



## **AN ANALYSIS OF CODE-MIXING USED BY AZKA CORBUZIER ON YOUTUBE CHANNEL**

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### **Abstract**

This research aimed to analyze the types and the factors of code-mixing used by Azka Corbuzier on podcast YouTube channel. This research used descriptive-qualitative method. The research data are from utterances that contain words or phrases in code-mixing uttered by Azka Corbuzier, the speaker in the Youtube channel. The researcher found 125 data on code-mixing in Azka Corbuzier's podcast videos. The theory of Muysken (2000) is applied to identify the types of code-mixing in Azka Corbuzier's podcast videos. Additionally, the theory of Bhatia and Ritchie (2006) are used to determine the factor of code-mixing. The result of this research shows that the type of congruent lexicalization was the most common type of code-mixing found in the data. On the other hand, the insertion was the least common type used by Azka Corbuzier. In terms of the factor of code-mixing, participant roles and relationship factor were the main factor in language mixing found in the data. On the other hand, language attitude, dominance, and security were the least factor influencing Azka Corbuzier to mix the languages. This research contributes to sociolinguistics in terms of the code-mixing of a bilingual teenager.

**Key words:** Code-Mixing, Azka Corbuzier, Podcast YouTube channel

### **A. INTRODUCTION**

Code-mixing has become a popular activity in daily conversations. Permatasari (2020, p.583) suggests that code-mixing has gained popularity in Indonesia because it represents a hybridity of languages. Indonesians tend to mix their national language, Indonesian, with other languages such as English, Korean, Japanese, and more. For instance, during a conversation between two Indonesian students, they may incorporate both Indonesian and English into their speech, called code-mixing. Muysken (2000: p.1) explains that code-mixing involves incorporating lexical and grammatical features from two languages into one

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sentence or utterance. So, code-mixing refers to using two languages within a single utterance.

In sociolinguistics, people who mix multiple languages in their speech are commonly known as bilinguals or multilingual. Bloomfield (as cited in Bhatia & Ritchie, 2012, p.111) says, "Bilinguals can be defined as individuals who have 'native-like control of two languages.'" Bilingualism means the ability of an individual to speak two or more languages (Trudgill 2003, p.24). In addition, Indonesian bilinguals frequently employ code-mixing when communicating with others. According to Musyken (2000: p.2), "many bilinguals will produce mixed sentences in ordinary conversation." They have specific reasons, factors, and functions for mixing languages, particularly when incorporating their national and foreign languages.

This phenomenon is a common activity among bilingual adults. However, recent trends have shown that bilingual children and teenagers are also actively doing this phenomenon. Some bilingual teenagers do code-mixing to show off and pretend to be more prestigious speaking in English. On the other hand, some bilingual teenagers have specific reasons and purposes for mixing their languages. For example, Azka Corbuzier is a bilingual teenager that combines the language with Indonesian English. When he wants to convey something and cannot find the Indonesian word, he mixes it with an English word.

Code-mixing is an everyday language activity in daily conversations, but also on social media platforms like Facebook, Twitter, Instagram, and YouTube. YouTube is one of the largest online video and social media platforms globally. Nowadays, podcasts on YouTube are incredibly popular among a wide variety of content. They have become a favorite choice for many viewers, offering various shows and topics. In podcasts, the phenomenon of code-mixing often takes place when the host and guests mix between Indonesian and English languages.

Previously, many studies have been done related to code-mixing, which has been investigated in social media platforms such as Facebook, Twitter, WhatsApp, and Instagram. The first study was conducted by Sari et al. (2018), entitled "An Analysis of Code-mixing Used in Instagram by The Students of English Language Education." This research is aimed to find out the types and functions of code-mixing used by the students of English Language Education on Instagram.

The second study was conducted by Sutrismi (2014), entitled "The Use of Indonesian English Code-mixing in Social Media Networking (Facebook) by Indonesian Youngsters." It analyzes Indonesian youngsters' linguistic forms and reasons for code-mixing on Facebook. The third study is also about code-mixing investigated on Facebook. The research was conducted by Hutabarat and Khalisa (2020) entitled "Code-mixing Used by Teenagers on Facebook." It aims to find out the types of code-mixing used by teenagers in their Facebook accounts status.

The fourth study was conducted by Damanik (2015), entitled "Code-mixing on Twitter User of Teenager." It aims to find out the types of code-mixing on Twitter and the dominant type of code-mixing on Twitter used by teenagers with a Twitter account. The last study was conducted by Hairennisa (2018) entitled "Code-mixing in Students' WhatsApp (WA) Chat at Eight Semester of

English Study Program at State Islamic of University Raden Intan Lampung.” This research aims to discover the types and factors of code-mixing used in WhatsApp chat.

