (2002:75-81), there are six functions of code switching that explained as follows.

1) Quotation

People sometimes quote or say well-known expression. Those quotes may from different language so they will switch the language. Here is the switch from Slovenian to German. The conversation from an informal business discussion among neighboring farmers, called to discuss the sharing of farm machinery.

2) Addressee specification

The function of code switching is to draw attention to the fact that the addressee is being invited to participate to the conversation.

3) Interjection

Interjection is an exclamation that the language is used to express sudden emotions or feeling. It can be in the form of words or even a morpheme. Interjection is usually not in the full sentence but it can represent the whole meaning of sentence.

Based on the sentence above, the switch "you know" is the sentence filler. The function of the sentence filler is to signal to other addressee.

4) Reiteration

Frequently a message in one code is repeated in the other code either literary or in somewhat modified form. It means to clarify what is said or to emphasize a message.

5) Message qualification.

The function of the language switch is to qualify the message or to convey the main message. The form of switch here such as sentence, verb complements, predicates following a copula.

6) Personalization or objectification.

The function of code switching can be used to mark personalization or objectification. By switching to the other codes, a speaker tries to express his knowledge or expertise about the discussed topic.

3. Code Mixing

Code-mixing refers to "embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses in order participants infer what is intended and must reconcile what they hear with what they understand" (Brezjanovic, 2011, p.31). Furthermore, according to Wardhaugh (in Fahrurrozy, 2015, p.21), code mixing is sociolinguistic phenomenon where someone mixes a language with another language of other areas or other countries.

Additionally, Sumarsih et al. (2014, pp.1-2) state,

Code-mixing is incorporation language in accordance with the rules by which to be heard and understood by the users of these languages and this occurs because speakers of other languages speak with a language that is not his native language so that mixing occurs naturally.

In conclusion, code-mixing is a part of sociolinguistic where people use more than one language and mix them in a sentence for interaction function.

4.1 Functions of Code Mixing

There are several functions of using code mixing. Marasigan (in Kurnia, 2015, pp.25-29) says that the functions of code mixing are: quotation, specification, repitition, interjections, message qualification, personalization and objectivization, and facility of expression. The explanation is described as follow:

b. Quotation: a quotation function as the proof that someone says the facts where other people have to believe

c. Specification: it recognizes not only interacting members of the speech events but also recognizes that their language behaviors may be more than merely a matter of individual preference or facility, but also role relation.

d. Repetition: it may serve to clarify what is said, emphasize a message, or mark a joke.

e. Interjections: it expresses strong feelings or emotions. The most common interjections is learned by the students in school because the teacher assesses the performance or behavior of the students during the school.

f. Message qualification: it is to express the time of concept. It is also explained that another group of mixed languages consist of qualifying

structure such as clauses, sentences, and phrases (verb and noun complements).

g. Personalization and objectivization: the code here seems related to some things, like the level of speaker engagement and the message or an addressee; whether the statement shows the opinion, feeling or knowledge, the specific example or it has the status of generally known fact.

h. Facility of expression; in this form, people use code mixing as the facility to find the appropriate words while speaking, writing or just the sign of

the subjects lack of familiarity with the style that they use.

In conclusion, the functions of code mixing here as media for people in applying the knowledge about language beside their mother tongue that they have. People do code mixing because of many reasons, especially to deliver the message to other people, so code mixing functions as the bridge to connect the speaker with the addressee in order the messages are understood by each other.

4.2   Types of Code Mixing

Muysken (2000, p.2) says there are three types of code mixing, namely;insertion, alternation and congruent lexicalization. The description of these typesare explained as follows:

a.Insertion

Generally, the word „insertion☐ (noun) comes from the word „insert☐ (verb), the meaning is put or fit into something; something inserted (Oxford Learner☐s Pocket Dictionary 1995, p.217). Muysken (2000, pp.3-5) states that the process of code mixing understood as something similarly with borrowing, it means that insertion of a lexical item or phrasal item insertedinto the specific structure of language. In the insertion pattern, the lexical borrowing is limited to one lexical unit. In some languages, insertion mostly consists of adverbial phrases, single noun, and determiner + noun combinations. Insertion results constituent from one language into a structure of another language.

Moreover, Suwito (in Sutrismi, 2014, p.5) states code mixing can be divided into: the insertion of words, the insertion of blending, the insertion of affixation, the insertion of hybrid, the insertion of word reduplication, the insertion of phrase, and the insertion of clause. The research has been done by Sutrismi (2014, p.5) shows the example of insertion of blending in social media (facebook), "*Kenapa kita bisa jadimompreneur?*" (***Mompreneur*** is a blending of two words; mommy and entrepreneur). The research has been conducted by Andre (2018, p.118) shows the example of insertion of affixation in writing business emails, "*Mohon bantuannya untukdireschedule kelas saya*" (I need your help to reschedule my class).

