

Types and Functions of English Code-Mixing in Maudy Ayunda's YouTube Channel

Adinda Meisya¹, Diandra Mutiara Hanif¹, Intan Rahmadiyah¹

¹STKIP PGRI Bandar Lampung, Indonesia

ABSTRACT

Sociolinguistics is a branch of linguistics that examines the relationship between society and language. When elements of one language are combined with another, the phenomenon is referred to as code-mixing. Maudy Ayunda, a well-known Indonesian artist, frequently employs code-mixing in several of her videos on her official YouTube Music channel. This study aimed to analyze the types of code-mixing used in her content. A descriptive qualitative method was employed, with data collected through documentation and note-taking. Hoffman's framework was applied to categorize the types of code-mixing, while Sudijono's formula was used to calculate their frequency. The findings revealed twenty-three instances of code-mixing. The most dominant type was intra-sentential code-mixing, with 15 occurrences (65.2%), followed by intra-lexical code-mixing with 6 occurrences (26.1%), and code-mixing involving a change in pronunciation with 2 occurrences (8.7%). These results indicate that intra-sentential code-mixing is the most prevalent strategy in Maudy Ayunda's YouTube videos, while phonological code-mixing appears less frequently. The implications of this study suggest that digital platforms, such as YouTube, play a significant role in promoting linguistic hybridity in Indonesia. The frequent use of English code-mixing by a popular public figure not only demonstrates her bilingual competence but also influences audience perceptions of global identity and language prestige. This highlights how code-mixing in online popular culture may contribute to shaping linguistic practices among younger generations and provides meaningful insights for further sociolinguistic research on language use in digital media.

This is an open access article under [CC-BY-NC 4.0](#) license.



ARTICLE INFO

Keywords:

Code-Mixing;
Digital Media;
Indonesian Popular Culture;
Sociolinguistics;
YouTube

Article History::

Received: 26 May 2025

Revised: 13 August 2025

Accepted: 22 August 2025

Published: 1 September 2025

How to Cite in APA Style:

Meisya, A., Hanif, D. M. ., & Rahmadiyah, I. . (2025). Types and Functions of English Code-Mixing in Maudy Ayunda's YouTube Channel. *LinguaEducare: Journal of English and Linguistic Studies*, 2(2). 61-70.

<https://doi.org/10.63324/lec.2v.2i.76>

Introduction

Sociolinguistics is a branch of linguistics that studies the relationship between society and language. According to Geeslin and Long (2014), sociolinguistics examines the various ways in which language is learned and used. Language serves as a tool for humans to express speech, feelings, thoughts, and social interaction. Linguistics, more broadly, is the scientific study of language, while sociolinguistics specifically investigates the use of language in social life. In contexts where society and language interact, individuals often acquire the ability to use more than one language. In sociolinguistics, a person who can communicate in more than one language is referred

to as bilingual or multilingual. Arumaisya (2021) defines bilingualism as the ability to use two or more languages, while individuals living in bilingual communities often mix languages in everyday communication.

Istiara et al. (2022) explain that the term code-mixing is commonly used in bilingual contexts to describe “the linguistic action of bilingual speakers who insert words or phrases from one language into another.” Code-mixing frequently occurs in informal situations and is influenced by several factors such as participants, setting, topic, and conversational context.

This study focuses on the types of code-mixing employed by Maudy Ayunda in her YouTube music videos. Maudy Ayunda, a Stanford University graduate, is widely recognized as an inspirational figure, singer, and actress, as well as an activist in education. The aim of this research is to identify the types and reasons for code-mixing in her YouTube content. The study is also expected to contribute insights for scholars and students of sociolinguistics to better understand how code-mixing functions in digital media.

Several previous studies have examined code-mixing in different contexts. (Alhazmi et al., 2025) investigate code mixing in Arabic social media, particularly focusing on how users blend Arabic with other languages in tweets. It analyzes how code mixing complicates hate speech detection and evaluates machine learning models designed to handle such linguistic variation. Pratama (2022) examines how eleventh-grade students and teachers use code-mixing and code-switching in daily dialogues and classroom interactions during the online learning period. Zharkynbekova and Chernyavskaya (2022) investigate Kazakh–Russian code mixing as part of bilingual practices in Kazakhstan. It analyzes 300 contexts from daily conversations, internet communication, and modern Kazakh films to show how code mixing functions as a dynamic resource for meaning-making rather than as linguistic errors.

