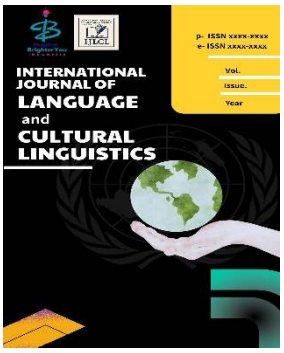
INTERNATIONAL JOURNAL OF LANGUAGE AND CULTURAL LINGUISTICS
IJLCL




# *An Analysis of Code Mixing Used by Maudy Ayunda on the YouTube Channel*

**Amelia Tasya Febriany[1], Laras Ulfah Octavani[2]**
[1,2] English Department, Widyatama University, Bandung, Indonesia

**Abstract:**

This study investigates the phenomenon of code mixing and code switching in the YouTube videos of Indonesian public figure Maudy Ayunda. Employing a qualitative descriptive method, the research analyzes two selected videos— "My Student Life at Oxford" and "My Stanford Graduation – What I Learned"—to classify instances of bilingual language use based on Muysken's (2000) and Poplack's (2004) frameworks. A total of 76 instances were identified, with insertion emerging as the dominant type of code mixing (32 instances) and intra-sentential switching as the most frequent form of code switching (23 instances). The primary motivating factor was topic relevance, occurring in 40 cases, indicating the strategic use of bilingualism to enhance communicative clarity, emotional resonance, and audience engagement. The findings reveal that Maudy Ayunda's language alternations are not random but reflect deliberate strategies for identity construction and digital self-presentation. This research contributes to the broader understanding of bilingual communication strategies among public figures in digital media contexts, offering insights into the sociolinguistic dimensions of online personal branding.

**ARTICLE HISTORY**
Submitted: 02-20-2025
Revised: 03-20-2025
Accepted: 04-30-2025
Published: 18-05-2025

**KEYWORDS**
Code Mixing; Code Switching; Bilingualism; Maudy Ayunda Youtube; Digital Communication; Identity Construction



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## INTRODUCTION

In multilingual societies, the use of more than one language in communication is a common linguistic behavior, often manifested in the form of code mixing and code switching. These practices not only reflect speakers' bilingual competence but also serve various communicative functions such as expressing identity, clarifying meaning, or adjusting to different audiences (García & Wei, 2020; Poplack, 2004). With the growing influence of digital platforms like YouTube, bilingual communication has gained new relevance, especially among public figures who engage with both local and global audiences.

One such figure is Maudy Ayunda, an Indonesian actress, singer, and education advocate, who frequently switches between Indonesian and English in her YouTube videos. While many studies have explored code mixing and code switching in casual conversations or classroom settings, fewer have focused on their strategic use in digital self-presentation and audience interaction by public figures.

This research aims to analyze the patterns and functions of code mixing and code switching used by Maudy Ayunda in her YouTube videos. By examining two selected videos, the study seeks to uncover the types of language alternation she employs and the social or communicative factors influencing her choices. This study contributes to filling the gap in sociolinguistic literature by highlighting how bilingual strategies are used intentionally for digital engagement and identity expression.

Bilingual communication in digital media reflects linguistic flexibility and sociocultural adaptation. Code mixing and code switching have become increasingly visible in vlogs, podcasts, and online discussions, particularly among influencers and public figures who aim to relate to multiple language communities (Lee, 2021). This phenomenon demonstrates how digital content creators manage language choices to navigate between personal identity, audience expectations, and the thematic relevance of their messages.

According to Muysken (2000), code mixing consists of three types: insertion, alternation, and congruent lexicalization. Meanwhile, Poplack (2004) categorizes code switching into inter-sentential, intra-sentential, and tag switching. These frameworks provide a lens to understand not only the form of language alternation but also the reasons and patterns behind it. Applying these theories to authentic media content allows researchers to investigate how language operates dynamically in real-life communication, particularly in bilingual contexts.