Furthermore, the research has been done by Sutrismi (2014, p.6) shows the example of insertion of hybrid, "*...dengar-dengar kalian bagusbanget performnya...*" (the word*performnya*is a hybrid, because the word**perform** is

English word and the word **nya** is Indonesian prefix). Insertionof reduplication used by youngsters in social media, "*...udah dandanbeautiful-beautiful malah failed."*Later on, the example of insertion ofphrase, "*...**good job**buat gendhing...*" and the example of insertion of clause, "*...aku masih bisa berlari.**Life must go on**, semangat ya.*".

b.   Alternation

Muysken (2000, p.5) says that in the alternation pattern, both languages occur alternately, each with their own structure. It is defined as the switching between structures from separate languages. The boundary of the switches may be a clause, or some peripheral element such as a discourse marker or tag form. Alternation takes place between utterances in a turn or between turns. The following is the example of alternation inSpanish and English, "*Andale pues**and do come again***" (That□s all right then, and do come again) (Muysken 2000, p.5). Additionally, Andre (2018, p.118) has found the example of alternation in Indonesian and English used in business emails, "***I think***, *kita lebih fokus terhadap teknik pengumpulandata dalam penelitian ini.*" (I think, we better focuson the technique of datacollection in this research).

c.   Congruent lexicalization

Congruent lexicalization is different from insertion or alternation types, it is basically same as dialect or standard variation and style shifting (Moyer 2002, p.623). Muysken (2000, p.8) states that in congruent lexicalization the grammatical structure is shared by languages *A* and *B*, and words from both languages are inserted more or less randomly. Both languages contribute to the

grammatical structure of the sentence, which in many instances is shared. An important point of congruent lexicalization is that it is related to language change through processes of structural convergence. The following is the example of people in North Sumatera using code mixing, *"Kamu bisacallakuanytime"* (You can call me anytime) (Sumarsih et.al 2014, p.80).

From the description above, the writer concludes that types of code mixing occurs when bilingual or multilingual people speak or write something using two or more languages. People do insertion might be alternately or randomly in a specific language into other structure languages.

4.3 Reasons of Using Code Mixing

There are some reasons why people make and use code-mixing. According to Gumperz (in Yuliana et al. 2015, p.2), there are two reasons people use code mixing in their lives. First, people use code mixing because they want to apply the words or phrases from foreign language in the sentence and another language is used as the base language. Second, people mix the languages because there is no topic and situation that can be changed. Additionally, Hockett (in Sutrismi, 2014, p.8) mentions the motive or reason of using code mixing is classified into two:"need filling motive and prestige filling motive. Need filling motive is a motive when the speaker cannot find words that have similar meaning in their language. Prestige filling motive is a motive when the speaker want to appear their educational status."

Furthermore, Hoffman (in Cakrawarti, 2011, pp.15-18) mentions there are ten reasons people using code mixing. They are: to talk about a particular topic, to quote somebody else, to be emphatic about something, to interject, to repeat for clarification, to give intention of clarifying the speech content for interlocutor, to express group identity, to soften or strengthen the request or command, to show real lexical need, and to exclude other people when a comment is intended for only a limited audience. The description of these reasons are explained below:

2. To talk about a particular topic

   People sometimes prefer to talk about a particular topic in more than one language because people sometimes feel free and more comfortable to express his/her emotional feelings.

3. To quote somebody else

   Sometimes, people mix the languages to quote the familiar or famous words, expression, and proverb from another languages. In Indonesia, people mostly quote English words because English is International language and most of Indonesian people nowadays are good in English.

4. To be emphatic about something (to express solidarity)

   When someone who is talking using another language suddenly wants to be emphatic about something, he/she either intentionally or unintentionally will mix the languages from his/her second language to his/her first language.

5. To interject (inserting sentence fillers or sentence connectors)

It reason is used to convey surprise, strong emotion or to gain attention. Interjection has no grammatical value, but it is just a short word like: Hey!, Well!, Look!, etc. Sometimes, people say it in spontaneously.

6. To repeat for clarification

Bilingual or multilingual people clarify the message by repeating their words that they delivered to the listeners in other language which they master. This repitition uses not only for clarification, but also to stress a message.

7. To give intention of clarifying the speech content for interlocutor

It happens when the bilingual or multilingual person talks to another bilingual or multilingual person, so there will be lots of code mixing and code switching occurs. To make their conversation is understood by each other, the message is repeated in other languages in somewhat modified form.

8. To express group identity

Code mixing can also be used to express group identity. The way of communication of academic people in a group are different from the other groups.

9. To soften or strengthen the request or command

People mix or switch Indonesian into English because they want to request something, but it sounds is not direct as Indonesian. However, code mixing is used because people want to make strengthen a

command since the speaker can feel more powerful than the listener and they can speak the language that other people can not.

10. To show real lexical need

    People mix or switch the languages because the lack of equivalent lexical in the languages. For example, when English-Indonesian bilingual has to say something but the word is lacking in English, people will find other word that is easier to say in Indonesian and vice versa.

11. To exclude other people when a comment is intended for only a limited audience. Sometimes people want to communicate only to certain people or community they belong to. It is used to avoid the other community or interference objected to their communication by people, they may try to exclude those people by using the language that no body knows.

To conclude, there are many classifications of reasons why society use code mixing. Bilingual or multilingual people use code mixing because they want to apply the knowledge about languages during their school and familiar or famous words they often hear from foreign people, so they quote the familiar words to speak. Moreover, some people mix the languages because they just want to show their ability in using other languages beside their mother tongue. In addition, some people mix the codes to clarify something because there is no the words in similar meaning or lack of equivalent lexical and there is no topic or situation can be changed – talk about particular topic. Furthermore, people

might also mix the codes because they want to be emphatic to something, to stress the message and to exclude people of the community by speaking using the language that they do not know the meaning of it.

