

**INDONESIAN - ENGLISH CODE MIXING USED IN NAILA FARHANA'S
YOUTUBE CHANNEL**

THESIS

Submitted as A Partial Requirements

for the Degree of Sarjana



By:

Rachmita Purnama Sari

SRN. 196121183

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR SHEET

Subject : Thesis of Rachmita Purnama Sari

SRN : 196121183

To:

The Dean of

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

in Surakarta

Assalamu'alaikum wa rahmatullahi wa barakaatuh

After reading thoroughly and giving necessary advices, herewith, as the advisors, I state that the thesis of

Name : Rachmita Purnama Sari

SRN : 196121183

Title : *Indonesia - English Code Mixing Used In Naila Farhana's YouTube Channel*


has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to attain the degree of Bachelor Degree in UIN Raden Mas Said Surakarta

Thank you for the attention

Wassalamu'alaikum wa rahmatullahi wa barakaatuh

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Advisor



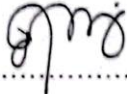
Atin Kurniawati, S.Pd., M.A.

NIP. 19910104 202012 2 018

RATIFICATION

This is to certify the Sarjana thesis entitled “Indonesia – English Code Mixing Used in Naila Farhana’s YouTube Channel” by Rachmita Purnama Sari has been approved by The Board of The Thesis Examination as the requirements for the degree of the sarjana in Raden Mas Said State Islamic University of Surakarta.

Chairman : Fitri Ana Ika Dewi, M.Hum.

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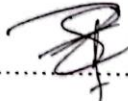
NIP : 19900225 201701 2 126

Secretary : Atin Kurniawati, S.Pd. M.A.

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NIP : 19910104 202012 2 018

Main Examiner : Nestiani Hutami, M.A.

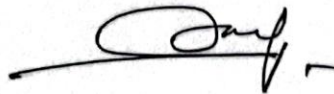
()

NIP : 19861104 201903 2 007

Sukoharjo, 22 June 2023

Approved By

Dean Faculty of Cultures and Language



Prof. Dr. Toto Suharto, Sag. M. Ag

NIP.197101403 199803 1 005

DEDICATION

I offer up my praise and gratitude to Allah SWT for the abundant blessing to me. Then, I faithfully dedicate this thesis to:

1. My beloved parents (Saryono and Surati) who are the best parents in my world and always pray for me and give me support and help. Thank you for your everlasting prayers, sweat, and tears.
2. My advisor, Atin Kurniawati, S. Pd., M.A., who has given me advice and support in finishing my thesis
3. My beloved brother who always gives me support and help
4. My beloved big family who gives me support
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MOTTO

“Life is tough, and things don’t always work out well, but we should be brave and go on with our lives”

- Min Yoon Gi -

“Great things are not done by impulse, but by a series of small things brought together”

- Vincent van Gogh -

PRONOUNCEMENT

Name : Rachmita Purnama Sari
SRN : 196121183
Study Program : English Language Education Study Program
Faculty : Faculty of Cultures and Languages

I hereby sincerely stated that the thesis titled “**INDONESIAN - ENGLISH CODE MIXING USED IN NAILA FARHANA’S YOUTUBE CHANNEL**“ is my real masterpiece. The things out of my masterpiece in this thesis are sign by citation and referred in the bibliography. If I later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the from repealling my thesis and academic agree.

Sukoharjo, 22 June 2023

Stated By



Rachmita Purnama Sari

SRN. 196121183

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Indonesian – English Code Mixing Used in Naila Farhana’s YouTube Channel”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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Stated By

Rachmita Purnama Sari

SRN. 196121183

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ABSTRACT

Rachmita Purnama Sari. 2019. *Indonesia – English Code Mixing Used in Naila Farhana’s YouTube Channel*. Thesis. English Education Department, Cultures and Language Faculty.

This research studies about an analysis of code mixing used in Naila Farhana’s YouTube channel. The aims of this research are, first is to find out the types of code mixing used in Naila farhana’s YouTube channel. Second is to identify the possible factors of using code mixing used in Naila farhana’s YouTube channel.

The research method used in this research was descriptive qualitative. The data sources were videos of Naila Farhana’s YouTube channel entitled “Rahasia Cara Cepat Lancar Bahasa Inggris”, “Cara Lancar Bahasa Inggris Tanpa Nge-Blank” and “Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural”. The data analysis techniques were: identification, classification and description. To validate the data the researcher, use triangulation data and asked for the help of an expert to check the data that were collected by the researcher.

The result showed that there are 65 data of code mixing that found in this study. For the types of code mixing the researcher found three types of code mixing, they were: insertion of 20 data, alternation of 41 data, and congruent lexicalization of 7 data. Meanwhile, for the factors of code mixing the researcher found six factors of code mixing. There are 41 data of bilingualism, 1 data of speaker and partner speaking, 1 data of social community, 3 data of situation, 18 data of vocabulary, and 2 data of prestige.

Keywords: Bilingualism, Code Mixing and YouTube

CHAPTER I

INTRODUCTION

A. Background of Study

In our daily lives, we will be in touch with various societies with various languages. It enables us to address the communication challenge in various contexts. The ability to communicate in a foreign language is essential for many modern tasks, including working, conducting business, studying, accessing a wide range of online content, traveling, interacting with people, and understanding and learning about different cultures and people. English is used in every industry due to the growing influence of the language. English usage is required of people, either directly or indirectly. Due to this, regular use of two or more languages is a phenomenon that exists everywhere.

Bilingualism or multilingualism refers to the capacity to use two or more languages. Rahardi (2001) bilingualism is a situation where a speaker can use two languages as well. Multilingualism is a condition when people use more than two languages to interact with other people (Chaer and Agustina, 2010:85). Most Indonesians are able to communicate in both their native language, Indonesia language, and as well as regional dialects like Javanese, Sundanese, Balinese and others. Some Indonesians are able to speak more than one foreign language, including English,

Mandarin, Korean, Arabic, and others, in addition to their native language and regional language. Indonesians are therefore referred to as a multilingual society. Language changes result from bilingualism and multilingualism, which are both studied in sociolinguistics. The ability to master the languages used in the community varies among members of bilingual or multilingual communities.

The ability to communicate in two or more languages gives a person more ways to shape their identity and express their thoughts and feelings Scotton (2006). In the various language contexts used, it also aids in meeting their social and individual needs. Therefore, as a multilingual society as aforementioned, Indonesians do not have a difficult time breaking the habit of speaking mixing language spontaneously. For sure, It occurs because there are situations where language mixing is natural due to various cultural and situational factors. Many people mix between English and Indonesian words, phrases, clauses, or sentences in their speech, especially students, teachers, and executives.

One of the bilingual phenomena is code mixing or language mixing. A language or variety of languages is code. It could be argued that language is used as a code by people to convey their ideas in a way that is understandable. Code mixing is the process of switching from one language to another using the same word or in the same oral or written text. When someone uses a word or phrase from another language, it indicates that he or she is code-mixing (Poudel, 2019). According to

Muysken (2000) code mixing means the lexical items and grammatical features of two languages that exist in the same sentence. So, it can be inferred from the previous article of code mixing that it refers to a linguistic mix in which one language is inserted into the dominant one used in a speech community.

Code-mixing can be found in magazines, novels, newspapers, radio broadcasts, social media, and movies. There are many platforms of social media, such as blogging and micro-blogging applications, social networking services, voice-over-internet applications, mapping applications, discussion applications, calendars, and applications for sharing audio, video, photo, and presentation (Ariantini et al., 2021; Chisenga, Kedemi, & Sam, 2014; Citrawati et al., 2021).

Youtube is a social media platform that contains online videos or in YouTube there are various kinds of videos that are stored in it, including music videos, educational videos, and gaming videos. A website for sharing videos, YouTube enables users to watch, upload, and comment on videos. There is an online storage in the form of the YouTube platform so that these videos can be viewed and accessed by anyone and anywhere as long as they are connected to the internet. According to (Samosir et al, 2019) YouTube functions as a platform for seeking information through videos that can be viewed directly. Utilization of YouTube videos certainly has a positive impact on each individual, namely encouraging the

desire of everyone who wants to learn a foreign language wherever and whenever they want.

Indonesian society is now operating under a new paradigm, where learning is not only efficient but also enjoyable. Many content providers who share the video use multiple languages. The researcher discovered a YouTube channel that presents the videos in two languages, Indonesian and English. Deddy Corbuzier, Atta Halilintar, Nessie Judge, Guruku Mr.D, Naila Farhana, etc.

Code mixing is most frequently used in young people's speech. For example, one of the young Indonesian women known as Naila Farhana likes using code-mixing in her YouTube videos. Naila Farhana is a Youtuber who discusses a lot about language learning tips, especially English, on her channel. Naila studied at the University of Massachusetts, United States of America. Naila now lives in the Netherlands has managed to get quite a number of subscribers on YouTube because of her consistency in making English learning videos easily. Taking advantage of the increasingly advanced development of social media and her fluent skills in English in 2016, Naila created her own channel on YouTube. Not only learning to speak English, Naila Farhana also shares content about traveling, culture, and much more. She delivers her utterance to the viewers using two languages, namely Indonesian and English.

The data of this study are taken from Naila Farhana YouTube channel videos. More than six hundred fifty seven thousand people subscribe to this channel, and the number grows every day. The researcher has repeatedly viewed her videos. In every one of her videos, she consistently mixed or switched between languages. It's because she speaks English and Indonesian on a daily language. This channel discusses education and English language learning. Hence, this channel is entertaining yet educational. Much or less this Youtube channel also could help improving the English skill.

As pre-research data, the researcher choose one video on her channel as the subject of this research. Published on May 18, 2020, the video is entitled "Rahasia Cara Cepat Lancar Bahasa Inggris". The example utterances in that video such as:

Example 1: "*tapi fair tidak sih kalo membandingkan.*" (0:20 seconds)

In the utterance, the speaker is dominant to use Indonesian language and she inserts in the middle of her utterance with English word. She inserts the word of fair. By identifying the example of the utterance above, it can clarify that the type of code mixing that appears in the utterances is the type of insertion code mixing.

Example 2: "*tentang konsep belajar, grammar rules, dan yang lain.*" (1:52 minutes)

From the utterance above, she mixed Indonesian language with English, the English word which identify as mixing the language is “grammar rules”. The code mixing that the utterance included in type of alternation code mixing because they mixed in phrase.

The tricks to learning English quickly were covered in this video. This video differs from others in that Naila only discusses the reasons Indonesians find it difficult to speak English in this one, and she also offers suggestions and encouragement for how to address the issue, whereas in other videos she focuses on common errors, misspellings, and vocabulary. She also offered advice with a few tips that viewers could quickly and easily learn English. She continuously spoke Indonesian and English while describing in the videos. The viewers' motivation and interest in learning English has increased. Their comment on the videos below proves this. Therefore, the researcher took the theme of easy tips for learning English from her YouTube channel videos.

The researcher reviewed some related studies on code mixing in this study. The first, previous research paper written by Sukrisna (2019) in his thesis with the title “An Analysis of Using Code Mixing on Atta Halilintar’s Video YouTube Channel.” He examined the different types and levels of code-mixing that were present in Atta Halilintar's YouTube video. This research was qualitative and descriptive. In accordance with Hoffman and Suwito's theory, he examined the different types and degrees of code mixing. The three different categories of code mixing include

those that involve changing pronunciation, inter lexical code mixing, and code mixing within sentences.

The second related study was written by Relish Sofie Hanesystiy (2021) "The Analysis of Code Mixing on Boy William's Youtube Channel". Muysken theory were employed in this thesis. Using Muysken's theory, which is divided into three types such as, insertion, alternation, and congruent lexicalization. The thesis uses 18 data of insertion, 5 data of alternation, and 4 data of congruent lexicalization.

From the research gap above, the novelty of this research there are the subject of the research and the theory that the researcher used. Because no one else has researched the YouTube channel video from Naila Farhana as the subject of this research. Use theory of Muysken and Eunhee in this research because their explanation about type and factors in code mixing is complete.

Based on the background above, the researcher interested to analyze the phenomena of code-mixing in Naila Farhana's youtube channel. The researcher would analyze what the types, the factors used code mixing in Naila Farhana's youtube channel. So the researcher take the title of the research was "AN ANALYSIS OF ENGLISH INDONESIA CODE MIXING USED BY NAILA FARHANA'S YOUTUBE CHANNEL".

B. Identification of the Problem

Related to the background above, the problem are identified below:

1. The use of Indonesian - English code mixing on Naila Farhana's YouTube channel possibly can make misunderstanding.
2. In conversation, people occasionally mix languages in direct or indirect ways, which sometimes results in listener confusion.
3. There are several types of code mixing that can confuse the viewers.
4. Viewers on Naila Farhana's YouTube channel have difficulty understanding the words' meanings seen in her comment.

C. Limitation of the Study

The limitation of this study is to examine the various types and the factors of code mixing on the Naila Farhana's YouTube channel. Some videos with the title "Rahasia Cara Cepat Lancar Bahasa Inggris", "Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural", "Cara Lancar Bahasa Inggris Tanpa Nge-Blank" are captured by the researcher. The researcher find for code mixing between Indonesian and English while examining the video. And a lots of variety code mixing in these three videos. This research is use Muysken (2000) theory that classified into three main types such as insertion, alternation, and congruent lexicalization. Then, use Eunhee (2006) theory for classified the factors of code mixing such as bilingualism, speaker and partner speaking, social community, situation, vocabulary, prestige.

D. The Problem Statement

Based on the background of the research above, the problem that is revealed in this study can be stated, as follows:

1. What are the types of code mixing used in Naila Farhana's YouTube channel videos?
2. What are the factors of code mixing used in Naila Farhana's YouTube channel videos?

E. The Objective of the Study

The objectives of the research which are arranged by the Researcher of this study, as follows:

1. To describe the types of code mixing that used Naila Farhana's YouTube channel videos.
2. To find out the factors of code mixing that used by Naila Farhana's YouTube channel videos.

F. The Benefit of the Study

The two main categories of the research's essential elements are theoretical and practical. The following are the expected benefits of the study, both theoretical and practical:

1. Theoretical

Because it contains numerous theories related to code mixing, this research is primarily useful for the reader to deepen their understanding of sociolinguistics, particularly in code mixing.

2. Practical

a. For English Teachers

Teachers can use this paper as inspiration to improve their understanding of code mixing. Because YouTube is an amusing medium that students can enjoy while being taught, teachers can also use it to teach their students.

b. For Students

The students have a thorough understanding of code mixing and are able to apply it to their daily life. Through YouTube, they can also develop their English language skills.

c. For other Researchers

The findings of this study may inspire future researchers to look for code mixing in other segments. And the the next researcher can use this study as a guide if they want to conduct code mixing research.

G. The Definition of Key Term

Based on the title above, the researcher gives definition as follow:

1. Bilingualism

According to (Wardhaugh, 2006) bilingualism is the capacity of a language community or a language speaker to master the use of two languages. This indicates that bilingualism applies to both individuals and social groups when two or more languages are used.