Istiara et al. (2022) investigate code mixing in Mr. D’s YouTube podcast, focusing on how speakers alternate between their mother tongue and a foreign or second language. It identifies types such as intra-sentential, inter-lexical, and pronunciation-based code mixing, as well as levels ranging from word to clause, with functions including quoting, clarifying messages, and expressing identity. (Astri & Fian, 2020) examined Gita Savitri Devi’s YouTube channel, applying Hoffman’s framework and Sudijono’s formula. Their study revealed that educational background, language skills, and mastery influenced the causes of code-mixing. Novianti and Said (2021) investigate code mixing in English teaching-learning classrooms, focusing on teachers’ and students’ utterances during instruction. It identifies alternation and insertion as the main types of code mixing, which function primarily to capture students’ attention and support the learning process.

From these previous studies, it is evident that code-mixing occurs in diverse contexts such as student conversations, social media, and YouTube. The present research extends this body of work by focusing on YouTube as a digital platform, with Maudy Ayunda as the subject due to her prominence as an influential figure. In summary, sociolinguistics can be understood as the study of language in relation to its social environment, variation, and use. Every community develops its linguistic style as

a means of interaction. Based on the above description, the research problems of this study are as follows:

1. What types of code-mixing are realized by Maudy Ayunda in her YouTube channel?
2. Which type of code-mixing is most dominantly used by Maudy Ayunda in her YouTube channel?

Literature Review

Code-Mixing

Code-mixing can be defined as the use of two languages in such a way that a third, hybrid form emerges, where elements of both languages are combined into a structural pattern (Yuliana et al., 2015). According to (Thara & Poornachandran, 2018), speech that involves mixing two languages without altering the topic of conversation constitutes code-mixing. Similarly, code-mixing occurs when a fluent bilingual speaker switches languages without any change in the social situation. Based on these definitions, code-mixing can be understood as the ability of a speaker to combine two or more languages in a single conversation while maintaining the same context and topic, with the change occurring only at the linguistic level.

Types of Code-Mixing

Several scholars have proposed classifications of code-mixing. (Hoffman, 1991) distinguishes three types. The first is intra-sentential code-mixing, which occurs within a phrase, idiom, or clause. For example, the sentence “*Kita diminta menulis karangan at least 2 paragraf*” (“We are asked to write an essay of at least two paragraphs”) demonstrates how English phrases are inserted into Indonesian sentences. The second type is intra-lexical code-mixing, in which elements of different languages are blended within a single word. Examples include “*Aku diajakin nge-date sama gebetan*” (“I was invited to go on a date with my crush”) or “*Temen aku meng-copy tugas aku*” (“My friend copied my assignment”). The third type is code-mixing involving a change of pronunciation, where borrowed words are adapted to fit the phonological rules of the speaker’s native language. For instance, in “*Aku sudah menonton trailernya sedikit*” (“I have watched the trailer a bit”), the English word trailer is pronounced according to Indonesian phonology.

Bhatia and Ritchie (1996) offers another classification by dividing code-mixing into two categories: inner code-mixing and outer code-mixing. Inner code-mixing involves the insertion of elements from a national language and its variations, while outer code-mixing refers to the insertion of foreign language elements into speech. Geeslin and Long (2014) further identifies three major patterns of code-mixing: insertion, alternation, and congruent lexicalization. Insertion occurs when lexical items, such as words or phrases, are embedded in a sentence of another language, often because the speaker cannot find an equivalent term in the base language. Alternation refers to the switching between languages at the level of phrases or clauses within a single discourse. Finally, congruent lexicalization describes situations in which two languages

share grammatical structures, and lexical items from both languages fill these structures interchangeably.

Method

In this study, the writer employed a descriptive qualitative method (Merriam, 2009). The researcher collected the data, analyzed it, and presented the results based on the findings. The data were taken from Maudy Ayunda's YouTube Music videos, specifically focusing on her spoken words that contained instances of code-mixing. These utterances served as the main source of research data.

The material analyzed in this research was Maudy Ayunda's video discussing privilege. The research object consisted of words, phrases, clauses, utterances, and sentences that contained elements of code-mixing. According to Creswell and Creswell (2018), qualitative research is a process of exploring and understanding the meaning that individuals or groups ascribe to social or human problems. Creswell (2018) also emphasized that qualitative data may include audio and visual materials, which are particularly relevant for this study.

The primary data source was obtained from Maudy Ayunda's official YouTube Music channel. The sentences spoken by Maudy Ayunda that contained code-mixing were carefully identified and analyzed. She frequently inserted English expressions into her speech, demonstrating how code-mixing has become a contemporary linguistic style in the era of globalization. This trend is especially visible in social environments and digital platforms such as YouTube, which attracts large audiences. The researcher selected Maudy Ayunda as the subject of this study because her language use reflects both her personal identity and broader sociolinguistic practices that influence viewers.