4. Interference

a. Definition of Interference

According to Hanna, (2009, p. 54), interference is language produced by foreign learners/students which is influenced, and even distorted by mother tongue of the learners/students. Meanwhile, Odlin (1997, p. 27) argued that transfer or interference is the influence resulting from similarities and difference between the target language and any other language that has been previously (and perhaps imperfectly) acquired. Interference may be viewed as an adaptive strategy in which the speaker tries to speak the interlocutor's mother tongue although he has little proficiency in it.

According to statements above, interfere or transfer is language produced by the learners which influence on their mother tongue. It is occurs because the difference between native language and target language, because native language and target language have own system. The mother tongue always influences in foreign language.

b. Types of Interference

Jendra (1991, p. 108) as mentioned by Ruriana (2011) distinguished interferences into five aspects of language, Interference in the field of sound

system (phonology), Interference on word formation grammar (morphology), Interference in the syntax (syntax), Interference on vocabulary (lexicon), Interference in the field of administration of meaning (semantics).

Weinreich clarified the term "interference" to pass on "deviations from the norms of either language which *recur* in the speech of bilinguals as a result of language contact" as follows (Poplack, 1983, p. 11). In addition, Suwito (1983, p. 55) as mentioned by Avid (2008, p. 26) suggests that interference can occur in all components of language, namely phonology, morphology, syntax, semantic, and lexical (vocabulary).

According to the explanation above, the types of interference based on components of language divided into four; they are phonic interference, grammatical interference, lexical interference, and semantic interference. Meanwhile the researcher will focus on grammatical interference when speaking that consists of syntactic and morphological interference.

1) Phonic Interference

Phonic interference occurs when the speaker identifies the sound of motherlanguage system used in the target language, after that the speaker pronounces again and regulates the pronunciation using the law of the source language phoneme. It affects the inappropriate pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first language (Lekova, 2009).

2) Grammatical Interference

It occurs when the language learners identify the grammatical pattern fromtheir first language and applied in the target language, this type occurs in morphological and syntactic interference.

c. Morphological Interference

According to Suwito (1983, p. 55) as mentioned by Avid (2008, p. 27)morphological interference occur if the formation of word in a language absorbs the affixes from other languages. The Affix of a language used to spell a word in another language, while affixes consist of prefix, suffix, inserts, as well as combinations of affixes.

d. Syntactic Interference

Interference occurs when the syntactic structure of a language is absorbed by the other language (Suwito, 1983, p. 56) as mentioned by Avid (2008, p. 27). Interference can be seen in the use of syntactic fragments of words, phrasesand clauses in sentences (Chaer, 2004, p. 124).

c.   Lexical Interference

Interference occurs as the transfer of morpheme or word of first languageinto second language usage, or it can also occur as the expansion of first language's simple word, that is expanding the existing meaning so get new word, or it can occur as combination of both (Yusuf, 1994, p. 76).

d. Semantic Interference

Yusuf, S (1994, p. 82) divided semantic interference into three types; *first,* Expansive interference is the importation of vocabularies elements of language

into the other language. for examples are words such as *demokrasi, politik*, and *revolusi* are imported from Europe culture and vocabulary into Indonesiaculture. *Second,* Additive interference is the addition of new vocabulary with special meaning although the existing word is still used and having completemeaning.

5. Some Factors that Cause the Language Interference

According to the previous descriptive that language interference usuallyoccurs in second language acquisition process. There are some factors which may causes some learners in making on second language acquisition process.

a. Learner's First Language or Mother Tongue

Ellis in Chaer (2003, p. 236) stated that generally mother tongue or thelanguage that firstly acquired has many influences in second language acquisition process. Mother tounge even has believed as trouble in the process. A learner consciously or not transfers the first language elements when he uses the second language and a result, interference will occur.

Constractive theory stated that learning second language depends on linguistics ability which the learner has been acquiring before. Using second language is a transfer process. So, if the structure of language which learner has acquired or the first language equation with the target language, the learner will be easy in the transfer process. Otherwise, if the structure of both languages than many differences, so there will be many difficulties for the learner to acquire the second language.

The influence of first language in transfer action will be over bigger when using the second language if the learner is not practicing the second languagecontinously. Theoretically, this influence cannot avoided, because the first language has a very circumstantial impression for the learner. But by a continous habitualization with the second language, the influence can be decreased (2003,261).

b. Language Social Environment

Language social environment includes all people around language speaker those have a ruke ashe second and the third person in language term. In simple word, language environment also can be narrowed into friends in conversation. Freinds in conversation have a greet cause in forming language speech for language speaker. If the friend used to speak with language speake, there will be some troubles for the speaker when the tries to talk in another language at another time.

Tjohno (1984) in Chaer (1995, p. 17) stated that language social environment is everything what language learner hears and sees which is related with the target language. Language social environment can be devided into formal environment and informal environment.

Formal environment of language learning which focusesto the acquisition in structures of target language conciously. Krashen in Chaer (2003, p. 263) stated that formal language social environment has some characteristics are: *First,* an artificial situation. *Second,* A part of whole language teaching activityin the class. *Third,* At the environment, the learner is directed to do some language activities

as practices of language structures which has gotten, and thenthe teacher will give a feedback or correction for the error and mistakes the learners made.