This study is significant because it offers insights into how a public figure like Maudy Ayunda utilizes bilingual strategies for both expressive and communicative purposes. Her linguistic choices on YouTube reflect a growing trend among young, educated Indonesians who combine English and Indonesian in everyday speech. By analyzing this case, the study aims to contribute to broader discussions on bilingualism, digital media literacy, and the role of language



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in shaping online identities. The findings are expected to be relevant for educators, linguists, and communication scholars interested in language use in modern digital platforms.

Building upon the background outlined in the introduction, it is crucial to explore the theoretical concepts of code mixing and code switching, as these frameworks provide the foundation for analyzing the language practices observed in Maudy Ayunda's YouTube channel.

This study is grounded in the sociolinguistic theories of code mixing and code switching, which are essential for analyzing bilingual communication. These two phenomena are central to understanding how bilingual speakers alternate between languages within specific communicative contexts, particularly in informal, digital, and personal domains such as YouTube.

Code Mixing refers to the embedding of linguistic units such as words or phrases from one language into the structure of another. According to Muysken (2000), code mixing can be categorized into three main types:

1. Insertion – the inclusion of lexical items from one language into the structure of another language, typically at the word or phrase level.
2. Alternation – the switch between two languages at clause or sentence boundaries, where both languages play a relatively balanced syntactic role.
3. Congruent Lexicalization – a blend where both languages share similar grammatical structures, allowing greater flexibility in mixing elements from each.

These categories help to identify the structure and form of language mixing in spontaneous bilingual speech, especially in cases where speakers switch within a sentence or discourse for stylistic or practical reasons.

Code Switching, on the other hand, involves the alternation of two languages in a conversation or utterance. Poplack (2004) identifies three types of code switching:

1. Inter-sentential switching – switching between languages at sentence boundaries.
2. Intra-sentential switching – switching within a single sentence, showing a high level of bilingual proficiency.
3. Tag switching – the insertion of discourse markers or tags from one language into another sentence (e.g., “you know,” “right”).

These distinctions are useful for identifying how speakers like Maudy Ayunda navigate between languages not just structurally, but also functionally in their communication.

In addition to structural classification, this study also considers the motivational factors behind code mixing and code switching, as proposed by Hoffman (1991) and further elaborated by Novedo & Linuwih (2018). Some of the key motivations include:

a. Talking about a particular topic
b. Emphasizing or expressing empathy
c. Repetition for clarification
d. Interjection and spontaneous expression
e. Quoting others



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f. Establishing group identity
g. Clarifying the message for the audience

Understanding these motivations is crucial for interpreting why Maudy Ayunda chooses to alternate between languages in specific moments of her videos. These factors will serve as analytical lenses to connect the structural types of code alternation with the social and communicative purposes behind them.

Overall, this theoretical framework allows for a comprehensive analysis of both form and function, providing a lens to examine how language choice in digital media reflects identity, audience awareness, and communicative goals.

## METHOD

This study employed a qualitative descriptive approach to explore the patterns and functions of code mixing and code switching used by Maudy Ayunda in her digital communication. A qualitative method was chosen because the data consists of utterances—words, phrases, and sentences—rather than numerical information, and the primary objective is to describe and interpret linguistic phenomena rather than measure them statistically.

### 3.1 Object of the Research

The object of this research is Maudy Ayunda's bilingual communication on her YouTube channel. Specifically, the study focuses on her use of code mixing and code switching between Indonesian and English in two selected videos: "My Student Life at Oxford" and "My Stanford Graduation – What I Learned." These videos were chosen because they feature frequent and natural occurrences of language alternation within the context of personal storytelling and academic reflection.

### 3.2 Data Collection Techniques

Data were collected through non-participant observation and manual transcription of the selected YouTube videos. The criteria for selecting videos included:

- High frequency of both Indonesian and English language use.
- Relevance to personal experiences and educational themes.
- Accessibility to the public domain during the 2021–2023 period.

Each video was transcribed fully, and utterances exhibiting code mixing and code switching were identified. Supplementary data from Maudy Ayunda's Instagram posts and Twitter



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interactions were initially reviewed to complement the analysis, although the final data set for detailed study focused solely on the YouTube videos to maintain consistency.