2. Code Mixing

According to Grosjean.F (cited in Luthfiah, 2014,p.18) the term of code mixing is emphasized the hybridization and the term of code switching is emphasized the movement from one language to another.

3. YouTube

Youtube is one of the many social networking sites that are being widely used today. Youtube is a learning method that is very practical and easy to understand. Where this media presents an overview of YouTube and its application as an effective learning tool in higher education, such as specific examples used in educational programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is the subject of this chapter. In order to understand some of the theories used in this study and the application, it is important to elaborate on them. Numerous related theories served as the foundation for the study.

A. Theoretical Framework

1. Bilingualism

Bilingual and multilingual phenomena are of interest to sociolinguistics. According to the word's syllable structure, the definition of bilingualism is as follows: *bi*-means having two and *lingua*-derived from Latin, tongue or language. Because of this, bilingualism will actually mean “having two tongues or languages” (Dolores & Telma, 2016). A person who is bilingual is able to communicate with others in two different languages. When having conversations with others, many people use multiple languages. In the modern era, bilingualism has gained popularity throughout the entire world. It has been common for them to burble in two different languages.

There are several definitions of bilingualism, all of which are essentially the same. According to Myers-Scotton (2006, p. 44), is the ability to speak two or more languages fluently enough to have a basic conversation. A bilingual person, according to Bialystock (2006, 4), is one

who is equally fluent in two languages and who also comports themselves appropriately in both languages in terms of sociocultural norms. Richard (2003: 51) says, a bilingual person is someone who converses in two languages to some extent or proficiency, but typically, bilingual people are more fluent in one language than another. This can range from having little expertise in one or more areas to having an excellent command of both languages. On the other hand, bilinguals are both an individual and a group, according to Oksaar in Maskha (2001:7). The reason is that language serves as a means of communication not only between individuals but also between groups. In addition, language serves as a means of expressing group identity.

Additionally, Wardhaugh (2006:94–95) explains that: In many parts of the world, speaking multiple languages is just a normal part of daily life. People may speak one or more languages at home, another in the village, a third language for trade, and a fourth language for communication with other people in larger social or political organizations. Unless learned consciously, these various languages are typically picked up naturally, and transitions between them are usually made without hesitation.

The use of French by European aristocracy to signify membership in the elite is an illustration of membership motivation. The use of English by Indonesians, Scandinavians, Germans, and Dutch people to discuss their technologies, academics, or businesses is an illustration of the

importance of education and administration. In Indonesian, bilingualism is known as *kedwibahasaan*. Bilingualism or terms relating to the use of *kedwibahasaan* by people who are bilingual speakers in their daily activity are understood to be among Chaer's terms. Multilingualism is another option to bilingualism. Actually, the terms "bilingualism" and "multilingualism" are interchangeable. However, multilingualism refers to a speaker's use of more than two languages when conversing with other people.

a. The Bilingualism Dimension

According to (Baker, 2011), bilingualism has five dimensions:

- 1) Age (concurrent/sequential);
- 2) Ability (initiative/receptive/productive);
 - a) Incipient: Someone who only recently learned a foreign language.
 - b) Receptive: A receptive person can only read and listen. They are able to understand what people are saying but are unable to put it into practice.
 - c) Productive: A productive person can only speak and write the language they have recently learned.
- 3) They must maintain a balance between the two languages they know;

- 4) Development (second language is ascendant; one language is recessive);
- 5) Contexts where each language is acquired and used (e.g., home, school).

b. Types of Bilingualism

1) Compound Bilingualism

The concept of compound bilingualism states that when children learn a new language, their knowledge of that language will increase. If one of the two languages is spoken more often than the other, it can be assumed that people will choose to communicate in the language that is most prevalent in their surroundings and that they will only use other languages when they are conversant.

2) Balanced Bilingualism

Balance bilingualism refers to the ability of the speaker to converse in two languages on an equal footing. For instance, A, who is from Indonesia and speaks Indonesian, is currently learning the English language. A must be equally proficient in both the Indonesian and the English languages, which can be interpreted as mastering both.

3) Subtractive Bilingualism

A person with subtractive bilingualism can already speak two languages, but over time, they will lose one of them as they

learn to adapt to their new environment, which uses a different language.

4) Additive Bilingualism

Additive bilingualism can be interpreted a person who acquires a new language and retains their native tongue is said to be additively bilingual if the new language is useful to them.

These are the varieties of bilingualism that Loveday argued for. Each type of bilingualism serves a distinct purpose in attracting a particular group of bilingual individuals. In conclusion, bilingual individuals are those who are able to speak and understand two different languages.

According to the previous statement, a person who is bilingual is able to communicate in two languages, and bilingualism is the use of two languages by a speaker for communication. Multiple factors that have an impact lead to bilingualism. Education background is one of them. The ability to speak more than one language can depend on a person's education level. When discussing a bilingual or multilingual society, the concepts of code switching and code mixing are indispensable. When a bilingual person switches from one language to another during a conversation, this is known as code mixing or code switching.

2. Code

In a bilingual or multilingual society, code is a phenomenon. In order to communicate, people actually send codes to their listener. Code refers to a variety of language. Variety is thus a general term that encompasses various regional languages, accents, linguistic styles, functions, and dialects. According to Ronald and Janet (2015), a code is a system that two or more people use to communicate with one another. Another perspective is that the term "Code" refers to all linguistic variation and is defined in terms of mutual intelligibility (Trilestari, 2012). So code can be thought of as both a language and a variety of languages.

When choosing a code, bilingual, multilingual, or monolingual people may consider these eight factors, according to Hymes (1964), as cited by Jendra (2010: 71–73). Setting and Scene, Participants, Ends, Acts sequence, Key, Instrumentalities, Norms of interaction, and Genre were the factors that were put together into the acronym which stands for SPEAKING. The eight components are listed as follows:

a. Scene and Setting

The setting and scene are the locations, events, or unavoidable circumstances that can affect how people choose a code. When conversing in an office setting versus a picnic area, people may choose to use a more formal vocabulary.

b. Participants, two

The individuals taking part in the communication occurring in the setting are known as participants. Before giving a speech, a skilled public speaker, for instance, wants to understand his or her audience (the participants). After taking the audience into account, he or she might think about what jokes to tell or whether to speak in a more informal or formal manner.

c. Ends

The ends are the objectives or purposes the speaker hopes to accomplish. In order to gain support for the election, a political party wants to persuade the audience when it makes a speech during a campaign. As a result, speakers of a language frequently choose different codes for various purposes.

d. Act Structure

The order of a speech, narrative, conversation, or talking is referred to as the act sequence. A formal speech, for instance, is carefully prepared with an opening statement, an introduction, and a story before moving on to the main topic. The order in which one speaks is then taken into account to be another crucial aspect.

e. Key

The key is the way, tone, and emotion of the message that should be conveyed during the conversation. It can also refer to the speaker's spirit as expressed in their voice or delivery.

f. Instrumentalities

The register and forms of the speech are referred to as the instrumentalities. Whether it will be delivered in a more formal or informal, friendly manner may be something to think about.

g. Norm of Interaction

The phrase "interactional norms" refers to the particular proprieties and behaviors that are associated with speaking as well as how these may be perceived by a person who does not share them, such as loudness, silence, gaze, return, and so on.

h. Genre

The term "genre" refers to distinct categories of speech, including poems, proverbs, riddles, sermons, prayers, lectures, and editorials.

According to the expert's explanation of code, a code is a variation of language with unique characteristics in each of the language's constituent parts. When a person wants to switch from one language to another that is used for communication, a code can be thought of as the person's key. According (Sumarsih, 2014) code switching and code mixing are the two types of code that are used literally. Code switching and code mixing are similar in that they both frequently occur in multilingual societies that use two or more languages. Code mixing, on the other hand, differs from code switching in that it occurs when speakers mix or omit foreign words (other codes), including the use of foreign terms that seem

intelligent, into the dominant language. While code switching entails switching the language spoken to a different code (including diversity), it can also include diverse elements like the other speaker, the speaker themselves, the presence of three speakers, the development of humor, and elevated status.

For instance, we could ask, "How many codes do you speak?" I am bilingual in English and Indonesian. Code switching and code mixing are two phenomena that are inextricably linked to the term "code." However, the researcher in this instance only focuses on talking about code mixing.

3. Code Mixing

The act of changing from one language to another while still speaking or writing is known as code-mixing. It frequently occurs in societies where two or more languages are spoken. Our understanding of the nature, functions, and constraints of language as well as the connections between language use and personal values, communicative tactics, and language attitudes is improved by studies of code-mixing.

According to Fasold (1984:180), code mixing is a type of language choice in which a speaker essentially uses a different language while using bits and pieces of a different language. One language is used within another language. He claims that using a different language only involves combining bits of the original language. Another definition is

from Redlinger and Park in Nicolopito, 2003:12, is defined as the blending of elements from two languages in a single utterance.

According to Wardhaugh, code mixing happens when speakers combine both languages to the point where they switch from one to the other within a single utterance. Code mixing, as defined by (Wijana, 2006: 171), is the practice of mixing two or more languages by fusing one language with another. In the course of a single utterance, they do not switch between languages. It indicates that the speaker is primarily using one language while incorporating bits and pieces of another.

In the meantime, Muysken claimed that code mixing occurs when words and grammar structures from two different languages are combined in a single sentence (Muysken, 2000, p. 8). According to Sumarsih, Siregar, Bahri, and Sanjaya (2014), code mixing is the combination of two or more languages in which one language is the dominant one and other languages are inserted to make it sound cool.

Through several explanations given above, code mixing is the process of converting a sentence from one language to another without altering the meaning of the sentence. In this instance, the speaker seamlessly incorporated a second language into his or her native tongue. As an illustration, use English while speaking Indonesian. Although they can also be phrases or more substantial units, these "pieces" of foreign language are frequently words. Code mixing was also used in written

language, such as social media, magazines, etc., in addition to direct speech and oral language.

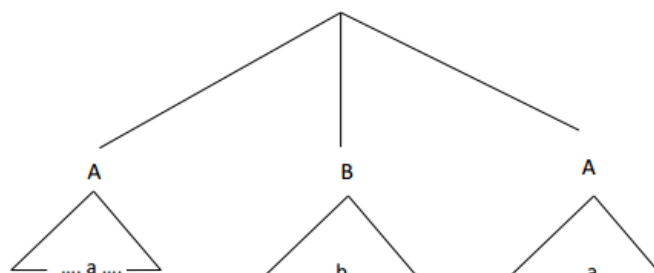
a. Types of Code Mixing

Code mixing, according to Muysken (2000, p. 35), can be classified into three main types- insertion (word or phrase), alternation (clause), and congruent lexicalization (dialect). As explain bellow :

1) Insertion

Insertion is the process of incorporating vocabulary or entire constituents from one language into the structure of the other. According to Muysken (2000, p. 60), code mixing is thought of as a process that asks for the insertion of an alien lexicon or phrasal category into a particular structure. The size and type of the inserted element, such as a noun versus a noun phrase, would be the only differences. According to Muysken, insertions typically consist of a single, content word that is morphologically integrated (such as an adjective or noun).

This is the pattern of insertion:

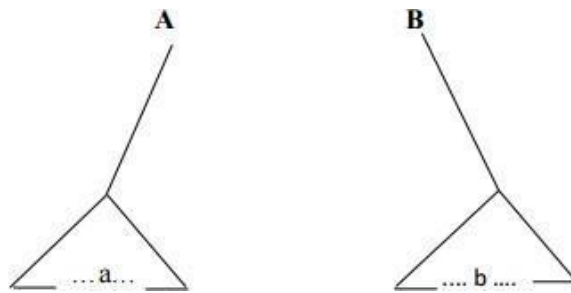


In this illustration, the first language A's lexical items are represented by the letter A, and the second language B's lexical items are indicated by the letter B, which the speakers have inserted into the utterance. For example “Jangan suka nge-judge gitu dong.” (note that judge is the English word inserted in the Indonesian utterance).

2) Alternation

In stable bilingual communities with a history of language separation, according to Muysken (2000, p. 96), the process of alternation occurs more frequently than it does in many other communities. In contrast to insertion, the bilingual utterance in alternation keeps the two languages distinct as A...B. A non-nested A...B...A structure is also seen in alternation, indicating that the elements before and after the "switched string" are not "structurally" connected. Poplack believed that the process of alternating between components from languages A and B is known as alternation code mixing. Language B is unspecified, while language A is dominant.

This is the pattern of alternation:

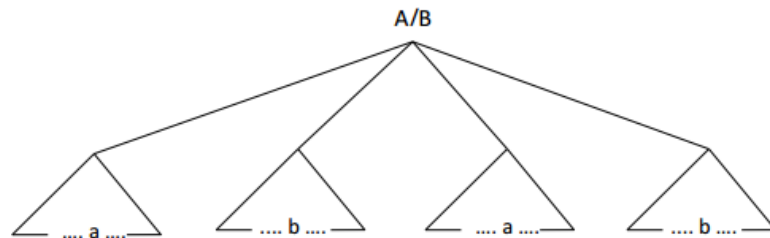


In the illustration, an element from language A (with words from that language) is followed by an element from language B (with words from that language). Unknown is the language of the constituent that dominates A and B. For example: “For your information, ini berhasil.” (for your information, it is works).

3) Congruent Lexicalization

According to Muysken (2000, p. 122), bilingual speakers of closely related languages with roughly equal prestige and no tradition of overt language separation may be particularly associated with congruent lexicalization. These groups may also include second generation migrant groups, dialect/standard and postcreole continua, and these speakers may be bilingual. When two languages share grammatical structures and these structures can be filled lexically with words from both languages, this is referred to as congruent lexicalization. Congruent lexicalization occurs most frequently when dialects and languages with similar structural similarities mix.

This is the pattern of Congruent Lexicalization:



The grammatical structure is shared by language A and B, and words from both languages a and b are inserted more or less randomly. For example in Netherlands language: *gee mi en kiss* (*give me a kiss*).

Meanwhile, Suwito divides code mixing into two types: inner code mixing and outer code mixing.

1) Inner code mixing

Inner code mixing is the blending of a person's language and their native tongue. Because Indonesia has numerous traditional languages in each region, it typically occurs there. As a result, they blend the Indonesian language with the dialect of their region by adding dialectal elements from their own language or from varieties and styles.

Example:

Sashi : “Fre, kamu kenapa? Kok *meneng wae*”

(Fre, what happen with you? Why are you silent?)

Freya : “Aku *lagi mumet* tidak bisa mikir”

(I'm dizzy and can't think)

According to the conversation's example, the speakers combine Javanese, the language of their region, with Indonesian. "Fre, kamu kenapa?" the first speaker questioned the second. "Kok meneng wae" is how the first speaker introduced the words "meneng" and "wae," which designate the language of the Middle Java region and have the meanings "silent" and "just," respectively, in Indonesian.