In fact, formal language social environment is not only limited in the class the most important thing in formal environment, the learners acquire target language structures conciously whish is either from the teacher, literacyn books, or even from someone else outside class. Meanwhile, Informal environment is natural, not artificial. Language in formal environment is including language which is used in practicing to talk with classmates, parents, or someone else without a pressure in acquisition of target language structure, and there is no correction of errors and mistakes (2003, p. 30).

6. Boy Willam's Youtube Channel

The Youtube channel is a tool on the YouTube account, which can be used to upload videos on YouTube, publish videos that have been uploaded, and do other activities on YouTube such as deleting our own videos, commenting on other people's videos, etc. That said, creating and owning a YouTube channel is an obligation, if you want to be able to upload / insert videos on YouTube and become a YouTuber.

As we can see today, not a few artists have Youtube accounts to maintain their existence in the entertainment world. With the Youtube channel, it can also provide a fairly fantastic income followed by the number of subscribers and likes from the audience. One of them is like an artist who really exists on YouTube today, namely Boy William. One of the Youtube Boy William that I have studied

at this time is very effective in providing knowledge to readers about code switching, code mixing, and inteference that often occur in Boy William's conversations.

Here are some tips that are believed to have the potential to make content on Youtube popular:

1. Consistency

   The purpose of consistency here is to stick to a regular schedule. Regular schedules can dramatically increase the views you get and follow the Youtube channel.

2. Personality

   Imitating the style applied by television presenters, the presence of a familiar figure is believed to have a positive impact on the Youtube Channel.

3. Format

   The format in question is how the structure of the event that you want to appear on the Youtube Channel. Changing too often can also be left behind by viewers.

4. Nuance

   Like the format, it must also have the main character and theme that you want to highlight and become the common thread of video content.

5. Potential to be Spread by Others

   The growing trend of sharing videos has also made competition very fierce. So it is very difficult if you want to carry out the guerrilla alone in spreading the video content. The solution is how to get the viewers to do the job.

6. Interactivity

The existence of Youtube, whose existence is in the online world, also makes the interaction space wide open. That is what must be used properly.

7. Easy to Find

Cool videos but not easy to find people also won't help in capturing viewers.

8. First Impressions

Like the expression from the eye to the heart, the first impression given from video content is also very important. In at least the initial 15 seconds, you must be able to entice viewers' hearts so they don't move to another channel.

7. Relevant Study

There are several studies related to research that has been done before. The first research is Dhanang Tri Admojo (2011) in research "Alih Kode dan Campur Kode dalam kelompok Masyarakat perantau di desa Kedung Bagong, Sidomakmur, Widodaren, Ngawi" Researchers analyzed the form of code variations, code switching and code mixing as well as determining factors for code selection, code switching, and code mixing in migrant community groups in the villages of Kedung Bagong, Sidomakmur, Widodaren, Ngawi, as well as the factors that determine code switching and mixing. code. In accordance with the formulation of the problem, the research results were obtained in the form of various language codes and determining factors, the form of code switching and code mixing, as well as the social factors determining code switching and code

mixing. The code found is in the form of Indonesian, Javanese, other regional languages, and foreign languages.

The second is done in the thesis "The Phenomenon of Code Switching and Code Mixing as Practiced among faculty Members in a Saudi University" by Abdulkhaleq A. Al-Qahtani (2014). Researchers have observed how faculty members use this technique among themselves and with their students despite the fact that they are all very fluent in English. 18 faculty members (English lecturers and professors) from five different cultures participated in this study. The results show that they used this technique for a variety of reasons.

The third research was conducted in a thesis "Code-Mixing and Code-Switching of Indonesian Celebrities: A Comparative Study" The work of Nana Yuliana (2015). Researchers analyzed the language of obtaining information in order to determine the type of mixed-code and code-switching used by Indonesian celebrities. The study was divided into two groups. Group I are celebrities with native-speaking parents and Group II celebrities who speak two or more languages.

The fourth research is research Rr. Astri Indriana Octavita (2016) in research "Code Mixing and Code Switching in Novel The Devil Wears Prada By lauren Weisberger: A Sosiolinguistic Study" in his research, Rr. Astri Indriana aims to explain the type of mixing code and code switching in The Devil Wears Prada Novel by using sociolinguistic studies.

The last study is Fithrah Auliya Ansar (2017) in research "Code Switching and Code Mixing in Teaching-Learning Process". This study highlights the

unconscious use of elements of the English language. also the same as the teacher, the teacher sometimes consciously and unconsciously switches and mixes languages in providing knowledge. Through observing the use of code switching and coding in the learning process in Indonesia, the researcher explains to the reader in order to understand its function, types, and reasons for using code switching and language code mixing.

From the previous related studies above, it is found the differences suggested by this study. The difference between this study and previous research lies in the object of research. In previous studies analyzed "Alih Kode dan Campur Kode dalam kelompok Masyarakat perantau di desa Kedung Bagong, Sidomakmur, Widodaren, Ngawi"(2011), "The Phenomenon of Code Switching and Code Mixing as Practiced among faculty Members in a Saudi University"(2014), "Code-Mixing and Code-Switching of Indonesian Celebrities: A Comparative Study"(2015), "Code Mixing and Code Switching in Novel The Devil Wears Prada By lauren Weisberger: A Sosiolinguistic Study"(2016), "Code Switching and Code Mixing in Teaching-Learning Process"(2017). While, this research takes Boy William's Youtube Channel, which uses Code Switching, Code Mixing, and Interference as research objects. The findings of this study indicate that there are language variations that occur in conversations in everyday life, apart from English, many people also translate from Indonesian to regional languages. The contribution of the researcher's previous research is to help researchers to more easily analyze language variations that occur in Code Switching, Code Mixing, and Interference in conversation.