### 3.2 Data Collection Techniques

The analysis involved several stages:

1. Identification: Instances of code mixing and code switching were extracted from the transcripts.
2. Classification: Each instance was categorized according to Muysken's (2000) typology of code mixing (insertion, alternation, congruent lexicalization) and Poplack's (2004) typology of code switching (inter-sentential, intra-sentential, tag switching).
3. Motivational Analysis: Factors motivating the use of bilingualism were interpreted based on Hoffman's (1991) and Novedo & Linuwih's (2018) frameworks, which include topic relevance, emotional emphasis, interjection, clarification, quoting, and group identity expression.
4. Interpretation: Patterns and tendencies were analyzed to understand how language alternation served communicative and expressive purposes.

The coding process was conducted manually without the use of linguistic software, and the analysis was primarily interpretative in nature. Although measures such as inter-coder reliability were not applied due to the individual nature of this research, careful attention was paid to maintain consistency and transparency in classification.

## RESULT AND DISCUSSION

This study identified a total of 76 instances of code mixing and code switching across two of Maudy Ayunda's YouTube videos. The findings, summarized in Table 1, Table 2, and Table 3, reveal that insertion overwhelmingly dominates Maudy Ayunda's code mixing practices, with 32 occurrences. In terms of code switching, intra-sentential switching is the most frequently employed type, appearing 23 times. Furthermore, topic relevance was identified as the most dominant motivational factor behind Maudy's language alternations, occurring in 40 instances. These results suggest a highly functional use of bilingualism to enhance communicative precision and audience engagement.

**Table 1. Types of Code Mixing Used by Maudy Ayunda**

| Type of code mixing | Frequency |
|---|---|
| **Insertion** | 32 |



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|---|---|
| **Alternation** | 4 |
| **Congruent Lexicalization** | 2 |

The data in Table 1 demonstrates that insertion overwhelmingly dominates Maudy Ayunda's code mixing practices, accounting for 32 out of 38 instances. Insertion involves embedding a word or phrase from one language (in this case, English) into the grammatical structure of another (Indonesian). The prevalence of insertion suggests that Maudy often integrates English terms when they provide greater precision, cultural relevance, or expressiveness than their Indonesian counterparts.

This dominance reflects a typical pattern among bilingual speakers in informal, digital contexts, where lexical borrowing is a practical strategy to enhance communication efficiency and stylistic richness (Muysken, 2000).

Alternation, recorded only four times, indicates occasional shifts between Indonesian and English at clause or sentence boundaries. Alternation requires a high level of bilingual competence, yet its lower frequency suggests that Maudy prefers embedding rather than structurally switching between languages.

Congruent lexicalization, the rarest type with only two occurrences, occurs when both languages share grammatical structures and allow a fluid blend of vocabulary. The scarcity of congruent lexicalization highlights that while Maudy is bilingual, her speech still tends to preserve clearer boundaries between the two languages' grammatical systems rather than fully merging them.

Overall, Table 1 reveals that Maudy's bilingual communication is characterized by a functional, pragmatic approach, with insertion serving as a linguistic tool to maintain conversational flow while signaling cultural affiliation and enhancing clarity. Her minimal use of alternation and congruent lexicalization suggests a conscious choice to avoid excessive complexity in her speech, likely to keep communication accessible to her diverse audience.

**Table 2. Types of Code Switching Used by Maudy Ayunda**

| Type of code switching | Frequency |
|---|---|
| **Tag switching** | 6 |
| **Intra-sentential** | 23 |
| **Inter-sentential** | 9 |



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The data in Table 2 indicates that intra-sentential switching is the most frequently employed type, with 23 instances. Intra-sentential switching occurs when the speaker shifts between languages within a single sentence. This type of switching requires a high degree of fluency and linguistic agility, as the speaker must seamlessly navigate the grammatical and lexical rules of both languages. Maudy's frequent use of intra-sentential switching suggests that she possesses strong bilingual proficiency and feels comfortable weaving Indonesian and English together in a fluid, natural manner.

Inter-sentential switching, observed 9 times, involves switching languages between sentences. This form of switching demonstrates a clear structural separation between Indonesian and English utterances. While less frequent than intra-sentential switching, its presence indicates Maudy's strategic choice to maintain clarity or emphasize a shift in tone, subject matter, or audience engagement.