All data collected were analyzed qualitatively and then quantified into percentages. The percentage was calculated by dividing the frequency of each occurrence by the total number of data and then multiplying the result by one hundred. In this calculation, P represents the percentage, F is the frequency of occurrences, and N is the total number of data.

Results and Discussion

Before presenting the analysis, it is essential to outline the distribution of the code mixing types found in Maudy Ayunda's video. The data are categorized into three main types: intra-sentential code mixing, intra-lexical code mixing, and code mixing involving a change of pronunciation.

Table 1. The Percentages of Types of Code Mixing in Maudy Ayunda's Video

No	Type of Code Mixing	Frequency	Percentage
1	Intra-Sentential Code Mixing	15	65.2%
2	Intra-Lexical Code Mixing	6	26.1%
3	Involving a Change of Pronunciation	2	8.7%
Total		23	100%

Table 1 shows that the most dominant form of code mixing is intra-sentential, occurring 15 times and accounting for 65.2% of the total instances. Intra-lexical code

mixing appears six times, representing 26.1% of the data, while code mixing involving a change of pronunciation is the least frequent, with only two instances or 8.7%. These results indicate that Maudy Ayunda tends to switch between languages within sentences more often than at the lexical or phonological levels, highlighting the natural blending of Indonesian and English in her speech.

1. Intra-Sentential Code Mixing

a. Word

1. *Aku ngerasa mau itu situasi dimana tempat aku lahir resources yang aku dapat kan gitu ya.*

The above statement appears in Maudy's video at 00:09 seconds. The language she uses in her speech is Indonesian, and she mixes the English word "resources". The term "resource", which means "kesempatan" in Indonesian, is categorized as intra-sentential code mixing because it combines two languages within word boundaries.

2. *Memiliki orang tua yang supportive tentang akademis...*

Maudy's utterance shows code mixing at 00:25 seconds. In her speech, she uses the word "supportive", which means "mendukung" in Indonesian. This is an example of intra-sentential code mixing at the word level.

3. *Terus tiba-tiba pandemi terjadi terus langsung lockdown, langsung kehidupan di kampus itu yang tadinya kaya ...*

The word "lockdown" used by Maudy in the video at 1:40 minutes means "menutup akses" in Indonesian. This is an example of intra-sentential code mixing through word usage.

4. *Aku sangat inget itu satu quarter itu benar-benar aku gak terlalu banyak ketemu temen-temen karena banyak yang pulang.*

The code mixing in Maudy's speech at 01:56 minutes uses the English word "quarter", which means "seperempat" in Indonesian. This is classified as intra-sentential code mixing.

5. *Jadi walaupun mengecewakan banget dan juga sangat menyedihkan secara personal aku tetap ngerasa bahwa yaudah ini salah satu kesempatan...*

In her speech at 02:48 minutes, Maudy uses the word "personal", which means "pribadi" in Indonesian. This is an example of intra-sentential code mixing.

6. *Dan yang kedua mungkin pengalaman di kelas ya, kelas disini juga sangat berbeda sama kelas yang pernah aku miliki sebelumnya even dibanding sama S1...*

The word "even" is used in Maudy's utterance. It means "bahkan" in Indonesian. This is an example of intra-sentential code mixing.

7. *Oleh-oleh nya hopefully apapun yang aku bawa dan apapun yang aku kerjakan nanti bisa berguna untuk temen-temen banyak.*

The word "hopefully" used by Maudy in the video means "semoga" in Indonesian. This is also an example of intra-sentential code mixing.

b. Phrase

1. *tapi setidaknya I have a choice to do something about it and to make the best used it or do not anything about it dan aku mudah mudahan sih memilih jalur yang pertama itu.*

In the video above, there is code mixing at minutes 00:52–01:03. It can be seen from Maudy Ayunda's speech, where she says the sentence "I have a choice to do something about it and to make the best use of it or do nothing about it." In

this sentence, Maudy mixes Indonesian with English. The sentence she utters belongs to the intra-sentential type of code mixing.

2. *2 tahun yang lalu itu aku tiba-tiba ngerasa di titik dimana I feel really good about the things that im doing and like my career but I also feel like something is missing.*

The code mixing above appears at 01:08–01:22, with the sentence “*I feel really good about the things that I am doing and like my career but I also feel like something is missing.*” In this utterance, Maudy inserts English into Indonesian. This code mixing belongs to the intra-sentential type.