B. Conceptual Framework

Code switching is a part of the normal process of growing up bilingually and acquiring competence in more than one language. Code switching is potentially the most creative aspect of bilingual speech. It is a change by speaker from one language or language variety to another one. Code-switching is, thus, seen as a purposeful activity, that is, there are functions and intentions assigned to this behavior. Based on this assumption, this paper investigates how code-switching is used as a device to achieve the communicative intents and serve certain functions in a conversation.This research analyzes code switching, code mixing, and interference in youtube channel Boy William

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by using descriptive qualitative research. It is called descriptive qualitative research because it just collect the data, classifies the data, and then analyze them and the researcher draws conclusion about the data as the end of it.

The object of research were code switching, code mixing and interference used by Boy William in his YouTube channel. In this study, researcher investigating code switching, code mixing and interference that occurred in Boy William's conversation in his video, describing how Boy William used code switching, code mixing and interference in his YouTube channel.

B. Source of Data

The source of data in this research is Youtube Channel Boy William. The data used in this resesearch is a conversation transcript word by word in the Youtube channel.

C. The Techniques for Collecting The Data

The Researcher used documentary technique in collecting data. The document is a YouTube video of boy William's channel.

There are several steps in collecting data. The steps are as follows:

1. Download videos from the Boy William Youtube Channel

2. Watch the Vlog

3. Vlog script creation

4. Read the script

5. Identify data containing words containing Code Switching, Code Mixing and
   Interference

D. The Techniques for Analyzing The Data

  After downloading data frominternet, the data was analyzed through the Boy William Youtube Channel (March 24, 2017) which included: data condensation, data display and conclusion. Based on the following theory, the research applied the following steps:

1. Data condensation

  The first step of data analysis was data condensation. It was referred to the process of selecting, focusing and simplifying. In this first stage, Reducing the data it was meant summarizing, choosing the main thing, focusing on the important things.TheResearcher got the data from documentary analysis about the differences in the use of Code Switching, Code Mixing, and Interference. At this stage the researcher was focused on the parts.

2. Display data

The second stage of the analysis activity wasthe presentation of the data. It was the process of presenting data in the form of data structures to analyze the data so that more to understanding. Looking at the displays helped us to understand what was happened and to do something either analyzed further or took action based on that understanding.

3. Verifying Conclusions

The researcher was classifying the data with the same code and merge the categories and found the kind among the categories. Then, it continued to give the explanation. Finally, the researcher got the result and conclusion of the research.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This chapter presented the analysis of the research based on the data gathered during the observation. The writer observed and analyzed the utterances of Boy William in Youtube channel.

1. Code Mixing

After transcribing the video of Youtube channel , the data then classified by looking through the related theory of the types Code Mixing, Code Switching and Interference. The data below are the data that matching with the theory of insertion code mixing identified by the characteristic of insertion code mixng, the characteristic are:one sentences is inserting material lexical items or entire constituents from one language into a structure of the other language or something asking to borrowing the insertion of an alien lexical of phrasal category into a given structure. Those characteristic of code mixing can be found in the sentences from the data found below with some different form of code mixing.

Data 1 *Berhubungan kita ngomongin KPOP di <u>episode</u> kali ini, <u>Kpop number one</u> <u>right now</u> bukan <u>rightnow</u> aja sih <u>all</u> <u>of time</u>. (00:46)*

Data 2   *Tapi kita <u>reminisce</u> dulu nih ya kita <u>flashback</u> sama lagu-lagu SNSD.(1:37)*

Data 3   *Tapi <u>anyway</u> dari semua lagu yang <u>new release</u> ini yang manasih kalian paling suka and ternyata<u>supraisingly</u> gua fikir Twice tapi <u>it□s BTS</u> yang dipilih.(05: 30)*

Data 4   <u>*Dia sih katanya princessnya Blackpink dia pernah di videoclipnya Gdragon.*</u> *(09: 04)*

Data 5   *Dia ini salah satu member yang di terima <u>training</u> di YG ketika audisi. (9:38)*

Those characteristicof code mixing can also be found in

the sentences below:

Data 14   *ini bukti sekali lagi bahwa kita denger <u>requestan</u> dari kalian. (0:46)*

Data 15   *Sempat kemren kita lempar ke <u>twitter pollingboyband</u> apa dari kora yang kalian suka.(1:17)*

Data 16   *Kalo tadi <u>boy band</u> sekarang giliran <u>girl band.</u> (02:51)*

Data 17   *Ya emang <u>fanbase</u> mereka itu emang gila.(03: 20)*

Data 18   *Gee itu <u>viral</u> banget. Dan setelah gee ternyata lagu yang kedua paling <u>viral</u> punya dia adalah lion heart. (04: 04)*

Data 19   *Abis ini jangan kemana-mana kita mau ngebahas <u>soundtrack soundtrack</u> favoritnya kalian semua. (04:22)*