Tag switching, recorded 6 times, refers to the insertion of discourse markers, short phrases, or exclamations from one language into an utterance of another language (e.g., "you know," "right"). Although it is the least frequent form identified, tag switching often serves pragmatic and stylistic purposes. It reflects Maudy's conversational style, allowing her to create a casual, relatable tone and strengthen emotional connections with her audience.

Overall, the pattern observed in Table 2 reveals that Maudy Ayunda's code switching practices prioritize fluidity, naturalness, and expressiveness rather than rigid language separation. The dominance of intra-sentential switching also reinforces the impression that Maudy's bilingualism is an intrinsic part of her personal and communicative identity, rather than a deliberate or forced effort to showcase language skills.

Moreover, these findings align with Lee's (2021) argument that bilingual public figures in digital media often use intra-sentential switching to project cosmopolitan identities while maintaining cultural rootedness.

**Table 3. Factors that Cause Code Mixing & Code Switching Used by Maudy Ayunda**

| Factor | Frequency |
|---|---|
| **Talking about a particular topic** | 40 |
| **Quoting someone else** | 3 |
| **Being empathetic about something** | 16 |
| **Interjection** | 4 |
| **Repetition used for clarification** | 3 |



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| **Intention of clarifying the speech content for interlocutor** | 9 |
| **Expressing group identity** | 1 |

The data in Table 3 clearly highlights that talking about a particular topic is the most dominant motivational factor, with 40 occurrences. This suggests that Maudy often switches or mixes languages when discussing complex, specific, or nuanced topics—particularly those related to education, academic experiences, and global perspectives. English terms are often better suited to articulate these ideas precisely and are therefore strategically inserted into Indonesian discourse. The second most frequent factor is being empathetic about something (16 occurrences). Emotional emphasis through code switching indicates Maudy's intention to create a stronger emotional resonance with her audience. The use of English phrases during moments of personal reflection or emotional storytelling adds depth and authenticity to her narrative.

Clarifying speech content for interlocutors, with 9 occurrences, reflects Maudy's awareness of her audience's potential language gaps. Switching languages serves to ensure better understanding, especially when discussing culturally specific or technical concepts that may not easily translate.

Other less frequent motivations include:

- Quoting someone else (3 instances): Highlighting direct speech or authoritative statements.
- Interjection (4 instances): Using casual English phrases to maintain conversational tone and spontaneity.
- Repetition used for clarification (3 instances): Reinforcing meaning across languages.
- Expressing group identity (1 instance): Creating a shared sense of belonging among bilingual or international audiences.

Overall, the pattern of motivational factors indicates that Maudy's bilingual practices are highly functional and audience-sensitive rather than random. She uses code switching and code mixing not only as linguistic decoration but as strategic communication tools to facilitate comprehension, build emotional rapport, and assert her bilingual, global identity.

This finding resonates with Hoffman's (1991) and Novedo & Linuwih's (2018) frameworks, emphasizing that code switching among bilingual speakers is often deeply tied to social functions and identity construction.

## DISCUSSION



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While the quantitative findings regarding the types and frequencies of code mixing and code switching provide an initial overview of Maudy Ayunda's bilingual practices, a more nuanced understanding necessitates a qualitative interpretation of the data. In this discussion section, the results are examined through the lens of sociolinguistic theories to uncover the communicative intentions, identity expressions, and audience engagement strategies embedded within her language choices. By situating the empirical patterns within broader theoretical frameworks, this analysis seeks to elucidate the complex interplay between bilingualism, digital self-presentation, and cultural negotiation in Maudy Ayunda's online discourse.