2) Outer code mixing

Outer code mixing is the blending of native and foreign languages. It indicates that the speakers combine their native tongue with a foreign tongue. Since English is such a popular foreign language, many people mix it with their native tongue.

Example:

Lea: Dan, yesterday *saya baru beli* a new bag.

Faras : Really, *terus di mana sekarang* your a new bag? *Gak kamu pakai?*

When the first speaker used the words "yesterday" and "a new bag," she mixed to a different language, fusing his native tongue with a foreign tongue. The second speaker, who also mixed Indonesian and English, said, "Really, terus di mana sekarang your a new bag," in a similar manner to the first. Because they mix their native tongue with a

foreign tongue, it can be said that the type of code mixing from that conversation is outer code mixing.

In summary, all two of them are identical, and each theory serves a unique purpose in identifying the word that denotes code mixing. The researcher has only suggested two experts out of the many sociolinguists who define about the types of code mixing because it has already represented all the theory that supports about the types of code mixing. The researcher will only focus on discussing the type of code mixing using Muysken's theory which explains 3 types of code mixing namely insertion, alternation, and congruent lexicalization. In this study, Muysken's theory is very supportive in the research process carried out by researchers in the utterances of Naila Farhana in her Youtube channel videos.

b. Factors of Code Mixing

There should be some factors mentioned when discussing code mixing. Eunhee (2006) asserts that the following factors contribute to code mixing. The example are cited from Agustina (2015)

1) Bilingualism

It discusses a person's proficiency with two languages. It implies that many individuals will use code mixing in a bilingual society. Code mixing usually occurs in a casual or relaxed setting. This

situation is more similar to everyday conversation, and writers also refer to it as habitual communication.

For example: “*Saya suka membaca* love story.”

From the example above, the words “love story” as a foreign language is mix with Indonesian language. That can be said that the example is a bilingualism.

2) Speaker and Partner Speaking

The means of communication are used to convey ideas or messages between two or more parties. The speaker needs partner speaking to communicate and code mixing could appear if both use and understand it well.

For example:

The traveler: “thank you, you’ve raised your children very well.”

Madam: “you’re welcome, *selamat tidur ya mbak*”

From the conversation above, the traveler use English because the traveler know that the madam can speak English too. It showed when the madam did not ask and understood the meaning her utterances.

3) Social community or Background

An individual who live and interacts in one community, whether it be a monolingual or bilingual one. The majority of communities today are bilingual and interact in both languages. In this situation, a

person will experience direct social community influence or educational background.

For example: “*lebih baik kita work from office, jadi kalau ada yang dibahas nggak harus ngirim invitation zoom.*”

From the word "work from office" it can be concluded that the sentence is often used in the social sphere of office workers

4) Situation

In some situations, code mixing can happen. It might occur in an informal or laid-back setting. Code mixing could occur as a result of daily communication that involves two or more codes. In these situations, the speaker will frequently mix up slang or show off about their fluency in a foreign tongue, such as English.

For example: “BTW (by the way) tour guide *nya cakep lho!*”

From the example above, the use of slang words in daily life has been widely used because it can shorten conversations and make speech cool.

5) Vocabulary

When a speaker is unable to find the precise words, there are no words that are appropriate, or there is a dearth of words in one language, it becomes necessary to use words from other languages, the speaker has a tendency to mix up the codes. For example: “*dulu travel agent itu berkuasa banget, karena merekalah yang bisa booking pesawat dan hotel.*”

The word “travel agent” and “booking” in the sentence is to find an appropriate word or expression that lack of vocabulary.

6) Prestige

In order to highlight his social and educational status, the speaker uses code mixing. Many people in this era of globalization speak more than one language, especially English. If they are modern, this will be their preferred method of communication.

For example: “her career as a diplomat *telah membawa sebuah* privilege *untuknya.*”

From the example sentence above it really shows that a high social status from the words "career as a diplomat" and "privilege".

From the explanation above, it can be identified that the code mixing is caused by several factors, such as bilingualism, the speaker and partner speaker, situation, social community, vocabulary, and prestige. In summary, that everyone has different factors when using code mixing.

c. Reason of Code Mixing

According Eunhee (2006), there are some reasons and motivation for using code mixing:

1) Participants roles and relationship

Bilinguals' unconscious agreement and disagreement on language choice are greatly influenced by participant roles and relationships. That is, depending on who they speak to, bilinguals may or may not use code switching.

2) Situational factors

Some languages are thought to be better suited than others to specific participant/social groups, settings, or topics. Additionally, they contend that social factors like age, gender, class, and religion can have an impact on the pattern of language mixing switching in both qualitative and quantitative ways.

3) Message-intrinsic factors

Code mixing can be caused by a variety of elements, including questions, repetition, topic comments and relative clauses, hedging, interjections, idioms, and deeply ingrained cultural wisdom.

4) Language attitude, dominance, and security

The qualitative and quantitative characteristics of language mixing are determined by language attitude, dominance, and security. Regarding attitudes, the frequency of code mixing by bilinguals depends on how positively or negatively a society views the practice.

From the conversation above, it can be identified that the code mixing is caused by several reasons. Such as participants roles and relationship; situational factors; message-intrinsic; and language attitude,

dominance, security. In summary, that everyone has different reasons when using code mixing.

4. YouTube Video

a. YouTube

The internet these days plays a significant role in human existence. Many applications and websites are accessible to people via web programs. The YouTube website is one of the places that people can go these days. On the website YouTube, users can watch, upload, and share videos online. Generally, YouTube has a sizable amount of content, including people talking about their interests, news, education, life, the creation process, and other topics. Since people from all over the world can access YouTube and every country has a different language, YouTube plays a significant role in providing information related to education, especially in the language.

According to Cakir (2006), one way to improve the atmosphere of the classroom in recent years is to use video in the teaching and learning process. There are numerous videos available that relate to educational content. The use of video in the teaching and learning process will give the students an impression of the delivered material. The students have the option of focusing closely on environmental details as well as visual cues to meaning like facial expression, attire, gesture, and posture. Without

understanding the language spoken, only the vision can provide meaning cues.

As technology has advanced, more people are sharing videos on social media. YouTube is a media source. YouTube has developed into a potent platform with new opportunities for video creation, consumption, and sharing. YouTube and other similar media platforms have changed how people perform and educate with video (Cayari, 2011). There are many YouTube videos that can benefit the viewer, including ones in the field of education. The only equipment the students need to access YouTube is a computer or a mobile device. The students can learn a lot from YouTube videos. Watching YouTube can provide them with fresh inspiration. One alternative method for creating an engaging environment for students is to use YouTube in the educational field.

It is possible to conclude from the the above explanation that YouTube is one of the websites to upload or share numerous videos. YouTube videos can be used as a learning tool. On YouTube, people can watch videos on their smartphones. Students are more motivated to learn languages as a result, particularly English.

b. Naila Farhana's YouTube Channel

The name Naila Farhana is known for uploading videos on her YouTube channel which contain language lesson, especially English. Naila created her own YouTube channel in Jan, 2017. Now more than six

hundred fifty seven thousand people subscribe to this channel, and the number grows every day. This woman who now lives in the Netherlands has managed to get quite a number of subscribers on YouTube because of her consistency in making English learning videos easily. Not only via YouTube, he also uploads her videos on the Instagram platform. However, she did not upload it on his personal Instagram account. This beautiful girl has a special account to share tips and learn English called Nailingua. This account has more followers than his personal account. This girl's seriousness in pursuing the world of languages is also evident when she provides a special page for registering for online English courses. Which offers a fun way to learn English and leaves old-fashioned ways of learning which are often 'forced' methods.

Naila studied at the University of Massachusetts, United States of America. With dual degree B.S. in Public Health and B.A. in Economics. In 2015-2016, she postgraduate in University of Utrecht majoring in Master of Science and International Economics and Business. She really likes the process of learning languages. Proficient in five languages, namely Indonesian, English, Spanish, Dutch and Portuguese.

B. Previous Related Study

Along with this study, the researcher discovered some projects or researchers with essentially similar but distinct foci. Code mixing has been studied by some researchers:

The first, previous research paper written by Sukrisna (2019) in his thesis with the title “An Analysis of Using Code Mixing on Atta Halilintar’s Video YouTube Channel” He examined the different types and levels of code-mixing that were present in Atta Halilintar's YouTube video. This research was qualitative and descriptive. In accordance with Hoffman and Suwito's theory, he examined the different types and degrees of code mixing. The three different categories of code mixing include those that involve changing pronunciation, inter lexical code mixing, and code mixing within sentences.

The second related study was written by Relish Sofie Hanesystiy (2021) “The Analysis of Code Mixing on Boy William’s Youtube Channel”. Muysken theory were employed in this thesis. Using Muysken's theory, which is divided into three types such as, insertion, alternation, and congruent lexicalization. The thesis uses 18 data of insertion, 5 data of alternation, and 4 data of congruent lexicalization.

The third, "The Use of Indonesian English Code Mixing in Social Media Networking (Facebook) by Indonesian Youngsters," by Sutrismi (2014), is the title of her article. She examines code mixing on Facebook and the motivations behind it among young Indonesians on social media, particularly Facebook. The descriptive qualitative method is used in this study. As a result of her investigation, she discovered that communications often mixed up codes when updating statuses or chatting with friends on Facebook. They used code mixing for a variety of reasons, including to create something straightforward and

recognizable, to emphasize a message, to practice English, to demonstrate a trend, and for another reason.

The fourth, Diana Kartini (2019) from the State of Islamic University Sulthan Thaha Saifuddin Jambi published a paper titled “Code Mixing Used By Sheryl Sheinafia's Followers (Case Study of Anak Jaksel Language Trend)”. The code-mixing that takes place in one South Jakarta artist's postings on her Twitter account is the subject of this topic study. Her name is Sheryl Sheinafia. The purpose of this research is to clarify the types of code mixing that Sheryl uploads on her Twitter account as well as the motivations behind its use in South Jakarta, particularly among Sheryl's followers. The author employs descriptive and qualitative techniques. In order to gather data for this study, observation, interviews, and documents were used. The author discovered the study's findings, including the fact that Sheryl's Twitter account used nouns, adjectives, verbs, and phrases as examples of code-mixing. While Sheryl's supporters use code-mixing for reasons such as dominance attitude and language attitude.

The last, a related study entitled "An Analysis of Code Mixing in "MOP" of YouTube" by Meilinda Fitriana (2020) from Teacher Training and Education College STKIP PGRI Pacitan. This study aims to identify the different types of code mixing used and also the reasons of code mixing on the "MOP" YouTube channel behind its use. The study's descriptive qualitative approach was used. The study's findings indicated that there were 151 data, or or about 82% of intra-sentential mixing, 32 data or about 17% of intra-lexical mixing, and 2 data, or approximately 1% of data involving a change in pronunciation, in the "MOP"

channel of YouTube. Then, the "MOP" YouTube channel used code mixing for the following reasons: talking about a specific subject, quoting someone else, emphasizing something, interjecting, repetition used for clarification, expressing group identity or solidarity, and the intention of making the speech content more understandable for the listener.

It is evident from the previous study that code mixing analysis is becoming more and more popular, especially in Indonesia. Furthermore, the writer has learned a little bit about code mixing thanks to the studies that were reviewed. There are some comparisons from five earlier studies that set this study apart from others. The researcher is also interested in analyzing code mixing. However, the researcher's primary focus is on Naila Farhana's YouTube channel's code mixing analysis. Based on Muysken's theory, the researcher concentrated on analyzing the different types of student code mixing.

Table 2.1 The similarities and differences between the research and previous

No	Title of the thesis or journal	Similarities with this research	Differences with this research
1.	“An Analysis of Using Code Mixing on Atta Halilintar’s Video YouTube Channel” by Sukrisna	Used same topic which is code mixing used to analyze the types and using descriptive	Applied Muysken's theory to analyze the types of Code Mixing in this research, while the previous thesis

		qualitative method	used Hoffman and Suwito's theory
2.	“The Analysis of Code Mixing on Boy William’s Youtube Channel” by Relish Sofie Haneystiy	Used same topic which is code mixing used to analyze the types of code mixing	The subject in this research is one person which is Naila Farhan, while in the previous study used two person that is Chef Renata and Reza Rahardian
3.	"The Use of Indonesian English Code Mixing in Social Media Networking (Facebook) by Indonesian Youngsters," by Sutrismi	Used same topic which is code mixing used to analyze the types and the reasons of using code mixing descriptive qualitative method	The platform social media in this research is YouTube meanwhile in the previous study is Facebook
4.	“Code Mixing Used by Sheryl Sheinafia's	Used same topic which is code	The subject in this research is Naila

	Followers (Case Study of Anak Jaksel Language Trend)” by Diana Kartini	mixing used to analyze the types and using descriptive qualitative method	Farhana’s YouTube channel, while the previous study is followers of Sheryl Sheinafia’s
5.	"An Analysis of Code Mixing in "MOP" of YouTube" by Meilinda Fitriana	Used same topic which is code mixing used to analyze the types and the reasons of using code mixing descriptive qualitative method	The previous research analyzed MOP YouTube channel. Whereas, this research analyzes Naila Farhana’s YouTube channel.

C. Correlation of this Research with Education

English and Indonesian are frequently used simultaneously by Indonesians. Many countries around the world have implemented the teaching of English as a foreign or second language. It was covered in almost every country's educational system. Since learning English is a passport to a better life, including a better career, better pay, better education, and better communication with the rest of the world, it is studied everywhere in Indonesia, from primary school through university. In today's globalized world, most people are bilingual. Because they can effectively communicate in two or more languages, people are

said to be bilingual. Because multiple languages are used on the same topic, this condition is known as code mixing.

In general, code mixing helped the students understand the teacher's instructions, the meaning of words, and ultimately helped the students improve their English. Code mixing could be a useful tactic to use in both low proficiency and intermediate level classrooms. Since students with different levels of proficiency would have mastered different linguistics skills and so would have required less or even no code mixing from the teachers, an experiment on groups of students with intermediate or advanced English proficiency might produce different results.

In the teaching and learning of languages, technology is very useful. Technology advancements have made it possible for teachers and students to use online resources in a variety of ways for learning and teaching. teaching strategy. With the availability of extraordinary technology, conventional technology has undergone significant change. The use of technology has opened up possibilities for more engaging and effective teaching and learning sessions, particularly in the study of languages. Technology has been a significant driver of social and linguistic change, Shyamlee and Phil (2012).

One of the most popular social media to learn English is YouTube. EFL teachers use YouTube Vlogs to teach English vocabulary and genre-based texts, according to Saiful's research (2019). His study explains teachers' perceptions of the educational implications of YouTube Vlogs, their understanding of how to teach English using YouTube Vlogs, how well-suited YouTube Vlogs are to the

characteristics and learning preferences of their students, as well as their attitudes toward YouTube Vlogs. Additionally, his study demonstrates that the mental construct most strongly influencing teachers' decisions to use YouTube Vlogs for English learning is teacher knowledge.