Data 20   *Oh my god itu salah satu soundtrack korea yangpaling booming dan serial korea yang paling booming. (07:39)*

Data 21   *Anyways,   kita   juga   sempat merangkum lima soundtrack korea buat kalian yang suka melowmelow. (07: 59)*

Data 22   *Welcome   back   to   breakout. Annyeonghaseo back again. (13:16)*

Data 23   *Alright, gini gini tadi kita udah band, boyband, girlband sekarang kita soloistnya. (13:21)*

Data 24   *IU! Boy juga ngevote buat IU. (13:58)*

Data 25   *Lagu pertamanya yang U and I oh my god itu lucu mukanya lucu dia kan suka ini.. cover cover ini kalo di youtube kalian bisa liat yang lagunya Tamia-officialy missing you. (14:05)*

2. Code Switching

Methaporical code switching also found in the data gather. Code switching was the use of two language varieties in the same conversation. One of the type of code switching is methaporical code switching, methaporical code switching is identified when the speakers shift from one language to another without signaling any change in the language use. Metaphorical code switching involves only one change in topic emphasis. The example of methaporical code switching were below:

Data 12   *Berikutnya ada juga lagu yang gua suka banget dari SNSD <u>the nice one is called</u> "I got a boy". (2:31)*

Data 13   *<u>We start with jisoo this girls over here</u>. Jisoo inigua pikir yang paling cantik tapi lama-lama <u>Nah Idon□t really like her style</u> maksudnya buka tipe boy. (08:33)*

Methaporical code switching is when the speakers shift from one language to another without signaling any change in the language use, we have metaphorical code switching. Metaphorical code switching involves only one change in topic emphasis. Methaporical code switching found in the second episode was the most used in the conversation by Boy william. Those sentence were below:

Data 30   *Girls generation dengan 52 persen. <u>Wow that□s alot</u>.(03: 13)*

Data 31   *<u>Oh my god</u> dia kan. <u>Guys guys just flying info</u> inisalah satu perempuan favoritnya boy <u>she is sobeautiful</u>. (11:48)*

Data 32   *Ini ada juga yang di request kalian <u>let□s see the</u>higher bet is suzy. (12: 57)*

Data 33   *Boy suka IU. I love IU. (14:00)*

Data 34   *Alright guys now untuk male singer we didsomething different. Kita sempat lempar keluarsana sama teman-teman yang suka nontonbreakout. (15:14)*

Data 35   *<u>Guys he is pretty gengster</u> gue suka. (16: 11)*

Data 36   *Kalo aku di korea I□ll be twenty six next year.(16:49)*

Data 37   *Guys anyways we□ll gonna say good bye kitaakan tinggalin kalian with Gdragon okay. I□mBoy William. (17:10)*

Data 38   *Dan request terus kekita apa yang kalian mau boyjanji semua kita dengerin we□ll be your bestfriend.(17:18)*

Data 39   *Kayak episode ini kalo ga kalian yang minta gaakan ada. It□s because of you. (17:22)*

Data 40   *Kalian mau ngebahas siapa artis favorit kalianmau tema apa. We will make it for you I promisebye. (17:28)*

2. Interference

Interfere or transfer was language produced by the learners which influence on their mother tongue. It occured because the difference between native language and target language, because native language and target language have own system. The mother tongue always influences in foreign language.

Data 6   <u>*Okay, top two on our list*</u>*. Yang satu inisebenernya bukan SNSD,* <u>*Subgrubnya*</u>*, ini dia lagunya twinkle.(03: 01)*

Data 7   *Oke number one kalo versi breakout. Kalo menurut kita nih ya* <u>*this is the best SNSD song.Check it out.*</u> *(03:36)*

Data 8   *Dia ini jago Bahasa korea jago Bahasa cina tapi ga bisa bahasa Inggris. Hmmm* <u>*just so so lah justa little bit.*</u> *(08: 46)*

Data 9   *Next step jenny. Dulu awal-awal gua
          ga sukasama jenny but now I□m turn
          in to like her man. Kenapa karna dia
          she came from where i camefrom. (08:
          52)*

Data 10   *Last but not least ada Lisa. (9: 33)*

Data 11   *Itu dia for all you guys a little update. (10: 02)*

The interference can be shown below:

Data 26   *The result is right here, yang paling
          tinggi adalahsuperjunior. (1:36)*

Data 27   *And guys just quick info
          namanya IU. Ai yubukan iyu
          it□s IU. (14:43)*

Data 28   *Hey guys kalian ingat ga sih soundtrack itu? Do

          you guys remember that song? (07:34)*

B. Data Analysis

After look into the data presentation with the vary aspect of analysis. Those aspect were: First, three main types of Code mixing (insertion, interference, congruent lexicalization) with six defferent form of code mixing: word,phrase, clause, idiom, hybrid, and word reduplication. The second was two main types Code switching (situational and methaporical code switching). From the classified and analysis above , The researcher found the results.