**Table 4. Detail Data Analysis**

| NO | The Utterances | Code mixing | Code switching | Factor code mixing and code switching |
|---|---|---|---|---|
| 1 | Kalau dipikir-pikir **it's amazing.** | | Intra-sentential | Being emphatic about something |
| 2 | Orang orang dari berbagai bangsa berkumpul bersama dan mencari ilmu. **Making history.** | | Inter-sentential | Expressing group identity |
| 3 | Nah disini tuh enaknya kalau mau **ngeprint..** | Congruent lexicalization | | Talking about particular topic |
| 4 | ..Itu memang **provided** sama uni-nya | Insertion | | Talking about particular topic |
| 5 | Disini pokoknya kalau kata aku semua serba karpet, **I think that's the english way..** | | Inter-sentential | Intention of clarifying the speech content for Interlocutor |
| 6 | **I don't know why** tapi akhirnya kemana mana tuh serba agak agak **you have this musty smell of like dust** | Alternation | | Repetition used for clarification |
| 7 | **I think**, ada temen aku dua namanya irena sama clara | | Tag switching | Interjection |
| 8 | Habis ini kita kayaknya mau **lunch** bareng | Insertion | | Talking about particular topic |
| 9 | Mereka juga habis **lecture** mereka masing-masing gitu, kita biasanya ketemuan di tengah-tengah | Insertion | | Talking about particular topic |
| 10 | Sekarang ini lagi menuju **winter** gitu | Insertion | | Talking about particular topic |
| 11 | **So it's really** kayak oxford lagi **moody** banget | | Intra-sentential | Repetition used for clarification |
| 12 | Kayak terus pake **mitts** | Insertion | | Talking about a particular topic |
| 13 | Karena **or not your hands will freeze** | | Inter-sentential | Intention of clarifying the |



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| | **completely** | | | speech content for Interlocutor |
| **14** | **Yeah, you kind of have to like figure out ways to stay warm** gitu sih | | Intra-sentential | Being emphatic about something |
| **15** | Apalagi tiba-tiba mataharinya keluar, **see I told you very very unpredictable** | | Tag Switching | Being emphatic about something |
| **16** | Ini market yang super lucu karena **indoor** dan banyak pernak-pernik yang dijual dimana-mana | Insertion | | Talking about a particular topic |
| **17** | Disini tuh banyak banget jual makanan manis-manis sih, jadi kayak **dessert-dessert, ice cream**.. | Insertion | | Talking about a particular topic |
| **18** | **So, what's so cool about it** adalah ini kayak di tengah-tengah kota oxfordnya | | Intra-sentential | Interjections |
| **19** | **They have rainbow roses, isn't it super pretty,** cantik banget deh | Insertion | | Being emphatic about something |
| **20** | Kayak beli sekarang atau nanti **weekend** aja | Insertion | | Talking about a particular topic |
| **21** | Soalnya biasanya aku kalo masak **weekend** kan | Insertion | | Talking about a particular topic |
| **22** | **Well** kayaknya aku lagi banyak kerjaan sih, **I'll do it in the weekend** | | Intra-sentential | Talking about a particular topic |
| **23** | Kalau di tengah-tengah kelas atau di antara **lecture** aku suka kesini | Insertion | | Talking about a particular topic |
| **24** | Suka kekurangan sayur atau kekurangan **fruit**, jadi aku kadang kadang suka yang **instant** aja yang penting beli **juice** | Insertion | | Talking about a particular topic |
| **25** | Itu ada wortelnya, ada timunnya, ada **gingers, celery, beetroot.** | Insertion | | Talking about a particular topic |
| **26** | **So,** warnanya agak unik sih ya sebenernya | | Tag Switching | Interjection |
| **27** | Sekarang aku mau **grab a book** dulu jadi, **which way is it? That way** | Alternation | | Talking about a particular topic |
| **28** | Suka tiba-tiba hujan padahal di **weather forecastnya "no sign of rain" apparently** | Congruent lexicalization | | Talking about a particular topic |
| **29** | Kita gak pake kunci tapi pake **this weird pin magnetic thing** | | Intra-sentential | Talking about a particular topic |
| **30** | Menurut aku lebih aman sih buat kaya **student house** gini | Insertion | | Talking about a particular topic |
| **31** | **This is my home** buat tahun terakhir aku | | Intra-sentential | Talking about a particular topic |
| **32** | Tahun pertama tuh aku tinggal di **dorm** jadi rame-rame seangkatan | Insertion | | Talking about a particular topic |
| **33** | Dan itu **wow such an experience** | | Tag Switching | Being emphatic about something |
| **34** | Terus ya **sharing** kaya kamar mandi, terus **sharing toilets**, dan lain-lain | Insertion | | Talking about a particular topic |
| **35** | Menarik banget lah, kita milih-milih | Insertion | | Talking about a particular |