It can be concluded that the phenomenon of code mixing cannot be separated from all aspects of life, especially in the field of education. Code mixing can help in improving language fluency. The existence of YouTube is very helpful for someone who wants to learn something new.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used descriptive-qualitative method which did not contain any calculation. According to Sugiyono (2010) “Qualitative researcher as the human instrument, has a function to state the research focus, select informant as a data source, compile the data, judge the quality of the data, analyze the data, interpreting the data, and make conclusion about her/his feelings”. The outcomes of the data collection are then examined. In other words, qualitative analysis emphasizes the quantity of the data that Researchers have gathered. The higher the standard of the analysis performed by Researchers, the more thorough and in-depth knowledge is acquired.

According to Creswell (2014), qualitative research begins with an assumption and the application of interpretation design, both of which shape or influence the study's focus on the research problem, which is defined as an individual's or a group's concern over a social or human problem. The researcher wants to describe the speaker's code mixing, particularly for the types of code mixing, so the researcher used this qualitative descriptive method to analyze the code mixing used in Naila Farhana's YouTube videos.

B. Research Setting

The researcher started the research on December. The research schedule carried out by the researcher as follow:

Table 3.1 Time of Research

No	Activity	Month						
		Dec	Jan	Feb	Mar	Apr	May	Jun
1.	Title submission							
2.	Pre-research							
3.	Chapter 1-3							
4.	Seminar proposal							
5.	Research data collection							
6.	Chapter 4-5							
7.	Munaqasyah							

C. Research Subject

According to Bogdan (1998) In qualitative research, the term "population" is not used; instead, the three components of a social situation place, activity, and

actors-are identified. The focus of this study is the statements made by Naila Farhana in her YouTube videos. Naila Farhana was chosen as the study's subject because the researcher discovered that in Naila Farhana's utterance, she mixed the languages of Indonesian and English or English and Indonesian. Link her YouTube channel: <https://youtube.com/@nailafarhana>

D. Data and Source of Data

According to Arikunto (2006, p. 129), the subjects who provide the data or information-or the sources of the data-are the sources of the data. Data for this study came from Naila Farhana's YouTube videos channel. The researcher examine for the types and factors of code mixing that Naila Farhana used in her utterances. A descriptive text was used by the researcher as the data. Because the researcher explained the data after discovering it, the researcher used a descriptive text as the data. From Naila Farhana's YouTube channel, the researcher chose 3 videos, among others *Rahasia Cara Cepat Lancar Bahasa Inggris* (<https://youtu.be/UfkopiGRlwc>), *Cara Lancar Bahasa Inggris Tanpa Nge-Blank* (<https://youtu.be/2fg1sGHXjV8>), and *Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural* (<https://youtu.be/cV127yP8sRI>).

E. Research Instrument

The researcher is the primary instrument in this study, but to make the researcher's task easier, the researcher also required supporting tools like a book, pen, mobile phone, digital dictionary, and laptop. The human instrument, which is immediately responsive and adaptable, is the ideal method for gathering and

analyzing data because understanding is the aim of this research (Merriam, 2002, p.5). Therefore, the Researchers' capacity to conduct inquiries should be verified by them.

F. Technique of Collecting the Data

As explained by Sugiyono (2013) the data collection method used in this study are documentation. A recording of a previously occurring event is a documentation method. There are three different types of documentation methods: written documentation (such as diaries, life histories, biographies, etc.), picture documentation (such as photographs, sketches, moving pictures (video), and so forth), and documentation of artistic creations (including picture, statue, movie and so on).

The data collection method used in this study are documentation. The video was used to take Naila Farhana's utterance which contains code mixing. The following terms were used to collect the data:

1. The researcher repeatedly watched the videos;
2. The researcher typed the transcript of the speaker's utterance;
3. The researcher identified code mixing by reading the transcript;
4. The researcher made categories of the identified data;
5. The researcher classified the data in accordance with the types and levels of code mixing.

Table 3.2 Data type of code mixing

No	Utterances	Time	Type		
			Insertion	Alternation	Congruent lexicalization

Table 3.3 Data factors of code mixing

No	Utterances	Time	Factor					
			Bilingualism	Speaker and Partner	Social community	Situation	Vocab	Prestige

G. Trustworthiness of Collecting the Data

Trustworthiness was the important part in the research. The triangulation method are used by the researcher to validate the data. Furthermore, Denzin and Lincoln (2009) suggest that there are four different categories into which triangulation techniques can be subdivided: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. Here is an explanation of these types of triangulation to help explain of them:

1. Data triangulation

In data triangulation, information is gathered from several sources.

The various sources can make references to people, places, and times.

2. Investigator triangulation

This type of triangulation aids in balancing and comprehending the observer's bias. As an illustration, two or more researchers might examine an open-ended questionnaire question and draw conclusions based on the information they gathered.

3. Theoretical of triangulation

In the theoretical of triangulation, the phenomenon is interpreted using multiple theoretical frameworks. For instance, interviewing is used to analyze the error analysis from the point of view.

4. Methodological triangulation

This type of triangulation involves using multiple methods to collect data. As an illustration, the researcher can use interviews, observations, questionnaires, and documents to gather data using various techniques.

In order to understand the different types and factors of code mixing, the researcher used the documentation and observation methods in this study. To do this, the researcher observed the Indonesian-English code mixing that is apparent in Naila Farhana's videos. The researcher then created documentation, including a transcript of the video and screenshots of Naila's utterances that contain code

mixing, and etc. To validate the data the researcher, use triangulation data and asked for the help of an expert to check the data that were collected by the researcher. To further ensure that the research data is valid, the researcher chooses an expert judgment who has experience and understands very well the field of linguistics, especially code mixing. That is to reduce researcher bias or prejudice.

H. Technique of Analyzing the Data

In order to improve their interpretation of the data and communicate their findings to others, researchers often use data analysis as a method. The goal of data analysis is to condense and make the data easier to understand so that a conclusion can be made. Data analysis that enables the researcher to respond to the research question is done after data collection. The following steps were used in the data analysis for this study:

1. Watching the Naila farhana's videos from the data source and type the transcription of Naila farhana's utterances.
2. Reading the transcription of Naila farhana's utterances to discover some code mixing.
3. Sorting data according to the types of code mixing. Afterward, categorize the factor of code mixing.
4. Analyzing each data using the theory of code mixing after classifying the data.
5. Following the researcher's analysis of the manner and motivation for the code mixing visible in the videos
6. Identifying the most types and factors of code mixing in the video

7. After determining the solution to the research problem, the researcher then drew conclusions from the data analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present the research findings and the discussion of the research based on the data gathered during the observation. The writer observed and analyzed the utterances of Naila Farhana in her YouTube channel videos.

A. Findings

In this chapter, the Researcher classified the data based on the types and factors of code mixing. The data were gotten from three videos on Naila Farhana's video YouTube channel. For the types of code mixing that found in the video, the Researcher analysed by using Muysken's (2000) theory such as insertion, alternation, and congruent lexicalization. Meanwhile for the factors of code mixing the researcher use Eunhee's (2006) theory, in example bilingualism, social community or background, vocabulary.

1. Type of Code Mixing

a. Insertion

Insertion occurs when speakers begin an utterance in Indonesian and then insert an English word in the middle of it. The researcher found 20 data of insertion in Naila Farhana's utterances. The data below highlight insertion:

1) *Sebenarnya **fair** nggak sih.* (V1/03/00:20)

This utterance happens when Naila Farhana was compares the fluency of a child whose mother language is English with someone who learns English when they are older. She said “*Sebenarnya fair nggak sih*” she used Indonesian utterance then she mixed to English word “fair”. It is included for insertion, because she mixed foreign language to Indonesian language.

2) *Kalian di **expected** untuk bisa.* (V1/15/03:35)

The utterance above happens when Naila Farhana talk about learning English in tutoring, grammar formulas or other material are usually given to be fluent in English, even though you are first exposed to the language, first get used to the sound, get used to the structure of the language, then learn grammar from there. She using Indonesian language, and she mixed to English word “expected”. It is included to insertion, because word “expected” is an adjective.

3) ***Step** pertama untuk mengatasi mental block adalah introspeksi diri*
(V2/16/04:32)

The utterance above happens when Naila Farhana gave some tips to be more confident in speaking English. She said “*Step pertama untuk mengatasi*” she used Indonesian utterance then she mixed to English word “step”. It is included for insertion, because she mixed foreign language to Indonesian language.

4) *Jadi aku **excited** banget* (V2/19/06:24)

This utterance happens when Naila Farhana was promoting her online course which was almost finished and many viewers wanted to join the online course. She using Indonesian language, and she mixed to English word “excited”. It is included to insertion, because word “expected” is an adjective.

5) *Seringkali metode **learning** ini enggak bisa* (V3/04/00:46)

The word “learning” was indicated insertion. In the video, Naila Farhana explained that English cannot be translated literally into Indonesian. Then her utterances by using Indonesian language then mix to English.

6) *Di restoran terus ada **waitressnya** dateng.* (V3/15/03:50)

Naila gives an example of a sentence with the same pronunciation between English and Dutch. The utterance above, Naila mixed Indonesian language with English language. The English word "waiterss" includes insertion, because it is a noun.

b. Alternation

Alternation occurs when clause and sentence followed by subject, verb, and object. The researcher found 42 data of alternation in Naila Farhana’s utterances. Alternation can be seen in following data:

1) *Bahasa Inggris ini **to get immersion and exposure to the language** dan ini lewat konten.* (V1/13/02:48)

In the video, Naila said that through social media is an easy way to learn English. She used English and mixed with Indonesian language. The word “to get immersion and exposure to the language” included to alternation.

- 2) *Kalian bisa mencari konten yang kalian suka* **because fun is very important in language learning** (V1/20/04:50)

This utterance happens when Naila Farhana said that learning English by using social media through YouTube content can be made easy and fun. The word “because fun is very important in language learning” included to alternation.

- 3) *Karena* **you receiving input language** *kamu cuman* (V2/02/00:24)

The utterance above happens when Naila Farhana explain that reading and listening is a receptive skills. Then she talk by using Indonesian and mixed to English. The word “you receiving” included to alternation because it is clause.

- 4) *Course aku ini udah hampir selesai,* **but still a lot to work on** *jadi tolonglah bersabar* (V2/17/06:00)

The utterance above happens when Naila Farhana told that she was making an online course and that the online course website was almost finished. The word “but still a lot to work on” included to alternation

- 5) *Ayahnya tuh kayak apa namanya* **I think** *anaknya kayak* (V3/07/01:39)

This utterance happens when Niala Farhana gives an example of a sentence with the same pronunciation between English and Dutch. Then her utterances by using Indonesian language then mix to English. The word “I think” included to alternation because it is clause.

6) *menurutku kenapa video 25 fase aku itu populer dan you guys like 25 frases videos* (V3/16/05:07)

In the video Naila talks about one of the online course participants said that he suddenly spoke English without realizing it because he was following some of the techniques I gave him. The word “you guys like” included to alternation because it is clause.

c. Congruent lexicalization

Congruent lexicalization occurs when a single word or phrase in Indonesian people say same grammatical structures in English. The researcher found 7 data of congruent lexicalization in Naila Farhana’s utterances. Congruent lexicalization can be seen in following data:

1) *Di bawa fun bukan di bawa stress* (V1/16/03:49)

In the video Naila talks about a child whose mother tongue is already English. In the utterance above, Naila mix Indonesian language and English language. The word “stress” included to congruent lexicalization because same pronunciation or meaning.

2) *Oke Guys* mudah-mudahan (V3/19/06:15)

Naila mixed Indonesian language and English language.

This mix of two languages was included to congruent lexicalization. The word "oke" is foreign language which has similar meaning in Indonesia.

3) *dibilang **active** skills of **productive** skills karena kamu harus memproduksi bahasa tersebut kamu tuh harus mengeluarkan output* (V2/03/00:35)

Naila mixed Indonesian language and English language.

This mix of two languages was included to congruent lexicalization. The word "active" and "productive" is foreign language which has similar meaning in Indonesia.

From the data above, the researcher concluded that from the three types of code mixing according Musyken (2000) such as insertion, alternation, and congruent lexicalization was found in the utterances on the videos *Rahasia Cara Cepat Lancar Bahasa Inggris*, *Cara Lancar Bahasa Inggris Tanpa Nge-Blank*, and *Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural*. Based on the data found (appendix), the type of code mixing that appears most frequently in the three Naila Farhana's videos is the alternation type.

2. Factors of Code Mixing

There were several factors of code-mixing uttered by Naila Farhana YouTube channel videos. Base on the result of analysis the researcher connected all of the answers with the Eunhee's theory about the reason of using code mixing.

a. Bilingualism

When bilingual often find it easier to mix from one language into another language. The researcher found 41 data of bilingualism in Naila Farhana's utterances. Bilingualism can be seen in following data:

- 1) I'm gonna talk about few things, *pertama anak kecil itu* (V1/05/00:35)

The data showed that Naila explained that it was easier for young children whose mother tongue was English to learn that language, different from Indonesians whose first language is Indonesian. The utterance "I'm gonna talk about few things, *pertama anak kecil itu*". In this utterance we can see that she mixed his language between Indonesia language and English.

- 2) *Banyak orang yang bilang **speak English from day one** kali harus mulai bahasa Inggris* (V2/09/02:49)

The data showed that Naila explained that if you want to talk like native speakers, watch it and consume content with lots of native speakers to learn to speak like them. because this will train your listening skills and make you get used to English, which is

always spoken by native people. In the utterance above we can see that she mixed his language between Indonesia language and English.

- 3) *mudah-mudahan kalian suka video ini misalnya kalian suka* **give me like and subscribe** (V3/20/06:18)

This data showed that Naila when the viewers interested in the content of her YouTube channel, give a like and subscribe. In the utterance above we can see that she mixed his language between Indonesia language and English.

b. Speaker and partner speaking

Communication is the process of expressing ideas between two participants of conversation. Speaker needs partner speaking to communicate and code mixing could appear if both use and understand it well. The researcher found 1 data of congruent lexicalization in Naila Farhana's utterances. Speaker and partner speaking can be seen in following data:

- 1) *Waitressnya nanya dalam bahasa Belanda* how the food *kasih dalam bahasa Inggris* *aku biasanya bilang* oh it was so good (V1/15/03:53)

This data showed that Naila gives an example of a situation between a waitress and herself while eating at a restaurant which is the waitress used Dutch but Naila answered used English. So, from the sentences it can be seen that even though they use

different languages, the speaker and the partner speaker can understand it well.

c. Social community or background

An individual lives and cooperates in one community either in monolingual or bilingual community. Now most communities are bilingual that use two languages in their interactions. In this case, an individual will be influenced by social community directly. The researcher found 1 data of social community or background in Naila Farhana's utterances. Social community or background can be seen in following data:

- 1) *Tentang situasinya "goed zo" dalam bahasa Belanda kalo diterjemahin secara harfiah itu jadi kayak good so dan itu dalam bahasa Inggris enggak make sense (V3/09/02:13)*

This data showed that Naila explain that a sentence with the same pronunciation between English and Dutch. It could be seen from the sentences that she used to point out her background that now she lives in Netherland.

d. Vocabulary

People switch words or phrases from one language to another when they can't find an appropriate one in their native tongue, and they can even combine them. The researcher found 18 data of vocabulary in Naila Farhana's utterances. Vocabulary can be seen in following data:

1) *aku bener-bener stress out* (V3/17/05:46)

From the utterance above, Naila explained to frequently watch English content to get used to the language. The word “stress out” in the sentence is to find an appropriate word or expression that lack of vocabulary.