Evidently, Code Mixing, Code Switching and Interference which analyzed from Youtube channel were found some classified. Those classified explain below:

1. **Code Mixing**

   According to Kachuru in Suwito (1985, p. 89), code mixing was the useof two language or more by inserting one language elements into another language element in one utterance. Muysken (2000, p.35), divide code mixing into three main types- they were: insertion (word or phrase), interference (clause), and congruent lecodexicalization (dialect). Suwito (1985) states there were several forms of code mixing. They are, word, phrases, clauses, idioms, hybrids, and reduplications. Types of code mixing explain below:

   a. Insertion

   Insertion was inserting material such lexical items or entire constituents from one language into a structure of the other languages. Muysken (2000,p.60) state, the process of code mixing was conceived as something asking to borrowing the insertion of an alien lexical of phrasal category into a given structure.

Example: Itu salah satu <u>soundtrack</u> korea yang paling <u>booming</u> dan <u>serial</u> korea yang paling <u>booming</u>.

c. Congruent Lexicalization

Muysken (2000,p.122) state that, congruent lexicalization may be particlarly associated with second generation migrant groups, dialect/standard and postcreole continua, and bilingual speakers of closely related language with roughly equal prestige and no tradition of overt language separation.

Form of code mixing according to Suwito (Word, phrase, clause, idiom, hybrid,word reduplication) explain below:

a. Word

The insertion of words means the language unit that stands alone, it consist of free morphemes and bound.

Example: Tapi kita <u>reminisce</u> dulu nih ya kita <u>flashback</u> sama lagu-lagu SNSD

b. Phrase

A phrase was a group of words forming part of a sentence. Example: Lagu pertamanya yang U and I <u>oh my god</u> itu lucu mukanya lucu

c. Clause

Clauses were part of sentence that consists of subject and finite/predicate but not expresse the complete idea. A clause was group of words that have an independent subject and predicate. Therefore, they can stand alone as a sentence or may appear within sentence as grammatically complete statement.

Example: <u>And just quick info</u> namanya IU. Ai yu bukan iyu it☐sIU.

d. Idiom

Idiom was a group of words established by usage as having a meaning not deducible from those of the individual words. Idiom was phrase, sentence that must be learn as a whole unit because of the phrase, or sentence in idiom has different meaning in each part.

From the utterance that researcher analyze, this form of code mixing was cannot be found. Boy William was not use any idiom in his utterance in this episode.

e. Hybrid

Hybrid was composed part of words, it was a combination of word pieces, between Indonesian and English word. Example: IU! Boy juga <u>nge-vote</u> buat IU

f. Word Reduplication

Wordreduplication was the repetition of words. Reduplication was morphological process by repeated the root or stem of word.

Example: dia kan suka ini <u>cover cover</u> ini kalo di youtube kalian bisa liat dia coverin yang lagunya tamia officialy missing you.

2. Code Switching

Myers-Scotton (2006, p.239) stated that code switching was the use of two language varieties in the same conversation. Code switching was the use of two or more language in one conversation where the speaker or at least understand the language into which switching occurs. Basically, there were two type of code switching they were situational code switching and metaphorical code switching.

a. Situational Code Switching

According to Wardhaugh (2006, p.103) situational code switching occurs when the language use changes according to the situation which conversation finds themselves: they speak onelanguage in one situation and in a different one. There was no topic change. From the dialog in Breakout music program the situational code switching also cannot be found by the researcher because the situation on the show was stabil, there was no other participant in the show, only Boy William and the cohost which they were talk alternately to deliver the information.

a. Methaporical Code Switching

Wardhaugh (2006, p.103) argues metaphorical code switching occurs when the switching was affected by the topic and situation which both controlled the urtterance, when a change of topic requires a change of language or situation. He also state metaphorical code switching was a code switching that was related to a particular topic or subject matter than social situation.

Example: Kalian mau ngebahas siapa artis favorit kalian mau tema apa. <u>We will make it for you I promise</u>

1. Interference

Poplack assumed that Interference was a constituent from language A followed by a constituent from language B. language A was dominan and language B was unspecified.

Example: <u>Guys guys just flying info</u> ini salah satu perempuan favoritnya boy <u>she was so beautiful.</u>

3. Reasons of Code Mixing, Code Switching and Interference

From the data that were gathered then analyze and classified by the researcher found that there were 40 data in total. From the 40 data, the researcher found 8 reason why Boy William used Code Mixing, Code Switching and Interference from Hoffman□s theory, he devide 10 reason of Code Mixing, Code Switching and Interference. The result showed below:

No	Reasons	Code mixing, code Switching and interference
1	Talking about a particular topic	**P**
2	Quoting somebody else	**P**
3	Being emphatic about something(express solidarity)	**P**
4	Interjection	**P**
5	Repetition	**P**
6	Intention of clarifying the speech content for interlocutor	**P**
7	Expressing group identity	**P**
8	To soften or strengthen request or command	
9	Because of lexical need	**P**
10	To exclude other people when a comment was intended for only a limited audience	

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This study observed the utterance which containt code switching and code mixing from Boy William in Youtube channel. Therefore, there were two objectives of this study. First this study aimed to find the type of code switching and code mixing that Boy William used in his utterances at Youtube channel. Second, this study was aimed find the reason why Boy William used code switching and code mixing in his utterances. Based on the analysis of Boy William Utterances in Youtube channel that was explain in the previous chapter, the researcher presents the conclusions of the study as follows:

1. Types of code switching used in boy william's youtube channel is situasional and Methaporical Code Switching. Types of code mixing used in boy william's youtube channel is insertion. Types of interference are used in boy william's youtube channel is Interjection and Repetition.