The phenomenon of code-mixing appears in Indonesian YouTuber Azka Corbuzier. He is a bilingual teenager that fluent using two languages which are Indonesian language and English language. He usually mixes the language with Indonesian-English on his podcast. Being a bilingual teenager with English as his primary language, Azka Corbuzier faces difficulties when it comes to speaking in Indonesian. Consequently, he often incorporates a mix of English and Indonesian in his podcast videos on his YouTube channel. And also, bilingual teenagers like Azka Corbuzier have unique motivations and factors that lead them to mix languages.

This paper aims to analyze two research questions. Firstly, it investigates the types of code-mixing used by Azka Corbuzier on his podcast YouTube channel. Muysken's theory is used for analyzing the types of code-mixing. Secondly, this paper identifies the factors that motivated Azka Corbuzier in language mixing. Bhatia and Ritchie's theory is used to identify the factor that motivated Azka in mixing his languages. By addressing these questions, this paper aims to contribute to the understanding of sociolinguistics, especially in terms of code-mixing of bilingual teenagers.

## **B. RESEARCH METHOD**

The methodology of this research was a descriptive-qualitative method. It is because this research describes the type of code-mixing used by Azka Corbuzier and the factors of code-mixing that influenced Azka in mixing his languages. According to Zaim (2014, p.14), in descriptive research, the data collected in this language research were language symptoms in the form of words, not numbers. “Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2018, p.87). In this research, the researcher analyzed a social phenomenon: the use of code-mixing by bilingual teenagers.

In this research, the instrument of research is the researcher herself because the researcher is a key instrument. According to Sugiyono (2011, p.102), qualitative researcher is a human instrument that establishes research focus, selects informants as data sources, collects data, analyzes the data, and draws conclusions based on their findings.

In this research, the data were collected from utterances or sentences which contain words or phrases in code-mixing uttered by Azka Corbuzier, the speaker on the YouTube channel. The source of data was taken from Azka Corbuzier's podcast video on his YouTube Channel. After collecting the data, the researcher classified the data based on the types and the factor of code-mixing. Then, the researcher needed a table to tabulate the data. The researcher analyzed the data by using the theory of Muysken (2000) for the types of code-mixing and Bhatia and Ritchie's theory (2006) for the factors of code-mixing. The researcher reported the analysis descriptively to show the types and the factors of code-mixing used by Azka

Corbuzier. There were two videos that the researcher analyzed on the types and factors of code-mixing used by Azka Corbuzier. The first video is Azka Malu Banget Ketemu Naura and the second video is “Sukses itu Bisa Kamu Raih.”

## C. RESULT AND DISCUSSION

### 1. Research Finding

The data analyzed in this research were obtained from two videos on Azka Corbuzier YouTube channel. The data contents 125 utterances used by Azka Corbuzier on his YouTube Channel. The researcher classifies the data based on the types and factors of code-mixing.

#### a. Types of code-mixing

The researcher analyzed the data, which are the utterances of Azka Corbuzier using Muysken’s theory for the types of code-mixing, such as insertion, alternation, and congruent lexicalization.

Table 1. Classification types of code-mixing used by Azka Corbuzier on the video Podcast YouTube channel

No.	Types of code-mixing	Frequency	Percentage
1.	Insertion	25	20%
2.	Alternation	41	32,8%
3.	Congruent lexicalization	59	47,2%
TOTAL		125	100%

From the data above, there were 125 data in the type of code-mixing observed on Azka Corbuzier's video podcast YouTube channel. The data indicate that Azka Corbuzier used insertion code-mixing 25 times, which represented 20% of the total utterances of code-mixing observed. So, insertion is the least common type of code-mixing used by Azka Corbuzier. However, congruent lexicalization is the most common type of code-mixing he masterfully utilizes to connect with his participants. Based on the data above Azka Corbuzier used congruent lexicalization code-mixing 59 times, representing the majority (47,2%) of the total utterances of code-mixing observed. Then followed by alternation type, which represented 32,8% of the total data of code-mixing observed.

#### Datum 1

The speaker: “Kayak nggak ada *goal* untuk melakukan hal hal yang lain”  
(It seems like there’s no goal to do the other things)

Based on the example above, this utterance consists of two different languages; English and Indonesian language. This utterance was used by Azka Corbuzier on his YouTube channel. It can be analyzed that the word “goal” is an English word that is inserted in an Indonesian sentence. At the beginning of the utterance, Azka used the Indonesian language “Kayak nggak ada.” Then, he inserted the English word “goal” in the middle of the utterance. Then, he used Indonesian language “untuk melakukan hal hal yang lain” in the end of his utterance. So, the utterance above can be classified as an insertion of code-mixing.

## Datum 2

The speaker: “*I will just stand there* aku disitu nggak akan apa apa”  
(I will just stand there I am not doing anything)

In the datum above, it can be analyzed that the structure of the utterance is A...B structure where A refers to English clause “I will just stand there” and B refers to Indonesian language clause “I will just stand there”. Another reason is the elements of this utterance aren't structurally related because the two languages present in the clause remain separate. So, this utterance can be classified as an alternation of code-mixing.