3. *kelas kita tuh jadi ngerasa erat banget because we come true something is biggest the pandemic during of time her.*

The code mixing above appeared at 02:31–02:37. Maudy inserted the sentence “*because we came through something as the biggest, the pandemic during this time here*” into her words. She combines two languages in one sentence, namely Indonesian and English. Therefore, this utterance belongs to intra-sentential code mixing.

4. *walaupun dengan pandemi it definitely is I think the best two years my live so far.*

The mixing above appeared at 02:50–02:56. She inserted “*it definitely is I think the best two years of my life so far*” in her words. Maudy does not only use Indonesian but also uses English in her conversation. The sentence belongs to intra-sentential code mixing according to Hoffman.

5. *sangat penting untuk aku pada saat itu yaitu memberikan skills generalist just like problem solving skills that just really you know all the business skill all you need.*

The code mixing above appeared at 03:05–03:19. Maudy inserted “*generalist skills just like problem solving skills that just really, you know, all the business skills you need*”. The mixture of Indonesian and English in her words shows intra-sentential code mixing.

6. *tentang MBA itu adalah it really give you the confident to do what you wants to be entrepreneurial, and it take rest dan aku ngerasa aku sangat membutuhkan dorongan itu pada saat itu.*

The mixing above appeared at 03:23–03:33. She inserted “*it really gives you the confidence to do what you want, to be entrepreneurial, and it takes risks*”. Maudy includes English sentences while speaking Indonesian, which classifies this as intra-sentential code mixing.

7. *Tentunya karena program nya 2MBA kita belajar tentang banyak bisnis skil ya jadi kaya we learn about finance stuff accounting like all that is boring.*

The code mixing above appeared at 03:38–03:46. Maudy’s speech combines Indonesian with English: “*we learn about finance, accounting, stuff like all that is boring.*” This is intra-sentential code mixing.

8. *aku susah si ngejelasin nya tapi setiap kali kita ketemu 7 jam and we speed all a lot time telling each other how you feel and giving each other feedback.*

The mixing above appeared at 04:38–04:50. Maudy varied her language by inserting the sentence “*and we spend a lot of time telling each other how you feel and giving each other feedback.*” According to Hoffman’s theory, this belongs to the intra-sentential type of code mixing.

2. Intra-Lexical Code Mixing

a. Prefix

1. *Yang gak bisa dilupain itu hal-hal sesimple obrolan-obrolan yang aku miliki sama temen-temen aku gitu.*

In Maudy's video, she used Indonesian affixation "se-" before the English word "simple." The form "sesimple" means "semudah" in Indonesian. This is an example of intra-lexical code mixing.

2. *Kelas itu tuh bener-bener didesign untuk kita.*

In Maudy's video, she used the Indonesian prefix "di-" attached to the English word "design." The result "didesign" means "dirancang" in Indonesian. This is an example of intra-lexical code mixing.

b. Suffix

1. *Takut untuk pulang ke negara nya masing-masing karena waktu itu masih gak jelas ya travel rulesnya kaya gimana takut gabisa balik lagi kesini.*

In this utterance, Maudy uses the suffix "-nya" after the English word "rules." The form "rulesnya" is an example of intra-lexical code mixing.

2. *Berubah-ubah banget tergantung umur atau tergantung profile learnernya gitu.*

The word "learnernya" is formed by attaching the Indonesian suffix "-nya" to the English word "learner." This is intra-lexical code mixing.

3. *Tiba-tiba kaya ditembak gitu sama professornya.*

The word "professornya" is formed from the English word "professor" plus the suffix "-nya." This is an example of intra-lexical code mixing.

4. *Masih sama sebenarnya tapi kayanya essencenya itukan yang penting hidup tuh bahagia dan kita bisa berguna buat orang lain.*

The word "essencenya" is formed from the English word "essence" plus the Indonesian suffix "-nya." This is intra-lexical code mixing.

3. Involving a Change of Pronunciation

1. *Khususnya kombinasi bidang pendidikan dan juga entertainment untuk memberikan dampak yang positif.*

In this utterance, Maudy uses the English word "entertainment." The pronunciation resembles the Indonesian version, so it is categorized as code mixing involving a change of pronunciation.

2. *Mungkin yang special juga disini adalah...*

The word "special" in Maudy's utterance is pronounced similarly to the Indonesian version "sepesial." This is categorized as code mixing involving a change of pronunciation.

From the analysis of Maudy Ayunda's video, three types of code mixing based on Hoffman (1991) are found: intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. Intra-sentential code mixing appears in phrases, clauses, or sentences when bilingual speakers use both Indonesian and English. Intra-lexical code mixing occurs when a word is attached to an Indonesian affix. Code mixing involving a change of pronunciation happens when English words are adjusted to Indonesian phonology.