2) *Baru umur empat tahun atau lima tahun aja mereka itu bisa ngomong bahasa Inggris tanpa tahu aturan-aturan grammar* (V1/01/00:05)

The word “grammar” in the sentence is to find an appropriate word or expression that lack of vocabulary. Because the word “grammar” is easier to pronounce than the word "tata bahasa" in Indonesian

e. Situation

Usually, code mixing occurs in relax or informal situation. This situation is closer with daily conversation and for researchers is also describe as their habitual communication. The researcher found 3 data of situation in Naila Farhana’s utterances. Situation can be seen in following data:

1) Bahasa pertama **which is** bahasa Indonesia (V1/06/00:52)

This utterance happens when Naila Farhana is compares the fluency of a child whose mother language is English with someone who learns English when they are older. The word “which is”

quite often uttered by Naila. So, that it is said to be a habit when she speaking.

f. Prestige

Many people in this era of globalization speak more than one language, especially English. If they young people, this will be their preferred method of communication. The researcher found 2 data of prestige in Naila Farhana's utterances. Prestige can be seen in following data:

- 1) *Aku lagi sibuk membuat sebuah **online course** yang berbasis teori yang baru aku jelasin ke kalian (V1/15/04:15 minutes)*

This utterance happens when Naila Farhana tells the viewers that she making an online course to learn English. The sentences above shows that Naila is an educated person who makes online course based on the knowledge she has.

Based on the data above, the researcher concluded that there were three kinds of reasons of code mixing according to Eunhee (2006) such as bilingualism, social community or background, vocabulary that found in the videos *Rahasia Cara Cepat Lancar Bahasa Inggris*, *Cara Lancar Bahasa Inggris Tanpa Nge-Blank*, and *Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural*. Based on the data found (appendix), the factors of code mixing that appears most frequently in the three Naila Farhana's videos is the bilingualism and vocabulary.

B. Discussion

1. Type of Code Mixing

The researcher will describe the different types of code mixing and the factors of it in Naila Farhana's utterances in her YouTube channel videos after analyzing this data. According to the findings of the research that has been described, it is known that code mixing was discovered in Naila Farhana's video utterances. In daily life, code mixing is a common occurrence. Here is a more detailed discussion.

The finding support the previous study conducted by Muysken (2000) that the form of code mixing was divided into 3 types of code-mixing, including insertion, alternation, and congruent lexicalization, according to a previous analysis of the utterances on Naila Farhana's YouTube channel videos.

For the first type of code mixing used in Naila Farhana's YouTube channel videos was insertion. The researcher found some of word that used Naila speak on her videos that were fair, exposure, guide, exist, summarize, learning, excited. In this research has been relevant with Haneystiy (2021) shows that the insertion is the process of code mixing that conceived as something skin to borrowing and insertion of an alien lexical or phrasal category into a given structure. The difference is simply the size and type of element inserted noun, adjective, verb, and the like. In her utterances she inserted phrases and words. As we can see from the results, the utterances contain insertion because lexical items or entire

constituents from one language were inserted into the other language's structural elements.

The results are consistent with Muysken theory (2000) approaches that move away from the idea of insertion and view the constraints in terms of some base or matrix structure's structural characteristics. Additionally, the speakers have inserted the letters A and B into the utterance to represent the lexical items of the first language, A, and the second language, B, respectively.

The second type of code mixing used in Naila Farhana's YouTube channel videos was alternation. The researcher found some of phrase that used Naila when speak on her videos they were grammar rules, online course, first step, stress out, pay attention. The findings support the previous study conducted by Haneystiy (2021) that alternation is the constraint of mixing in terms of compatibility or equivalence of the languages involved at the mix point, and clause. So, the researcher concludes that it includes in alternation where alternation occurred when the speaker mixed point or clause in the utterances.

The findings supported Musyken's (2000) code-mixing theory, in line that alternation is a constraint on mixing in terms of the languages' compatibility or equivalence at the mix point and clause. In addition, after a constituent from language A that contains words from that language, a constituent from language B that contains words from that language follows.

The third type of code mixing used in Naila Farhana's YouTube channel videos was congruent lexicalization. The researcher found some of phrase that used Naila when speak on her videos they were oke, stress. The findings support the previous study conducted by Haneystiy (2021) that congruent lexicalization of material from different lexical inventories into a shared grammatical structure. It is also the influence of dialect within language use. In that example word, Indonesia and English both shared a common grammatical structure, and words from English were inserted into Indonesia's structure. Congruent lexicalization is so named because it allows for the lexical filling of English words in Indonesian sentences that share grammatical structure. In this instance, Indonesia and English both shared a common grammatical structure, and words from English were inserted into Indonesia's structure.

The findings were supported by Congruent lexicalization, according to Musken (2000), describes a situation in which the two languages share a grammatical structure that can be filled lexically with elements from either language.

From the data that the researchers have explained in finding. It can be concluded that the type of code mixing uttered by Naila Farhana in her YouTube channel videos, the type that often appears is alternation.

2. Factors of Code Mixing

Based on the previous analysis of code mixing used in the utterances on Naila Farhana's YouTube channel videos. The factors of code mixing the researcher use Eunhee's theory such as bilingualism, speaker and partner speaker, social community or background, situation, vocabulary, and prestige.

The first factor of code mixing is bilingualism. Bilingualism is the ability of someone who can speak and understand more than one language. There was bilingualism factor motivated the speaker to code mix in her utterances. It can be seen when she inserted the phrase which was the part of topic from video theme. The speaker inserted phrase as the parts of explanation about it was easier for young children whose mother tongue was English to learn that language, different from Indonesians whose first language is Indonesian. Based on the situation, the factor of the speaker mixed her utterance to explain the topic from video theme based on her knowledge.

A bilingual person is someone who can converse in two languages to some degree or proficiency, according to Richard (2003), but typically, bilingual people are more proficient in one language than the other. This can be anything from having only a passing familiarity with one or more subjects to having a strong command of the two languages. The finding was in line with Eunhee theory (2006) the bilingualism usually code mixing their language when they feel in order to the interlocutors do not

understand what they mean. That is when people feel they tend to mix their language more.

The second factor is speaker and partner speaking. The researcher concluded that speaker and partner speaking motivated the speaker to code mixing their conversation because they were aware with whom they talked to. As these two bilinguals, interlocutors, and their relationship with interlocutors affect their code mixing.

The factor which motivated the speaker to code mixing the utterance is speaker and partner speaking. It can be seen, the waitress felt that the phrase made her easy to ask about the food. In the other words, waitress asked and used English for easy and make relationship with the customer. So, by mixing her utterance into English made her easier to communicate. She believed that her conversation partners understood the purpose of her question. The researcher draws the conclusion that the waitress awareness of her conversation partners motivated her to code-mix the conversation based on speaker and partner speaking.

This explanation was supported by Eunhee (2006), according to the results of his interview, bilinguals code-mixed to make communication easier and were also influenced by their interlocutor. The results concurred with the Bhatia and Ritchie theory's assertion that participant roles and relationships are crucial in determining bilinguals' unconscious agreement and disagreement on language choice. Language compatibility results

from agreement and reflects the nature of their perceived social relationship.

The third factor is situational social community or background. The researcher concluded that social community or background motivated the speaker to code mixing when Naila explain that a sentence with the same pronunciation between English and Dutch. It could be seen from the sentences that she used to point out her background that now she lives in Netherland. The way of communication of academic people in their disciplinary groupings is obviously different from the other groups. In other words, the way of communication of none communication of none community is different from the people who are out of the community.

As evidenced by Mediyanthi (2012), interlocutors with the same linguistic background of speakers typically turn over the code in the form of variance, and if the said partner has a different linguistic background, the code is more likely to be expressed as code than as language. For example, a speaker whose native tongue can be switched with a partner who speaks the same language in the background using a code could use this technique.

The fourth factor is vocabulary. Bilinguals mixed their conversation in carefully to make someone understand what they are talking, or to avoid disunion of people relationship, they usually code mixing their language when lacks sufficient vocabulary, there are times when no appropriate words are available. People may combine words or

phrases from different languages when they can't find an appropriate word or expression in their native tongue. The findings lend support to Kim's (2006) theory that some bilinguals mix two languages when they run out of appropriate words or expressions or when there isn't a suitable translation available.

The fifth factor is situation. Code mixing typically happens in a casual or relaxed situation. This situation is more similar to everyday conversation and is also referred to as habitual communication. The findings support by Mediyanthi (2012) assertion that the purpose of conversation is to speak. In contrast to non-formal modes of writing (letter agencies, newspapers, scholarly books), which frequently use formal variety, oral modes (face-to-face, over the phone, or through audio-visual means) use more variety. Oral mode code mixing is more frequent than using write mode.

The last factor is prestige. The researcher concluded that vocabulary motivated the speaker to code mixing. The utterance when Naila Farhana tells the viewers that she making an online course to learn English. Show that Naila is an educated person who makes online course based on the knowledge she has.

In addition, Muysken (2000) explained that based on intra-sentential, contextual and situational conversation, code-mixing is expressively purposing languages that are combined to increase social status or to keep the speaker's prestige in the society and Eunhee (2006)

writes: “Among the various attributes of speakers it is neither their status as peasants nor the nature of their social networks that correlates most closely with language use.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing and getting the result, the researcher found several of code mixing on Naila Farhana's YouTube channel videos. The researcher analyzed the videos of Naila Farhana's YouTube channel by using Muysken's theory about the types of code mixing. The types of code mixing are categorized in to three types such as, insertion, alternation, and congruent lexicalization. While, for the factors of code mixing the researcher used Eunhee's theory in analyzing a video of Naila Farhana's YouTube channel. The factors of code mixing divides into bilingualism, speaker and partner speaking, social community or background, situation, vocabulary, and prestige.

1. The types of code mixing

As the result, types of code mixing based on Muysken's theory in video *Rahasia Cara Cepat Lancar Bahasa Inggris* there are 9 data of insertion, 16 data of alternation, and 3 data of congruent lexicalization. On *Cara Lancar Bahasa Inggris Tanpa Nge-Blank* there are 5 data of insertion, 13 data of alternation, 2 data of congruent lexicalization. On *Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural* there are 6 utterances of insertion, 13 data, and 2 data of congruent lexicalization. Then, the result in the types of code mixing in the video from 65 data.

2. The factors of code mixing

While for the factors of code mixing based on Eunhee's theory. In *Rahasia Cara Cepat Lancar Bahasa Inggris* there are 15 bilingualism data, 1 situation data, 8 vocabulary data, and 1 prestige data. On *Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural* there are 14 bilingualism data, and 6 vocabulary data. On *Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural* there are 12 bilingualism data, 1 speaker and partner speaking data, 1 Social community data, 2 situation data, 4 vocabulary data, and 1 prestige data. Then, the result in the types of code mixing in the video from 65 data.

B. Suggestion

Based on the result of the research and considering the conclusion above, the researcher provides some of suggestions as follow:

1. The Readers

The researcher hopes that this research can assist the readers in finding the answers to their questions if they want to learn a little bit more about the types and factors of code mixing. According to the researcher, learning a new language is necessary to survive in the modern world.

One of the many tools we can use to develop our proficiency in a second language is social media, specifically YouTube. There are many YouTubers who post videos on their channel with content in

both English and other languages, so readers may want to search for YouTubers who do this frequently so that they can more easily understand what they are saying.

2. The next Researchers

The researcher hopes that this research will serve as a useful resource for future researchers who wish to investigate code mixing, which occurs frequently in spoken language, particularly on YouTube. In order to distinguish between this research and the next research, it is much preferable that the next Researchers look for the occurrence of code mixing in other media or the next Researcher can look for the phenomenon of code mixing in the education field. This research should help readers better understand code-mixing, particularly the kind of code-mixing that is based on Musyken's theory and the factors that Eunhee Kim established.

3. The English Teacher

As a result of the analysis of the videos, the researcher makes the recommendation to the English teacher that using YouTube as a teaching tool can benefit students' learning. The researcher analyzed a video that contains numerous English words that can be taken, and by watching the video, students can gain a better understanding of English words and their new language.

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APPENDIX 1
SURAT PERMOHONAN VALIDASI
(Expert Judgment)

Yth. **Agustin Kurniawati, S.Pd**

Di Tempat

Dengan hormat,

Berdasarkan datangnya surat ini, saya menyatakan bahwa saya:

Nama : Rachmita Purnama Sari

NIP : 196121183

Prodi : Pendidikan Bahasa Inggris

Judul Skripsi : Indonesian – English Code Mixing Used in Naila
Farhana's YouTube Channel

Mengharapkan kesediaan Ibu untuk menjadi *expert judgment* guna mengetahui kesesuaian data untuk penelitian. Dengan ini kami menerangkan bahwa analisis data penelitian sesuai dengan teori yang ada pada BAB II.

Surakarta, 11 Juni 2023

Pemohon

Rachmita Purnama Sari

NIM. 196121183

APPENDIX 2
SURAT KETERANGAN
VALIDASI DATA PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Agustin Kurniawati, S.Pd

NIP : 19710815 199702 2 005

Setelah membaca, menelaah, dan mencermati kesesuaian analisis data penelitian yang berjudul “Indonesia – English Code Mixing Used in Naila Farhana’s YouTube Channel”, yang dibuat oleh:

Nama : Rachmita Purnama Sari

NIM : 196121183

Prodi : Pendidikan Bahasa Inggris

Universitas : UIN Raden Mas Said Surakarta

Berdasarkan hasil pemeriksaan analisis data penelitian ini, menyatakan bahwa data tersebut ~~LAYAK/TIDAK LAYAK~~. Demikian surat ini dibuat untuk dipergunakan sebagai mana mestinya.