## Datum 3

The speaker: “*But it's like easier* untuk sama teman teman masih bisa *call* dan hal hal kayak gitu”  
(But it's like easier for having a call with friends and something like that)

Based on the example above, it can be analyzed that the structure of this utterance is A B A B structure based on the structural interpretation of congruent lexicalization. A and B are two different languages, English and Indonesian, that share the grammatical structure of the utterance, fully or in part. In the beginning of the utterance, the speaker uses the English language “but it's like easier” and then, the speaker switches his language into Indonesian language “untuk sama teman teman masih bisa”. Next, he inserted the English word “call” after switching his language into Indonesian. At the end of his utterance, he changes his language again into the Indonesian language to mention “dan hal hal kayak gitu.” So, this utterance can be classified as a congruent lexicalization of code-mixing.

## b. Factors of code-mixing

The researcher used the theory of Bhatia and Ritchie (2006) to analyze factors of code-mixing, such as participant roles and relationships, situational factor, message-intrinsic factor, and language attitudes, dominance, and security.

Table 2. Classification factors of code-mixing used by Azka Corbuzier on video Podcast YouTube channel

No.	Factors of code-mixing	Frequency	Percentage
1.	Participant role and relationship	125	54%
2.	Situational factor	24	10,3%
3.	Message-intrinsic factor	82	35,3%
4.	Language attitude, dominance, and security	1	0,4%
TOTAL		232	100%

Based on the table above, there were 125 data of code-mixing observed on Azka Corbuzier's podcast YouTube channel. Each of the data is influenced by one

or more factors of code-mixing. In total, 232 data for the factor of code-mixing were identified on Azka Corbuzier's podcast YouTube channel. There are four factors identified in utterances Azka Corbuzier uses on his podcast YouTube channel. The four factors were participant roles and relationships (54%), situational factors (10,3%), message-intrinsic factor (35,3%), and language attitudes, dominance, and security (0,4%). The data showed that participant roles and relationship factors were the most common factor that influenced Azka Corbuzier to mix his languages. Meanwhile, language attitude, dominance, and security factors had less influence on code-mixing used by Azka Corbuzier.

Datum 4

The speaker: "Tapi there is also still a lot of them yang first of all yang nggak mau tanya dan juga ada a lot of them yang nggak pengen"  
(But there are also still many of them who, first of all, don't want to ask, and also there are a lot of them who don't want to)

Based on the datum above, Indonesian words "tanya" and "pengen" are used together with English words like "first of all" and "there is also still," indicating that the participant is combining the use of Indonesian and English in their interaction. The relationship between the speaker and the participant is close, as a parent and child. As a father, the participant is also fluent in English and Indonesian. So, it is possible that due to their familial relationship, Azka Corbuzier and his parent do more code-mixing during their podcast on YouTube, just as they do in their daily conversations.

Datum5

The speaker: "Mungkin mereka pengen kayak boxing atau mungkin shooting guns atau apa apa"  
(Maybe they want to do something like boxing or maybe shooting guns or anything else)

Based on the utterance above, the speaker inserts the English words "boxing" and "shooting guns" into his utterance. The topic/context of the conversation is also included in the situational factor. In this situation, Azka and his father discussed the topic of physical activities or sports. "Shooting guns" and "boxing" are physical activities or sports in which someone can participate. So, the speaker used those words because they related to the topic of conversation: physical activities or sports. This utterance can be identified as a situational factor in code-mixing.

Datum 6

The speaker: "Lima tahun aku masih *learning how to walk*"  
(When I was five years old, I was still learning how to walk)

Based on the example above, the speaker is mixing two languages, English and Indonesian. "lima tahun aku masih" is in Indonesia, while "learning how to walk" is in English. The phrase "learning how to walk" is not about walking but it means someone is still a beginner at something. In this example, the speaker is still acquiring basic skills, while the participant has already learned more advanced ones (singing and dancing). The speaker used an idiom in his utterance "learning how to walk." So, this utterance can be classified as a message-intrinsic factor in code-mixing.

Datum 7

The speaker: "Gapapa kan bahasa Indonesia dan bahasa Inggris, is it okay? (It's okay, right, using both Indonesian and English languages, is it okay?)"

Based on the datum above, this utterance reflects language attitudes, language dominance, and language security. In language attitudes, the use of the phrase "gapapa kan" in Indonesian is a casual way of asking "is it okay, or "is it fine", indicating a positive attitude towards the use of both Indonesian and English languages. The speaker holds a positive attitude towards bilingualism and recognizes the value of knowing both languages. The speaker is dominant in the English language rather than the Indonesian language. In language security, the utterance suggests that the speaker feels confident and secure in his ability to use Indonesian and English.