According to this research, the findings are similar to those of Astri and Fian (2020) in their study "*The Sociolinguistics Study on the Use of Code Mixing in Gita Savitri Devi's YouTube Channel Video.*" Both studies apply Hoffman's (1991) framework and identify intra-sentential, intra-lexical, and pronunciation-based code

mixing. However, the present study focuses on Maudy Ayunda's video entitled *Privilege*, which shares her personal experiences. This video was chosen because Maudy's journey is inspiring and contains instances of code mixing.

Conclusion

The results and discussion of this research lead to the following conclusions. The aim of this study was to identify the types of code mixing in Maudy Ayunda's video on the YouTube channel Music. The writer applied Hoffman's theory, which classifies three types of code mixing: intra-sentential, intra-lexical, and involving a change of pronunciation. From the various instances of code mixing in the video, the writer concluded that the most dominant type was intra-sentential code mixing with 15 occurrences (65.2%), followed by intra-lexical code mixing with 6 occurrences (26.1%), and finally code mixing involving a change of pronunciation with 2 occurrences (8.7%).

Based on these findings, the writer recommends that the results of this study can serve as a reference for further research on bilingualism and sociolinguistics, particularly regarding code mixing or the alternation of two or more languages in different contexts. It is suggested that future studies focus on other forms of media, such as novels, films, or songs, to provide broader insights into code mixing practices.

References

- Alhazmi, A., Mahmud, R., Idris, N., Abo, M. E. M., & Eke, C. I. (2025). Correction: Code-mixing unveiled: Enhancing the hate speech detection in Arabic dialect tweets using machine learning models. *PLOS One*, 20(8), e0330305. <https://doi.org/10.1371/journal.pone.0330305>
- Arumaisy, S. (2021). Bilingualism Practices Through Teacher's Verbal Input in Early Childhood Education. *Pedagogy : Journal of English Language Teaching*, 9(1), 92–107. <https://doi.org/10.32332/JOELT.V9I1.3132>
- Astri, Z., & Fian, A. (2020). The Sociolinguistics Study on the Use of Code Mixing In Gita Savitri Devi's Youtube Channel Video. *SELTICS*, 83–92. <https://doi.org/10.46918/SELTICS.V0I0.728>
- Bhatia, T. K., & Ritchie, W. C. (1996). Social and psychological factors in language mixing. In *Handbook of second language acquisition* (pp. 627–688). Academic Press.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage .
- Geeslin, K. L., & Long, A. Y. (2014). *Sociolinguistics and second language acquisition: Learning to use language in context*. Routledge.
- Hoffman, C. (1991). *An Introduction to Bilingualism*. Longman.
- Istiar, F., Hastomo, T., Febriansyah, M. H., Larasati, D., Pgri, S., & Lampung, B. (2022). An Analysis of Using Code-Mixing on Podcast "Guruku Mr. D" Youtube Channel. *Ksatra: Jurnal Kajian Bahasa Dan Sastra*, 4(1), 113–122. <https://doi.org/10.52217/KSATRA.V4I1.618>

-
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. CA: Jossey-Bass.
- Novianti, R., & Said, M. (2021). The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process. *DEIKSIS*, 13(1), 82–92. <https://doi.org/10.30998/deiksis.v13i1.8491>
- Pratama, P. A. (2022). Code Switching and Code Mixing in English Language Learning during Online Learning in Covid-19 Outbreak. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 10(1), 53–59. <https://doi.org/10.23887/jpbi.v10i2.44772>
- Thara, S., & Poornachandran, P. (2018). Code-Mixing: A Brief Survey. 2018 *International Conference on Advances in Computing, Communications and Informatics*, ICACCI 2018, 2382–2388. <https://doi.org/10.1109/ICACCI.2018.8554413>
- Yuliana, N., Luziana, A. R., & Sarwendah, P. (2015). Code-Mixing and Code-Switching of Indonesian Celebrities: A Comparative Study. *Lingua Cultura*, 9(1), 47–54. <https://doi.org/10.21512/LC.V9I1.761>
- Zharkynbekova, S. K., & Chernyavskaya, V. E. (2022). Kazakh-Russian Bilingual Practice: Code-Mixing as a Resource in Communicative Interaction. *RUDN Journal of Language Studies, Semiotics and Semantics*, 13(2), 468–482. <https://doi.org/10.22363/2313-2299-2022-13-2-468-482>