Surakarta, Juni 2023

Penilai



Agustin Kurniawati, S.Pd

NIP. 19710815 199702 2 005

APPENDIX 3

Data Analysis Types of Code Mixing

1. Rahasia Cara Cepat Lancar Bahasa Inggris (<https://youtu.be/UfkopiGRlwc>)

No	Utterances	Code	Type			Valid	Invalid
			Insertion	Alternation	Congruent lexicalization		
1.	<i>Baru umur empat tahun atau lima tahun aja mereka itu bisa ngomong bahasa Inggris tanpa tahu aturan-aturan grammar</i>	V1/01/ 00:05	√			√	
2.	<i>misalnya kita ngomong aja masih suka acak-acakan so, there must be something wrong in the way we learn a language</i>	V1/02/ 00:13		√		√	
3.	<i>Tapi sebenarnya fair</i>	V1/03/	√			√	

	<i>nggak sih.</i>	00:20					
4.	<i>aku compare anak kecil yang dari sananya berbahasa Inggris sama kita orang dewasa yang berbahasa Indo gitu</i>	V1/04/ 00:22	√			√	
5.	<i>I'm gonna talk about few things, pertama anak kecil itu kayak kertas kosong mereka itu enggak tahu bahasa lain selain bahasa nativenya</i>	V1/05/ 00:35		√		√	
6.	<i>bahasa pertama which is bahasa Indonesia</i>	V1/06/ 00:52		√		√	
7.	<i>that's not help it all, tapi pikir lagi deh</i>	V1/07/ 01:24		√		√	
8.	<i>untuk bisa mengutarakan</i>	V1/08/ 01:35		√		√	

	<p><i>katakata atau kalimat pertama mereka dalam bahasa Inggris kayak mungkin perlu 3 tahun 4 tahun and that's really long time</i></p>						
9.	<p><i>sebagai orang dewasa kita itu punya kelebihan untuk bisa mempelajari sebuah pola bahasa atau sebuah apapun itu lebih cepat dibanding anak kecil tentang konsep belajar, grammar rules atau apapun</i></p>	V1/09/ 01:48		√		√	
10.	<p><i>mereka mempelajari bahasa tersebut secara natural lewat</i></p>	V1/10/ 02:16	√		√	√	

	exposure						
11.	<i>proses belajarnya sangat sangatlah lambat sesuai</i> learning processes for children	V1/11/ 02:22		√		√	
12.	<i>kita itu belajar sesuatu secara lebih cepat lewat</i> ekspose learning	V1/12/ 02:35	√			√	
13.	<i>bahasa Inggris ini</i> to get immersion and exposure to the language <i>dan ini lewat konten</i>	V1/13/ 02:48		√		√	
14.	<i>Ada seorang polyglot dari Hungry dan dia bilang</i> “you don’t learn a language grammar, you learn grammar to language.”	V1/14/ 03:15		√		√	
15.	<i>kalian di</i> expected	V1/15/	√			√	

	<i>untuk bisa berbicara bahasa Inggris</i>	03:35					
16.	<i>di bawa fun bukan di bawa stress</i>	V1/16/ 03:49	√		√	√	
17.	<i>aku termotivasi untuk membuat suatu proyek for past few months</i>	V1/17/ 04:10		√		√	
18.	<i>Aku lagi sibuk membuat sebuah online course yang berbasis teori yang baru aku jelasin ke kalian</i>	V1/18/ 04:15		√		√	
19.	<i>nih materi pelajarin because I don't believe that a language is taught, but language is learned</i>	V1/19/ 04:35		√		√	
20.	<i>Kalian bisa mencari konten yang kalian suka because fun is</i>	V1/20/ 04:50		√		√	

	very important in language learning						
21.	<i>Dan dari situ kalian bisa mempelajari bahasa Inggrisnya dan aku akan guide kalian</i>	V1/21/ 04:57	√			√	
22.	<i>kalian gak harus dependen sama aku</i>	V1/22/ 05:15	√		√	√	
23.	<i>di komen atau di description boxes untuk cari tahu</i>	V1/23/ 05:29		√		√	
24.	<i>Kalau kalian memang tertarik, you can put your email and in email list</i>	V1/24/ 05:35		√		√	
25.	<i>And finally almost done, dan berguna dan mudah-mudahan kalian belajar hal baru dari video ini.</i>	V1/25/ 05:40		√		√	
Total			9	16	3		

2. Cara Lancar Bahasa Inggris Tanpa Nge-Blank

(<https://youtu.be/2fg1sGHXjV8>)

No	Utterances	Code	Type			Valid	Invalid
			Insertion	Alternation	Congruent lexicalization		
1.	<i>Untuk mempelajari sebuah bahasa itu kan biasanya ada empat skills yang penting reading, writing, listening and speaking</i>	V2/01/ 00:05	√			√	
2.	<i>karena you receiving input language kamu cuman menerima bahasa tersebut</i>	V2/02/ 00:24		√		√	
3.	<i>dibilang active skills of productive skills karena kamu harus memproduksi bahasa tersebut kamu tuh</i>	V2/03/ 00:35			√	√	

	<i>harus mengeluarkan output</i>						
4.	<i>Simpelnya rumusnya itu adalah input plus output = fluency</i>	V2/04/ 01:00		√			
5.	<i>seberapa sering kalian mengeluarkan output, exactly that way</i>	V2/05/ 01:17		√		√	
6.	<i>karena ini adalah first step dan tanpa ini kamu akan bisa menghasilkan output</i>	V2/06/ 01:26		√		√	
7.	<i>dari text book yang tidak akan menghasilkan kefasihan</i>	V2/07/ 01:54			√	√	
8.	<i>mungkin dari listening audio exercises itu yang sangat terbatas</i>	V2/08/ 02:00		√		√	
9.	<i>Banyak orang yang</i>	V2/09/		√		√	

	<i>bilang speak</i> English from day <i>one kali harus mulai</i> <i>bahasa Inggris</i>	02:49					
10.	<i>Mungkin metode ini</i> <i>memang ampuh buat</i> <i>beberapa orang tapi</i> personally secara <i>pribadi I don't</i> agree	V2/10/ 02:57		√		√	
11.	<i>saat kamu itu baru</i> <i>belajar bahasa</i> <i>Inggris hanya untuk</i> <i>pertama kali atau</i> <i>awal you don't</i> know enough input to be able to produce the right output	V2/11/ 03:08		√		√	
12.	<i>itu namanya</i> fossilization	V2/12/ 03:32	√			√	
13.	<i>Sebenarnya ini</i>	V2/13/		√		√	

	<i>adalah masalah yang sangat-sangat normal yang banyak banget dialami sama pelajar Bahasa, it's</i> that you	03:47					
14.	<i>Nah coba deh kalian</i> comment <i>di bawah kalau emang Kalian juga mengalami masalah ini</i>	V2/14/ 03:49	√				
15.	<i>ada dua alasan penting ini karena dengan</i> mental block dan technical block	V2/15/ 03:55		√		√	
16.	Step <i>pertama untuk mengatasi mental block adalah introspeksi diri</i>	V2/16/ 04:32	√			√	
17.	<i>Course aku ini udah hampir selesai, but</i> still a lot to work on	V2/17/ 06:00		√		√	

	<i>jadi tolonglah bersabar</i>						
18.	Jadi aku excited <i>banget</i>	V2/18/ 06:20	√			√	
19.	<i>banyak sign-up dari kalian</i>	V2/19/ 06:24		√		√	
20.	Like and share this video <i>kalau kalian suka dan belajar sesuatu dari video ini</i>	V2/11/ 06:35		√		√	
Total			5	13	2		

3. Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural

(<https://youtu.be/cV127yP8sRI>)

No	Utterances	Code	Type			Valid	Invalid
			Insertion	Alternation	Congruent lexicalization		
1.	<i>kalau kalian suka trik-trik aku di video youtube channel ini, check out nailingua di Instagram</i>	V3/01/ 00:13		√		√	
2.	<i>aku juga kasih trik setiap hari Monday to Friday yang lebih singkat dan padat</i>	V3/02/ 00:16		√		√	
3.	<i>kebanyakan orang Indonesia itu kalau mau bahasa Inggris mereka menerjemahkan secara harfiah literal translation</i>	V3/03/ 00:33		√		√	

4.	<i>ngomong bahasa Inggris dengan aturan-aturan bahasa Indonesia</i> which is salah <i>seringkali metode learning ini enggak bisa</i>	V3/04/ 00:46	√			√	
5.	<i>dari bahasa Inggris ke bahasa Indonesia</i> <i>no no itu akan jadi bahasa Inggris bahasa Indonesia</i> which is fine	V3/05/ 01:16		√		√	
6.	<i>kalau kamu pengen ngomong lebih</i> natural you have to stop doing this	V3/06/ 01:21			√	√	
7.	<i>ayahnya tuh kayak apa namanya</i> I think <i>anaknya kayak melakukan sesuatu yang benar</i>	V3/07/ 01:39		√		√	

8.	there you go bahasa <i>Indonesia tuh kayak wah bisa</i>	V3/08/ 01:50		√		√	
9.	<i>tentang situasinya “goed zo” dalam bahasa Belanda kalo diterjemahin secara harfiah itu jadi kayak good so dan itu dalam bahasa Inggris enggak make sense</i>	V3/09/ 02:13		√		√	
10.	<i>karena frasa good so itu enggak exist nggak ada gitu</i>	V3/10/ 02:19	√			√	
11.	<i>mulai pay attention atau pelajari situasinya</i>	V3/11/ 03:18		√		√	
12.	<i>situasi dimana aku lagi makan di restoran terus ada waitress nya dateng</i>	V3/12/ 03:50	√			√	
13.	<i>waitress nya nanya</i>	V3/13/		√		√	

	<i>dalam bahasa Belanda</i> how the food kasih dalam bahasa Inggris aku biasanya bilang oh it was so good	03:53					
14.	<i>aku bilang oh It was so goed itu waiters bakal ngerti tapi akan terdengar janggal itu akan the dia akan tahu kalau aku ini orang</i> foreign	V3/14/ 04:05	√			√	
15.	<i>kalian perhatin gimana caranya</i> speaker ngomong dan ikutin imating them	V3/15/ 04:33	√			√	
16.	<i>menurutku kenapa video 25 fase aku itu populer dan</i> you guys like 25 frases	V3/16/ 05:07		√		√	

	videos						
17.	<i>aku bener-bener stress out kalian itu harus sering nonton konten bahasa Inggris</i>	V3/17/ 05:46		√			√
18.	<i>jadi untuk summerize saja untuk bisa nguasai itu kalian itu pertama harus stop translating secara harfiah</i>	V3/18/ 05:57	√				√
19.	Oke Guys mudah-mudahan	V3/19/ 06:15		√	√		√
20.	<i>mudah-mudahan kalian suka video ini misalnya kalian suka</i> give me like and subscribe	V3/20/ 06:18		√			
Total			6	13	2		

APPENDIX 4

Data Analysis Factors of Code Mixing

1. Rahasia Cara Cepat Lancar Bahasa Inggris (<https://youtu.be/UfkopiGRlwc>)

No	Utterances	Time	Factor					Valid	Invalid	
			Bilingu alism	Speaker and Partner	Social comm unity	Situ ation	Vocab			Presti ge
1.	<i>Baru umur empat tahun atau lima tahun aja mereka itu bisa ngomong bahasa Inggris tanpa tahu aturan-aturan grammar</i>	V1/01 /00:05					√		√	
2.	<i>misalnya kita ngomong aja masih suka acak-acakan so, there must be</i>	V1/02 /00:13	√						√	

	something wrong in the way we learn a language									
3.	<i>Tapi sebenarnya fair</i> nggak sih.	V1/03 /00:20					√		√	
4.	<i>aku</i> compare <i>anak kecil yang dari sananya berbahasa Inggris sama kita orang dewasa yang berbahasa Indo gitu</i>	V1/04 /00:22					√		√	
5.	I'm gonna talk about few things, <i>pertama anak kecil itu kayak kertas kosong mereka itu enggak tahu bahasa lain</i>	V1/05 /00:35 Secon ds	√						√	

	<i>selain bahasa nativenya</i>									
6.	<i>bahasa pertama which is bahasa Indonesia</i>	V1/06 /00:52				√			√	
7.	that's not help it all, tapi pikir lagi deh	V1/07 /01:24	√						√	
8.	<i>untuk bisa mengutarakan katakata atau kalimat pertama mereka dalam bahasa Inggris kayak mungkin perlu 3 tahun 4 tahun and that's really long time</i>	V1/08 /01:35	√						√	
9.	<i>sebagai orang dewasa kita itu punya kelebihan untuk bisa</i>	V1/09 /01:48	√						√	

	<i>mempelajari</i> <i>sebuah pola</i> <i>bahasa atau</i> <i>sebuah apapun</i> <i>itu lebih cepat</i> <i>dibanding anak</i> <i>kecil tentang</i> <i>konsep belajar,</i> grammar rules <i>atau apapun</i>									
10.	<i>mereka</i> <i>mempelajari</i> <i>bahasa tersebut</i> <i>secara natural</i> <i>lewat exposure</i>	V1/10 /02:16					√		√	
11.	<i>proses</i> <i>belajarnya</i> <i>sangat</i> <i>sangatlah</i> <i>lambat sesuai</i> learning processes for children	V1/11 /02:22	√						√	

12.	<i>kita itu belajar sesuatu secara lebih cepat lewat ekspose learning</i>	V1/12 /02:35					√		v	
13.	<i>bahasa Inggris ini to get immersion and exposure to the language dan ini lewat konten</i>	V1/13 /02:48	√						v	
14.	<i>Ada seorang polyglot dari Hungry dan dia bilang “you don’t learn a language grammar; you learn grammar to language.”</i>	V1/14 /03:15	√						v	
15.	<i>kalian di expected untuk bisa berbicara</i>	V1/15 /03:35					√		v	

	<i>bahasa Inggris</i>									
16.	<i>di bawa fun</i> <i>bukan di bawa</i> stress	V1/16 /03:49	√						√	
17.	<i>aku termotivasi</i> <i>untuk membuat</i> <i>suatu proyek for</i> past few months	V1/17 /04:10	√						√	
18.	<i>Aku lagi sibuk</i> <i>membuat sebuah</i> online course <i>yang berbasis</i> <i>teori yang baru</i> <i>aku jelasin ke</i> <i>kalian</i>	V1/18 /04:15						√	√	
19.	nih materi pelajarin because I don't believe that a language is taught, but language is	V1/19 /04:35	√						√	

	learned									
20.	<i>Kalian bisa mencari konten yang kalian suka</i> because fun is very important in language learning	V1/20/ /04:50	√						√	
21.	<i>Dan dari situ kalian bisa mempelajari bahasa Inggrisnya dan aku akan guide kalian</i>	V1/21/ 04:57					√		√	
22.	<i>kalian gak harus</i> dependen sama <i>aku</i>	V1/22/ 05:15					√		√	
23.	<i>di komen atau di</i> description boxes <i>untuk cari tahu</i>	V1/23/ 05:29	√						√	
24.	<i>Kalau kalian memang tertarik,</i>	V1/24/ 05:35	√						√	

	you can put your email and in email list									
25.	And finally almost done, dan berguna dan mudah-mudahan kalian belajar hal baru dari video ini.	V1//05 :40	√						√	
Total			15	-	-	1	8	1		

2. Cara Lancar Bahasa Inggris Tanpa Nge-Blank

(<https://youtu.be/2fg1sGHXjV8>)