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| | rumah terus kaya ngobrol-ngobrol sama **landlord** nya itu juga **sharing** kamar mandi | | | topic |
| **36** | **And** juga **for once** aku pengen punya kamar mandi sendiri | | Intra-sentential | Being emphatic about something |
| **37** | **It's pretty cute I mean it's not big** tapi kaya ada **kitchennya** | | Intra-sentential | Being emphatic about something |
| **38** | Ada kamar mandinya, tempat tidurnya juga lumayan **spacious** | Insertion | | Intention of clarifying the speech content for Interlocutor |
| **39** | Aku juga punya kaya **studying corner** yang aku lumayan suka | Insertion | | Talking about a particular topic |
| **40** | Dan **storage** nya itu muat folder-folder aku | Insertion | | Talking about a particular topic |
| **41** | Jadi **student housing** banget | Insertion | | Talking about a particular topic |
| **42** | Dan semua yang tinggal di gedung ini juga **students-students** | Insertion | | Talking about a particular topic |
| **43** | Kalau kadang kadang ketemu terus ngobrol terus kaya **"Hi, how are you.."** | | Inter-sentential | Quoting somebody else |
| **44** | Seru juga si kaya tuker tukeran pengalaman yang beda beda karena **subject** nya kan juga beda beda | Insertion | | Talking about particular topic |
| **45** | **Sometimes when I feel lonely, I sing in my room** bikin lagu atau skype an sama temen dan keluarga di jakarta | | Intra-sentential | Being emphatic about something |
| **46** | **I would also sometimes reply my emails**, pekerjaan, terus diskusi soal musik | | Intra-sentential | Talking about a particular topic |
| **47** | Gak terlalu hebat juga **but it's still a life lesson** | | Intra-sentential | Being emphatic about something |
| **48** | Terus disini harus selalu **top-up laundry card** dimanapun | Insertion | | Intention of clarifying the speech content for Interlocutor |
| **49** | Atau baju nya gimana-gimana, **I sometimes like sit and read for 30 minutes** | | Intra-sentential | Talking about a particular topic |
| **50** | Terus aku pindahin ke **dryer** baru aku naik | Insertion | | Talking about a particular topic |
| **51** | **Hi, so** aku sekarang mau ke perpustakaan dulu | | Tag switching | Interjection |
| **52** | Tapi, **well that sort of how it works** | | Inter-sentential | Repetition used for clarification |
| **53** | Jadi kalau di kasus aku sih aku seminggu tugas aku ada 2 **essay, two thousand words** | | Intra-sentential | Talking about a particular topic |
| **54** | Jadi ga mungkin setiap hari gak ada **library time** lah istilahnya | | Intra-sentential | Talking about a particular topic |
| **55** | Kalau di **college** aku ada yang buat lebih pagi lagi | Insertion | | Talking about a particular topic |