## 2. Discussion

There are three types of code-mixing used by Azka Corbuzier on his video podcast YouTube channel. They are insertion, alternation, and congruent lexicalization. Insertion is the least common type of code-mixing, where he adds a word or phrase from one language into a sentence in another language. On the other hand, congruent lexicalization is the most common type of code-mixing. The researcher identified types of code-mixing based on Muysken's theory (2000). A person's fluency level can influence the use of congruent lexicalization in a language, and their comfort and familiarity with specific terms in each language. Azka tends to use congruent lexicalization in his utterances, which means that he uses words and phrases commonly used in his speech at that time. This pattern suggests that his language mixing is more random. So, Azka's utterance pattern is mainly with the type of congruent lexicalization.

Secondly, the researcher discussed the factors of code-mixing that motivated Azka Corbuzier to mix the languages. The researcher found four factors of code-mixing that motivated Azka to mix his languages. The four factors were participant role and participant, situational factor, message-intrinsic factor, and language attitude, dominance, and security factor. The factor of participant role and relationship is the factor that most motivated Azka to mix his languages. The participant roles and relationship factor refer to whom someone to talk to. Based on the background of the participants, the speaker and the participants are bilinguals

fluent in English and Indonesian. The participants are close with the speaker, and they may use more code-mixing in daily conversation. So, the reason for his increased code-mixing in his videos podcasts on YouTube is due to this factor. Language attitudes, dominance, and security factors have a minor impact on his utterance. It shows just one utterance that expresses the factor. Using both languages in the sentence demonstrates the speaker's comfort and familiarity with both languages. It indicates a positive attitude towards the speaker trying to build friendship or relationship with the participant on his podcast. The speaker is more fluent in English than in Indonesian, because his first language is English, not Indonesia. So, it would make him more dominant in the English language.

Moreover, this research has differences and similarities with previous studies related to this topic research. They are Damanik (2015) and Hutabarat & Khalisa (2020). Damanik (2015) analyzed the type of code-mixing used by teenagers on Twitter. The research found three types of code-mixing used by teenagers on Twitter. They are intra sentential, intra lexical, and involvement in a change of pronunciation. Among those types, the dominant type of code-mixing used by teenage Twitter users was intra lexical code-mixing. Meanwhile, Hutabarat and Khalisa (2020) analyzed the types of code-mixing teenagers use on Facebook. The research found three types of code-mixing used by teenagers on Facebook. They are intra sentential, intra lexical, and involvement in a change of pronunciation. Type of intra sentential code-mixing is the most commonly used by teenagers on Facebook.

There was a similarity between this research with the two previous research. The object of the researches focused on bilingual teenagers who do code-mixing on social media platforms. Furthermore, there were some differences between this research with the two previous studies. This research analyzed the types of code-mixing using Muysken's theory (2000), while two previous studies examined the types of code-mixing based on Hoffman's theory (1991). Based on the findings of those researches, they have different dominant type of code-mixing found in each study. Damanik (2015) suggested that teenagers on Twitter tend to mix their languages within a word or phrase level. Meanwhile, Hutabarat and Khalisa (2020) found type of inter sentential is the most common type used by teenagers on Facebook. It means that teenager on Facebook tend to mix their language within a sentence level. And the last, this research was found that type of congruent lexicalization being the most common type that used by teenager on podcast YouTube. It means that Azka as a bilingual teenager on YouTube, tends to mix his language more randomly. Congruent lexicalization refers to the grammatical structure shared by two different languages, which are inserted more or less randomly.

#### **D. CONCLUSION AND SUGGESTIONS**

The purpose of this research is to find out the types of code-mixing and factors that motivated Azka Corbuzier in mixing language on Podcast YouTube channel. Based on the finding and discussion above, Azka Corbuzier used three types of code-mixing: insertion, alternation, and congruent lexicalization. Azka



tends to use congruent lexicalization in his utterances, because Azka mainly uses English word, phrase, and even clause while mixing the languages. This pattern suggests that his language mixing is more random.

Meanwhile, there were four factors that motivated Azka in mixing the languages. They were participant roles and relationship, situational factors, message-intrinsic factors, and language attitudes, dominance, and security. Azka tends to mix his languages depending on someone he talks to. So, participant roles and relationship were the main factor that motivated Azka to mix his languages.

This study contributes to sociolinguistics in terms of code-mixing of bilingual teenager. And also, the researcher hopes that this research gives information for the readers in general about code-mixing. Therefore, the researcher suggest further research to conduct more varied research question related to code-mixing, such as its functions and reasons. Additionally, it would be recommended for future studies investigate code-mixing in different contexts, such as in formal settings or with different age groups. Such research could deepen our understanding of code-mixing and its implications for bilingual communication.

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