No	Utterances	Time	Factor					Valid	Invalid
			Bilingu alism	Speaker and Partner	Social comm unity	Situ ation	Vocab		
1.	<i>Untuk mempelajari sebuah bahasa itu kan biasanya ada empat skills yang penting reading, writing, listening and speaking</i>	V2/01 /00:05	√					√	
2.	<i>karena you receiving input language kamu cuman menerima bahasa tersebut</i>	V2/02 /00:24	√					√	

3.	<i>dibilang</i> active <i>skills of</i> productive <i>skills karena</i> <i>kamu harus</i> <i>memproduksi</i> <i>bahasa tersebut</i> <i>kamu tuh harus</i> <i>mengeluarkan</i> output	V2/03 /00:35	√						v	
4.	<i>Simpelnya</i> <i>rumusnya itu</i> <i>adalah input</i> plus output = fluency	V2/04 /01:00	√						v	
5.	<i>seberapa sering</i> <i>kalian</i> <i>mengeluarkan</i> output, exactly that way	V2/05 /01:17	√						v	
6.	<i>karena ini</i> <i>adalah first step</i> <i>dan tanpa ini</i>	V2/06 /01:26					√		v	

	<i>kamu akan bisa menghasilkan output</i>									
7.	<i>dari text book yang tidak akan menghasilkan kefasihan</i>	V2/07 /01:54					√		√	
8.	<i>mungkin dari listening audio exercises itu yang sangat terbatas</i>	V2/08 /02:00	√						√	
9.	<i>Banyak orang yang bilang speak English from day one kali harus mulai bahasa Inggris</i>	V2/09 /02:49	√						√	
10.	<i>Mungkin metode ini memang ampuh buat beberapa orang tapi personally</i>	V2/10 /02:57	√						√	

	<i>secara pribadi I</i> don't agree									
11.	<i>saat kamu itu</i> <i>baru belajar</i> <i>bahasa Inggris</i> <i>hanya untuk</i> <i>pertama kali</i> <i>atau awal you</i> don't know enough input to be able to produce the right output	V2/11 /03:08	√						√	
12.	<i>itu namanya</i> fossilization	V2/12 /03:32					√		√	
13.	<i>Sebenarnya ini</i> <i>adalah masalah</i> <i>yang sangat-</i> <i>sangat normal</i> <i>yang banyak</i> <i>banget dialami</i> <i>sama pelajar</i>	V2/13 /03:47	√						√	

	<i>Bahasa,</i> it's that you									
14.	<i>Nah coba deh</i> kalian comment <i>di bawah kalau</i> <i>emang Kalian</i> <i>juga mengalami</i> <i>masalah ini</i>	V2/14 /03:49	√						√	
15.	<i>ada dua alasan</i> <i>penting ini</i> <i>karena dengan</i> mental block <i>dan tecnichal</i> block	V2/15 /03:55	√						√	
16.	Step <i>pertama</i> <i>untuk mengatasi</i> <i>mental block</i> <i>adalah</i> <i>introspeksi diri</i>	V2/16 /04:32					√		√	
17.	<i>Course aku ini</i> <i>udah hampir</i> <i>selesai, but still</i> a lot to work on	V2/17 /06:00	√						√	

	<i>jadi tolonglah bersabar</i>									
18.	Jadi aku excited banget	V2/18 /06:20					√		√	
19.	banyak sign-up dari kalian	V2/19 /06:24 Minut es					√		√	
20.	Like and share this video kalau kalian suka dan belajar sesuatu dari video ini	V2/11 /06:35	√						√	
Total			14	-	-	-	6	-		

3. Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural

(<https://youtu.be/cV127yP8sRI>)

No	Utterances	Time	Factor					Valid	Invalid	
			Bilingu alism	Speaker and Partner	Social comm unity	Situ ation	Vocab			Presti ge
1.	<i>kalau kalian suka trik-trik aku di video youtube channel ini, check out nailingua di Instagram</i>	V3/01 /00:13						√	√	
2.	<i>aku juga kasih trik setiap hari Monday to Friday yang lebih singkat dan padat</i>	V3/02 /00:16	√						√	
3.	<i>kebanyakan orang Indonesia itu kalau mau</i>	V3/03 /00:33	√						√	

	<i>bahasa Inggris mereka menerjemahkan secara harfiah</i> literal translation								
4.	<i>ngomong bahasa Inggris dengan aturan-aturan bahasa Indonesia which is salah seringkali metode learning ini enggak bisa</i>	V3/04 /00:46	√			√			√
5.	<i>dari bahasa Inggris ke bahasa Indonesia no no itu akan jadi bahasa Inggris bahasa Indonesia which</i>	V3/05 /01:16				√			√

	is fine									
6.	<i>kalau kamu</i> <i>pengen</i> <i>ngomong lebih</i> natural you have to stop doing this	V3/06 /01:21	√						√	
7.	<i>ayahnya tuh</i> <i>kayak apa</i> <i>namanya I</i> think anaknya <i>kayak</i> <i>melakukan</i> <i>sesuatu yang</i> <i>benar</i>	V3/07 /01:39	√						√	
8.	there you go <i>bahasa</i> <i>Indonesia tuh</i> <i>kayak wah bisa</i>	V3/08 /01:50	√						√	
9.	<i>tentang</i> <i>situasinya “goed</i> <i>zo” dalam</i> <i>bahasa Belanda</i>	V3/09 /02:13			√				√	

	<i>kalo diterjemahin secara harfiah itu jadi kayak good so dan itu dalam bahasa Inggris enggak make sense</i>									
10.	<i>karena frasa good so itu enggak exist nggak ada gitu</i>	V3/10 /02:19	√						√	
11.	<i>mulai pay attention atau pelajari situasinya</i>	V3/11 /03:18	√						√	
12.	<i>situasi dimana aku lagi makan di restoran terus ada waitress nya dateng</i>	V3/12 /03:50					√		√	
13.	<i>waitress nya nanya dalam</i>	V3/13 /03:53		√					√	

	<i>bahasa Belanda</i> how the food <i>kasih dalam</i> <i>bahasa Inggris</i> <i>aku biasanya</i> <i>bilang oh it was</i> so good								
14.	<i>aku bilang oh It</i> <i>was so goed itu</i> <i>waiters bakal</i> <i>ngerti tapi akan</i> <i>terdengar</i> <i>janggal itu akan</i> <i>the dia akan</i> <i>tahu kalau aku</i> <i>ini orang</i> foreign	V3/14 /04:05					√		√
15.	<i>kalian perhatin</i> <i>gimana caranya</i> speaker <i>ngomong dan</i> <i>ikutin imating</i> them	V3/15 /04:33	√						√

16.	<i>menurutku</i> <i>kenapa video 25</i> <i>fase aku itu</i> <i>populer dan you</i> guys like 25 frases videos	V3/16 /05:07	√						√	
17.	<i>aku benar-bener</i> stress out <i>kalian</i> <i>itu harus sering</i> <i>nonton konten</i> <i>bahasa Inggris</i>	V3/17 /05:46					√		√	
18.	<i>jadi untuk</i> summerize <i>saja untuk bisa</i> <i>nguasai itu</i> <i>kalian itu</i> <i>pertama harus</i> <i>stop translating</i> <i>secara harfiah</i>	V3/18 /05:57					√		√	
19.	Oke <i>Guys</i> <i>mudah-mudahan</i>	V3/19 /06:15	√						√	
20.	<i>mudah-mudahan</i>	V3/20 /06:18	√						√	

<i>kalian suka</i>									
<i>video ini</i>									
<i>misalnya kalian</i>									
suka give me									
like and									
subscribe									
Total	12	1	1	2	4	1			

APPENDIX 5

TRANSCRIP NAILA FARHANA'S UTTERANCES

1. Rahasia Cara Cepat Lancar Bahasa Inggris Transcrip

Kalian pernah mikir enggak anak kecil yang baru umur empat tahun atau lima tahun aja mereka itu bisa ngomong bahasa Inggris tanpa tahu aturan-aturan grammar. Sedangkan kita, kita udah belajar bahasa Inggris bertahun-tahun tapi kalau misalnya kita ngomong aja masih suka acak-acakan so, there must be something wrong in the way we learn a language. Tapi sebenarnya fair nggak sih buat aku compare anak kecil yang dari sananya berbahasa Inggris sama kita orang dewasa yang berbahasa Indo gitu. Karena banyak banget perbedaan diantara anak kecil sama orang dewasa saat mereka mempelajari sebuah Bahasa.

I'm gonna talk about few things, pertama anak kecil itu kayak kertas kosong mereka itu enggak tahu bahasa lain selain bahasa nativenya jadi lebih gampang untuk mereka mempelajari bahasa itu tanpa ada pengaruh bahasa pertama. Sedangkan kita orang Indonesia kita itu udah punya bahasa pertama which is bahasa Indonesia dan itu akan mempengaruhi bagaimana kita mempelajari bahasa kedua kita akan which is bahasa Inggris. Yang kedua anak kecil belajar bahasa Inggris itu sedari keliling mereka dari orang tua mereka dari keluarga teman-teman sebayanya mereka sedangkan kita kita enggak dikelilingi dengan bahasa Inggris jadi kita enggak bisa dengan gampang mempelajarinya karena kita enggak terexpose dengan bahasa itu kita cuma dikelilingi dengan orang yang berbahasa Indonesia dan mungkin dikelilingi sama orang-orang yang selalu ngatain kamu sok Inggris.

So, that's not help it all, tapi pikir lagi deh anak kecil itu perlu waktu bertahun-tahun untuk bisa mengutarakan kata-kata atau kalimat pertama mereka dalam bahasa Inggris kayak mungkin perlu 3tahun 4tahun and that's really long time. Sedangkan kita untuk bisa mempelajari kalimat pertama bahasa Inggris itu kita cuma perlu waktu berapa jam jadi sebagai orang dewasa kita itu punya kelebihan untuk bisa mempelajari sebuah pola bahasa atau sebuah apapun itu lebih cepat dibanding anak kecil tentang konsep belajar, grammar rules atau apapun itulah kita belajar lebih cepat dibanding anak kecil. So what, jadi yang pengen aku kasih tahu ke kalian teori yang aku kasih tadi itu adalah rahasia untuk berbahasa Inggris secara cepat adalah mengkombinasikan kan dua faktor tersebut. Maksudnya apa Nah anak kecil emang punya kelebihan karena mereka itu selalu dikelilingi dengan bahasa tersebut dan mereka mempelajari bahasa tersebut secara

natural lewat exposure kan tapi mereka itu cara proses belajarnya sangat sangatlah lambat sesuai learning processes for children.

Sedangkan kita sebagai orang dewasa kita memang tidak dikelilingi bahasa tersebut tapi kita mempunyai kelebihan dimana kita itu belajar sesuatu secara lebih cepat lewat exposure learning nah terus apa terus dari sini gimana gitu yang kita bisa lakukan untuk belajar bahasa secara cepat adalah mengekspos diri kita sebanyak-banyaknya dengan bahasa Inggris ini to get immersion and exposure to the language dan ini lewat konten. Jadi harus sebanyak mungkin medsos kita dengan konten bahasa Inggris audio TV series film podcast baca buku dan lain-lain dan dengan konten-konten itu kita mempelajari bahasa itu secara eksplisit. Mempelajari bahasa Inggris dari konten-konten yang kalian suka ini lebih ampuh lebih efektif daripada harus mempelajari grammar rules saat kalian dikelas. Jadi ada sebuah quotes dari seorang polyglot dari Hungary dan dia bilang “you don’t learn a language grammar, you learn grammar to language.” gini maksudnya apa sistem sistem pembelajaran bahasa Inggrisnya di sekolah atau di kelas atau les dan lain-lain bimbel itu itu biasanya kebalik mereka kali Ini tuh biasanya dikasih rumus grammar atau apapun itu.

Dan dari situ baru kalian di expected untuk bisa berbicara bahasa Inggris harusnya kebalik kalian tuh harusnya terekspos dengan bahasanya dulu terbiasa dengan suaranya terbiasa dengan struktur bahasanya baru dari situ kali pelajari grammarnya. Kek soalnya kan belajar bahasa itu ada di bawa fun bukan di bawa stress bukan harusnya pelajari rumus, karena belajar bahasa itu untuk berkomunikasi bukan mempelajari rumus kayak belajar Matematika itu bikin stress. Nah karena aku suka frustrasi dengan cara tembel ajaran tradisional yang enggak ampuh ini enggak begitu efektif aku termotivasi untuk membuat suatu proyek for the past few months, Aku lagi sibuk membuat sebuah online course yang berbasis dengan teori yang baru aku jelasin ke kalian dan online course yang aku buat ini aku desain dari mempelajari beberapa polyglot sukses yang Aku jadiin panutan dari beberapa riset dalam bidang linguistik dan juga dari pengalamanku sendiri untuk mempelajari bahasa sebuah bahasa secara otodidak. jadi online kusaku buat ini aku nggak kasih kalian materi nih materi pelajaran because I don’t believe that a language is taught, but language is learned. Jadi bahasa itu kalian harus belajar sendiri untuk lebih efektif nah online courseku sini aku lebih legit kalian untuk bisa mencari konten yang kalian suka because fun is very important in language learning. Dan dari situ kalian bisa mempelajari bahasa Inggrisnya dan aku akan guide kalian Bagaimana cara mempelajari bahasa di konten konten atau materi yang kalian temukan di internet.

Jadi ibaratnya begini misalnya kalian laper dan aku nggak ngasih kalian daging rusanya dan udah itu aja tapi aku ngasih kalian pelajaran bagaimana cara kalian memburu rusak itu sendiri. Jadi kalian gak harus dependen sama aku atau instruktur yang lainnya tapi kalian bisa pelajari bahasa Inggris secara sendiri. Kalau misalnya kalian pengen tahu lebih online courseku ini kalian bisa ke website aku atau enggak kelink yang akan aku taruh di komen atau di description boxs untuk cari tahu lebih dari kalau kalian memang tertarik you can put your email and in email list dan saat course ini akan selesai which is mungkin dalam satu bulan. You can be first one to know, so make sure you do that, I have been working a lot on the course. And finally almost done, dan berguna dan mudah-mudahan kalian belajar hal baru dari video ini. Juga like video kalau ia don't forget subscribe and like this Video. See you next time and have a good day bye bye.

2. Cara Lancar BAHASA INGGRIS Tanpa Nge-Blank

Hello, jadi di video yang ini aku ngasih kalian rahasia Gimana cara berbahasa Inggris secara lancar. Di video ini aku pengen ngasih kau kalian rumus simplenya. Nah jadi untuk mempelajari sebuah bahasa itu kan biasanya ada empat skills yang penting reading, writing, listening and speaking. Nah biasanya reading sama listening itu dibilang sebagai receptive skills, karena you receiving input language kamu cuman menerima bahasa tersebut. Tapi speaking dan writing itu dibilang active skills of productive skills karena kamu itu harus memproduksi bahasa tersebut kamu tuh harus mengeluarkan output.