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| **56** | Aku suka banget sama yang ini soalnya **I don't know it's like in the middle of Oxford and very motivating** | | Intra-sententia | Being emphatic about something |
| **57** | Siap-siap tidur. **Yeah super tiring day today, super busy** | | Tag Switching | Being emphatic about something |
| **58** | Dan kayaknya kalau udah di akhir akhir semester emang **energy per week nya** juga udah berkurang so it's just super kind of exhausting | Alternation | | Being emphatic about something |
| **59** | **But yeah I'm gonna get back now,** seneng banget aku bisa **sharing** seharian tadi | | Inter-sentential | Being emphatic about something |
| **60** | Aku belajar **hiking** dan membenamkan diri dalam dunia penuh aktivitas | Insertion | | Talking about a particular topic |
| **61** | Jadi salah satu yang aku suka banget disini adalah banyaknya tempat **outdoor** | Insertion | | Talking about a particular topic |
| **62** | Dan pokoknya aku bisa aktif **new nature and just um you know is kind of my way of spending quality time with my self** | | Intra-sentential | Intention of clarifying the speech content for Interlocutor |
| **63** | Dan salah satu **goal** aku dimasa **covid** atau apapun itu adalah aktif | Insertion | | Talking about a particular topic |
| **64** | Jadi aku berusaha setiap hari paling enggak **ten thousand steps** | | Intra-sentential | Talking about a particular topic |
| **65** | Seperti **quote stanford** "ubahlah kehidupan orang, ubahlah organisasi, dan ubahlah dunia" | Insertion | | Quoting somebody else |
| **66** | Kita belajar banyak tentang **business class**, jadi kaya **finance, accounting, all the boring stuff** | Insertion | | Talking about a particular topic |
| **67** | **But we also learned about** hal-hal **simple communication** | | Intra-sentential | Intention of clarifying speech content for Interlocutors |
| **68** | **For the first time in my life, I think I'm so much more comfortable with giving and receiving feed back**, mengkritik dan menerima kritik tuh aku udah ngerasa normal | | Intra-sentential | Being emphatic about something |
| **69** | Ada banyak banget di pendidikan yang tetap harus kita kembangkan untuk indonesia **and I just think that education is where I want to make a difference** | | Inter-sentential | Talking about a particular topic |
| **70** | Dan aku ngerasa **I want to pursue academically** | | Intra-sentential | Talking about a particular topic |
| **71** | Aku sadar, **I just want to be happy and I wanna keep Being the reason of many smiles** | | Inter-sentential | Being emphatic about something |
| **72** | **So it's bitter-sweet, because a lot of ways I'm coming home but** aku juga | Alternation | | Being emphatic about something |



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| | aku ngerasa kaya **in a way** kaya belum siap juga gitu **leaving this place. So it's bitter-sweet feelings** | | | |
| **73** | Sebenernya yang paling tahu diri kita sendiri itu kan kita gitu **and we should be protective over our own authenticity and who we are** dan aku benar benar menyadari itu disini gitu | | Intra-sentential | Intention of clarifying speech content for Interlocutors |
| **74** | Bahwa pada saat aku datang ke sini **what's more important is that we know ourselves best and if we really want something we should go for it** | | Intra-sentential | Intention of clarifying speech content for Interlocutors |
| **75** | Ngapain sih perempuan pendidikan tinggi-tinggi kalau misal ujungnya nanti dirumah, **I hear that all the time from people around me right? and I refuse to listen to it, I think that I know myself and I know what life I want to live and** umm dan itu yang pengen aku sampein lah pokonya | | Inter-sentential | Quoting somebody else |
| **76** | Temen-temen juga harus **you have to want to fight for yourself** gitu | Insertion | | Intention of clarifying the speech content for Interlocutor |

Analysis of Table 4: Detailed Data Analysis of Code Mixing and Code Switching. Table 4 provides a detailed breakdown of the individual utterances where code mixing and code switching occur, along with their specific classifications and motivating factors. A total of 76 utterances were analyzed, allowing for a more granular understanding of Maudy Ayunda's bilingual language practices.

Several key patterns emerge from this detailed data:

### 1. Dominance of Practical and Thematic Insertion

A significant portion of the examples (such as data numbers 4, 8, 9, 10, 16, 17, and 21) demonstrates the frequent use of English insertions into Indonesian sentences when discussing specific topics like education, daily activities, or student life abroad. For instance:

*"Disini pokoknya kalau kata aku semua serba karpet, I think that's the English way."*

This suggests that English terms are often more readily available or precise for describing concepts closely related to academic, lifestyle, or globalized experiences.

### 2. Emotional and Empathic Expression Through Code Switching



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Maudy consistently uses **code switching for emotional emphasis**, particularly through intra-sentential or tag switching. Utterances like:

> *"Yeah, you kind of have to like figure out ways to stay warm gitu sih,"*
> and
> *"Siap-siap tidur. Yeah super tiring day today, super busy,"*

demonstrate how bilingualism enriches expressive depth and intimacy with her audience.