2. The result of analysis shows the code mixing that Boy William frequently used in his utterances from Youtube channel was code mixing. There were 26 data were code mixing, and 14 data were code switching and 9 data were interference. From 26 data of code mixing, he used insertion code mixing the most in his utterances. There were 16 data were insertion code mixing. Another type was interference there were 9 data and congruent lexicalization 1 data. Those types were including the different form of code mixing.

3. The most dominant data used by Boy William code mixing were 26 data (53.06%). The second most frequent type Boy William used was methaporical code switching. From the result, there were 14 data (28.57%) of methaporical code switching, and situational code switching was zero data, and 9 data (18.37%) were interference. Situational code switching was cannot be found in Boy William utterance. The whole total was 49 data (100%).

4. From the six form of code mixing which classified by suwito (word, phrase, clause, idiom, hybrid, reduplication), Boy William in this two episodes there a „Idiom□ form in his uterances which cannot be found.

5. The reasons why Boy William used Code Mixing, Code Switching and Interference in his utterances, from the result of 40 data showed that there were 8 reason out of 10 that he used in his utterances. The reasons that Boy William used. Those were: Talking about a particular topic, quoting somebody else, being emphatic about something, Interjection,Repetition, Intention of clarifying the speech content for interlocutor,

6. Expressing group identity, Because of lexical need. Those reasons were choosen because from the analysis of the sentence spoken by Boy William and appropriate with Hoffman classification of the reasons of Code Mixing, Code Switching and Interference.

B. Suggestions

From the result of the reaserch, there were still many possibilitiest for further research regarding to code switching and code mixing topic in the future. Since this research only analyze the type used and the reasons according to the

relevant theories. Therefore, the researchersuggest for those who interested in this topic to analyze the impact of using code switching and code mixing toward their attitude and perception about the mixing and switching the code.There were many possibilities to take the sample of Indonesian – English code switching and code mixing resaerch not only from music show but also from another media such as radio, magazine, advertisment, reality shows, social media, even the classroom and many more. Thus there was some variations in code switching and code mixing research in the future.

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APPENDIX

Berhubungan kita ngomongin KPOP di episode kali ini, Kpop number one right now bukan rightnow aja sih all of time. (00:46)

Tapi kita reminisce dulu nih ya kita flashback sama lagu-lagu SNSD.(1:37)

Tapi anyway dari semua lagu yang new release ini yang manasih kalian paling suka and ternyatasupraisingly gua fikir Twice tapi it□s BTS yang dipilih.(05: 30)

Dia sih katanya princessnya Blackpink dia pernah di videoclipnya Gdragon. (09: 04)

Dia ini salah satu member yang di terima training di YG ketika audisi. (9:38)

ini bukti sekali lagi bahwa kita denger requestan dari kalian. (0:46)

Sempat kemren kita lempar ke twitter pollingboyband apa dari kora yang kalian suka.(1:17)

Kalo tadi boy band sekarang giliran girl band. (02:51)

Ya emang fanbase mereka itu emang gila.(03:20)

Gee itu viral banget. Dan setelah gee ternyata lagu yang kedua paling viral punya dia adalah lion heart. (04: 04)

Abis ini jangan kemana-mana kita mau ngebahas soundtrack soundtrack favoritnya kalian semua. (04:22)

Oh my god itu salah satu soundtrack korea yangpaling booming dan serial korea yang paling booming. (07:39)

Anyways, kita juga sempat merangkum lima soundtrack korea buat kalian yang suka melowmelow. (07: 59)

Welcome back to breakout. Annyeonghaseo back again. (13:16)

Alright, gini gini tadi kita udah band, boyband, girlband sekarang kita soloistnya. (13:21)

IU! Boy juga ngevote buat IU. (13:58)

Lagu pertamanya yang U and I oh my god itu lucu mukanya lucu dia kan suka ini.. cover cover ini kalo di youtube kalian bisa liat yang lagunya Tamia-officialy missing you. (14:05)

Berikutnya ada juga lagu yang gua suka banget dari SNSD the nice one is called "I got a boy". (2:31)

We start with jisoo this girls over here. Jisoo inigua pikir yang paling cantik tapi lama-lama Nah Idon☐t really like her style maksudnya buka tipe boy. (08:33)

Girls generation dengan 52 persen. Wow that☐s alot.(03: 13)

Oh my god dia kan. Guys guys just flying info inisalah satu perempuan favoritnya boy she is sobeautiful. (11:48)

Ini ada juga yang di request kalian let☐s see thehigher bet is suzy. (12: 57)

Boy suka IU. I love IU. (14:00)

Alright guys now untuk male singer we didsomething different. Kita sempat lempar keluarsana sama teman-teman yang suka nontonbreakout. (15:14)

Guys he is pretty gengster gue suka. (16: 11)

Kalo aku di korea I□ll be twenty six next year.(16:49)

Guys anyways we□ll gonna say good bye kitaakan tinggalin kalian with Gdragon okay. I□mBoy William. (17:10)

Dan request terus kekita apa yang kalian mau boyjanji semua kita dengerin we□ll be your bestfriend.(17:18)

Kayak episode ini kalo ga kalian yang minta gaakan ada. It□s because of you. (17:22)

Kalian mau ngebahas siapa artis favorit kalianmau tema apa. We will make it for you I promisebye. (17:28)

Azila Syam