So input and output jadi buat kalian yang pengen lancar berbahasa Inggris itu berarti kalian bentuknya berbicara akan fokus lebih the speaking skills jadi lebih ke output. Sempelnya rumusnya itu adalah input plus output = fluency masukkan pengeluaran menjadi fasih. Input your receive about language and reproduce it all. The more you do this, the sooner you become fluence in English. Sesimpel itu kan Tapi aku coba tanya kalian seberapa sering kalian dapatkan input bahasa Inggris dan seberapa sering kalian mengeluarkan output exactly that way. Sekarang ngomong input dulu . input itu penting karena ini adalah first step dan tanpa first step ini kamu akan bisa menghasilkan output bisa sih menghasilkan output tapi bukan dengan cara yang benar gitu dan juga penting buat kalian tahu kalau kalian itu harus dapetin sumber input yang bener.

Aku pikir Tuh kebanyakan kelas-kelas di bimbel atau kelas pelajaran di tempat les itu it's not always input mungkin karena misalkan gurunya itu guru bahasa Inggris yang skills nya masih agak dipertanyakan atau kamu dapetin atau

mungkin dari grammar exercises dari text book yang tidak akan menghasilkan kefasihan atau mungkin dari listening audio exercises itu yang sangat terbatas, materi yang kalian gak suka yang ngebosenin yang enggak terhubung dengan kesukaan kalian yang pribadi gitu. Jadi ini menurut aku bukanlah sumber yang paling baik untuk mendapatkan input bahasa Inggris yang banyak. Kaya yang aku saranin di video aku sebelumnya input yang bener itu tuh adalah input yang kalian dapatkan dari video, audio atau film dan lain-lain yang dari native speakers. Kalau kamu pengen ngomong seperti native speakers dan tontonlah konsumsilah konten yang banyak native speakersnya untuk belajar ngomong kaya mereka. karena ini akan melatih listening skills kamu dan buat kamu mulai terbiasa dengan bahasa Inggris yang selalu diucapkan oleh orang native.

Nah sekarang kita akan momongin output. Banyak orang yang bilang speak English from day one kali harus mulai ngomong bahasa Inggris dari hari pertama kalian ngomong belajar bahasa Inggris. Mungkin metode ini memang ampuh buat beberapa orang tapi personally secara pribadi I don't agree aku enggak setuju dengan metode ini. Kenapa nah saat kamu itu baru belajar bahasa Inggris hanya untuk pertama kali atau awal you don't know enough input to be able to produce the right output, adanya kalau misalnya kamu mulai ngomong dari hari pertama dan ngomongnya tuh output yang salah salah itu artinya tuh lama-lama kamu akan terbiasa dengan kesalahan ini terus hari ke depannya saat kamu mengoreksi kesalahan ini ini akan susah, it's going to be hard to unlearn the things you been doing wrong all the time itu namanya fossilization. Masalah yang paling aku sering denger dari banyak pelajar bahasa Inggris itu adalah aku dapat banyak input tapi kok saat ngomong ngeblank ya. Sebenarnya ini adalah masalah yang sangat-sangat normal yang banyak banget dialami sama pelajar Bahasa, it's that you.

Nah coba deh kalian Comment di bawah kalau emang Kalian juga mengalami masalah ini nah ngeblenk ini ada dua alasan penting ini karena dengan mental block dan technical block, jadi mental block itu adalah rekan yang berbasis mental dan teknik blok adalah hambatan yang berbasis teknis jadi yang lebih berhubungan dengan skill sekalian atau memang kosakatanya nggak tahu dan mental block itu itu lebih apa ya lebih kayak gugup lebih nggak pede lebih minder kayak gitu jadi lebih mental. Buat mengatasi mental block dan teknik ke blog ini sebenarnya solusinya banyak banget sih kalau misalnya kalian nggak pede itu berarti kalian harus tanya diri sendiri kenapa gue nggak pede Kenapa gue minder Apakah gue terlalu takut buat banyak salah. Step pertama untuk mengatasi mental block adalah introspeksi diri. Kalau misalnya kamu itu udah bisa mengerti seorang native ngomong bahasa Inggris berarti kamu itu udah tahu cukup kosakata untuk bisa mulai ngomong. Technical block itu juga sama pentingnya

itu lebih masalah yang Emang skills kamu belum cukup untuk buat ngomong misalnya mungkin kamu nggak belum dapat banyak input mungkin kamu udah ngasih jarang listening atau mungkin kamu nggak tahu kosakata cukup untuk mulai ngomong jadi teknik blok Itu menurut aku solusinya lebih mudah diatasi karena lebih mudah didiagnosis gitu.

Oke gue nggak bisa ngomong karena kosakata gue kurang bagus oke berarti gua harus mulai mempelajari kosakata lebih dan di bisa dimulai dengan kosakata yang akan kamu pakai sehari-hari yang benar-bener relevan dengan hidup kamu. Nah di online course yang lagi sibuk buat ngerjain ini aku membahas masalah ini lebih dalam lebih detail dan juga aku ngasih kalian solusi Bagaimana cara mengatasi mental block dan teknik goblok yang bisa kalian Langsung praktekin kesehari-harian nya. Karena sejujurnya guys kalau misalnya kamu udah bisa mengerti input bahasa Inggris dari native speakers atau dari orang-orang pokoknya yang berbahasa Inggris berarti kalian itu udah tahu cukup kosakata untuk mulai ngomong. Jadi the biggest thing dari stopping you from speaking actually from yourself. Hal yang benar-bener menghentikan kalian supaya kalian bisa speaking itu biasanya tuh diri sendiri mental kalian sendiri gitu. Jadi kalau hanya kalian tertarik buat belajar bareng aku kalian bisa ngelihat website aku. Course aku ini udah hampir selesai, but still a lot to work on jadi tolonglah bersabar have some patient dan aku akan kasih kalian email update saat course ini dirilis. Jadi kalau belum masuk ke dalam daftar email list aku kalian bisa ke website untuk taruh email list kalian ini kalian akan menjadi orang-orang pertama untuk di update tentang course ini. Jadi aku excited banget karena aku dapat banyak sign-up dari kalian dan I've been working so hard on this. Aku harap kalian akan belajar banyak sama aku dari course ini. So, wish me luck to finishing this and I really hope to see you there. Like and share this video kalau kalian suka dan belajar sesuatu Dari video ini and always about you next video next week until then you have a good day stay safe and bye.

3. STOP LAKUKAN INI! Cara LANCAR BAHASA INGGRIS Natural

Hai Hai guys di video ini aku pengen ngasih kalian trik Yang aku pakai secara pribadi dan juga nih yang begitu banget bikin aku ngomong bahasa asing secara natural dan kalau kalian suka trik-trik aku di video youtube channel ini check out nailingua di Instagram karena disitu aku juga kasih trik setiap hari Monday to Friday yang lebih singkat dan padat. Nah kenapa orang Indonesia kalau ngomong bahasa Inggris tuh banyak banget salahnya dari salahnya tuh lucu-lucu karena kebanyakan orang Indonesia itu Kalau mau bahasa Inggris mereka menerjemahkan secara harfiah literal translation.

Nah kalau kamu ngomong bahasa Inggris dengan terjemahan harafiah dari bahasa Indonesia itu artinya kamu ngomong bahasa Inggris dengan aturan-aturan bahasa Indonesia which is salah seringkali metode learning ini enggak bisa karena bahasa Inggris soal Bahasa Indonesia itu bahasanya tuh jauh banget mungkin Teknik ini bisa manjur kalau misalnya kamu itu belajar bahasa yang lumayan mirip lah semua alam Indonesia kalau misalnya kamu Indonesia belajar bahasa bahasa Melayu atau orang Spanyol yang belajar bahasa Itali atau orang Jerman yang belajar bahasa Belanda gitu Jadi ini kan bahasanya mirip-mirip jadi mungkin literal translation method ini lebih bisa gitu Tapi kalau si dari bahasa Inggris ke bahasa Indonesia no no itu akan jadi bahasa Inggris bahasa Indonesia which is fine cuman ya kalau kamu pengen ngomong lebih natural you have to stop doing this jadi sekitar seminggu yang lalu and gitu aku lagi di kota yang lagi tengah kota kalau saya kalian enggak tahu aku ini tinggal di Belanda dan sekeliling aku ngomong bahasa Belanda dan Aku enggak ada anak ayah gitu dan anaknya tuh lagi main skuter dan ayahnya tuh kayak apa namanya I think anaknya kayak melakukan sesuatu yang benar atau suatu dengan keren gitu terus anaknya ayahnya bilang “goed zo!” terus goed zo tuh dalam bahasa Inggris tuh diterjemahin sebagai kayak there you go bahasa Indonesia tuh kayak Wah bisa Wah hebat tuh bisa gitu dan saat aku denger itu aku pikir Oh jadi dalam situasi dimana seseorang itu melakukan sesuatu dengan benar atau suatu dengan bagus itu bilangnyanya goed zo. jadi aku pemikiran tentang situasinya goed zo dalam bahasa Belanda kalo diterjemahin secara harfiah itu jadi kayak good so dan itu dalam bahasa Inggris enggak make sense karena frasa Good So itu enggak exist nggak ada gitu nah jadi kalau misalnya kalian pengen belajar bahasa Inggris atau ngomong bahasa Inggris secara natural kalian itu pikirkanlah situasi dimana ungkapan itu diucapkan daripada mikirin terjemahan harafiahnya dalam bahasa Indonesia.

Nah kalau misalkan mikirin langsung situasinya daripada terjemahan harafiahnya lain kali situasi itu Muncul itu akan langsung keluar dari mulut kamu gitu secara natural nah kok bisa gitu karena kalau misalnya kamu mikirin situasinya tapi bukan terjemahan-terjemahan harfiahnya itu langkahnya lebih pendek daripada kamunya harus menerjemahkan di kepala secara harfiah jadi misalnya kalian di dalam situasi tersebut ya kalian pertama dalam situasi tersebut terus dengan menghilang there you go terus Kalian pasti secara natural bakal kayak terjemahin dan juga di sana kamu pergi terus Kalian bakal muncul lagi bahasa Indonesianya Oh itu lebih kayak Wah hebat tuh bisa jatuh jadi lemahnya lebih panjang gitu Jadi tapi kalau sekali mulai pay attention atau pelajaran situasinya aja itu langkahnya akan diperpendek jadi kaya kalian situasi dengar there you go orang kalian langsung mikir Oh dalam situasi ini bilangnyanya there you go tanpa harus terjemahin ke bahasa Indonesianya Karena sejujurnya arti itu arti

bahasa Indonesianya itu tuh enggak sepeenting yang kalian kira asalkan kalian itu mengucapkan ungkapan yang benar dalam situasi yang tepat itu lawan bicara akan ngerti nggak perlu tahu bahasa Indonesianya apa gitu

Dan contoh lagi nih yang simpel aja Ya misalnya di situasi dimana Aku lagi makan di restoran terus ada waitress nya dateng gitu waitress nya nanya dalam bisa Belanda how the food kasih dalam bahasa Inggris aku biasanya bilang oh it was so good tapi kalau senyum dalam bahasa bahasa Belanda aku bilang oh It was so goed itu waiters bakal ngerti tapi akan terdengar janggal itu akan the dia akan tahu kalau aku ini orang foreign gitu kalau aku ini orang asing yang aku lakukan adalah Aku biasanya sering ngeliatin orang Belanda tuh biasanya bilang apa ya kalau misalnya waitress yang dateng isi orang lain bilang Eh terserah Oke Mungkin emang aku ada aksen kalau misalnya penguasa Belanda tapinya akan terdengar lebih natural gitu Jadi kalau bisa kalian tuh dalam situasi yang sama kalian perhatiin Gimana caranya speaker ngomong dan ikutin imating them if you speaker or native speaker mimick them it was simple memang gitu dan ini adalah salah satu teknik yang aku ajarin di kelas online aku dan salah satu peserta online course itu itu udah bilang kalau dia itu secara tiba-tiba ngomong bahasa Inggris tanpa sadar karena dia ngikutin beberapa teknik yang aku kasih

Jadi kalau misalnya kalian tertarik untuk ikut online course kalian bisa ke website ini dan bisa cari tahu lebih Hai nih Klik itu Nah inilah menurutku Kenapa video 25 fase aku itu populer dan you guys like 25 frases videos (5:07) karena ya ini kalian pengen tahu ungkapan-ungkapan apa sih yang diucapkan dalam bahasa Inggris dalam situasi Apa itu karena frasa yang aku kasih di video-video 25 frasa ini adalah frasa yang kalian gak bakal mungkin kepikiran itu kalau nggak bakal bikin bisa nebak sebagai pelajar bahasa Inggris orang Indonesia tanpa Sering nonton dan terekspose dengan konten-konten bahasa Inggris yang otentik gitu jadi untuk untuk bisa mikir kayak begini untuk bisa mencapai level ini kalian harus bisa kalian harus biasain nonton bahasa Inggris sering-sering mungkin sampai aku akan selalu bilang itu sampai berdarah kalau saya kalau udah sering nonton video aku ini aku bener-bener stress out aku bener-bener nekenin kalian itu harus sering nonton bahasa Inggris jadi untuk summerize saja untuk bisa nguasai itu kalian itu pertama harus stop translating secara harfiah dikepala kamu. Kedua kalian think in term situation not literal translation dan ketiga ini memang simpel kalau misalnya kalian pengen ngomong kaya native speaker ya harus ngikutin cara native speaker ngomong Oke Guys mudah-mudahan kalian suka video ini kalau misalnya kalian suka give me like and subscribe dan kita akan ketemu minggu depan Bye.

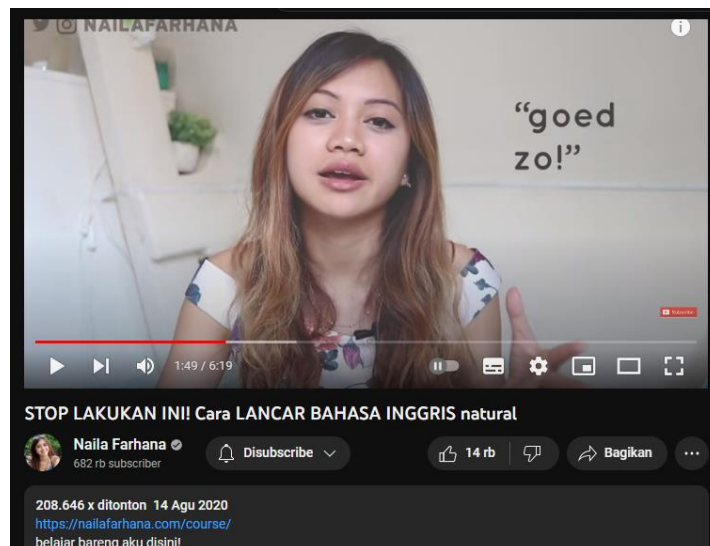
APPENDIX 6

Thumbnail YouTube of Naila Farhana

1. Rahasia Cara Cepat Lancar Bahasa Inggris



2. Cara Lancar Bahasa Inggris Tanpa Nge-Blank



3. Stop Lakukan ini! Cara Lancar Bahasa Inggris Natural