Switching languages allows her to convey emotions (such as excitement, exhaustion, or enthusiasm) with greater immediacy and authenticity.

### 3. Clarification and Audience Awareness

Several utterances reflect Maudy's effort to **clarify her speech for her audience**, particularly when explaining complex or foreign concepts. For example:

*"Karena or not your hands will freeze completely,"*
and
*"Sometimes when I feel lonely, I sing in my room bikin lagu atau skype an sama temen dan keluarga di Jakarta."*

These instances indicate a **sensitive awareness of her audience's bilingual capacity**, where English is often supplemented with Indonesian for easier comprehension.

### 4. Quoting and Cultural Referencing

Instances where Maudy quotes English expressions or others' words (e.g.,

*"Hi, how are you..."*,
*"Ngapain sih perempuan pendidikan tinggi-tinggi kalau misal ujungnya nanti di rumah, I hear that all the time..."*)

illustrate how quoting external voices, especially in English, adds credibility, cultural reference, or dramatization to her narratives.

This practice also positions her within a globalized cultural discourse, while still maintaining a connection to local Indonesian values and expectations.

### 5. Consistency of Bilingual Identity



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Throughout the 76 utterances, a consistent pattern emerges where Maudy alternates languages not merely for stylistic flair but as an integral part of her identity construction. Her bilingualism appears natural, seamless, and functional — a reflection of her lived reality as a globally educated Indonesian public figure.

This consistency supports the idea that code mixing and code switching are not just communicative strategies but also a performative act of cultural hybridity (García & Wei, 2020).

These findings align with Lee's (2021) study, which observed that bilingual public figures in digital media frequently utilize intra-sentential code switching to project cosmopolitan identities while maintaining their cultural roots. However, Maudy Ayunda's predominant use of insertion—particularly in topic-specific discussions such as education and personal experiences—demonstrates a more functional and audience-oriented bilingual strategy. This functional use contrasts with the more stylistic or entertainment-driven code switching patterns observed among other public figures in broader digital contexts, suggesting that Maudy's bilingual practices are closely tied to content relevance and communicative clarity rather than mere stylistic variation.

Despite offering valuable insights, this study has certain limitations. The analysis was confined to two YouTube videos, which, while rich in data, may not fully capture the breadth of Maudy Ayunda's bilingual practices across different contexts and time periods. Additionally, the absence of audience reception analysis limits the understanding of how her bilingual strategies are perceived by her viewers. Future research could benefit from a more extensive corpus, including various platforms such as Instagram, podcasts, or interviews, and incorporate audience analysis to better understand the broader impact of bilingualism in digital self-representation.

Overall, these findings highlight the strategic, purposeful nature of bilingualism in Maudy Ayunda's digital communication, paving the way for the broader conclusions drawn in the next section.

## CONCLUSION

This research systematically analyzed 76 instances of code mixing and code switching employed by Maudy Ayunda across two selected YouTube videos. The findings reveal that insertion (32 instances) and intra-sentential switching (23 instances) are the most prevalent forms, indicating her high bilingual competence and dynamic language control. The primary motivational factor—addressing particular topics—reflects a deliberate functional approach, whereby bilingual alternations serve to enhance communicative precision, thematic relevance, and emotional resonance. Furthermore, the analysis highlights Maudy Ayunda's acute sociolinguistic awareness, as evidenced by her sensitivity to audience comprehension and cultural alignment. These observations affirm that code mixing and code switching, beyond their linguistic manifestations, function as strategic instruments of digital self-representation, audience engagement, and identity



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negotiation. Consequently, this study contributes to the broader discourse on bilingualism in digital communication by demonstrating how language alternation is not merely incidental but a calculated, socially-informed practice in the construction of a public figure's digital persona.


## ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to Widyatama University for the academic support and guidance provided throughout this research. Special thanks are extended to the English Department lecturers for their invaluable feedback and encouragement. We also deeply appreciate Maudy Ayunda's publicly available digital content, which offered rich linguistic data for this study. Finally, heartfelt thanks to our families and peers for their continuous support and motivation.


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