# Code Mixing In Jerome Youtube Videos

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**Abstract.**The phenomenon of code mixing is not only found in society, but also on social media such as YouTube. One of the YouTubers in Indonesia who often uses code mixing is Jerome Polin. Jerome Goes to School is one of the contents in his YouTube video, in that content he uses code mixing to communicate with his interlocutors or his audience. Code mixing has three types, namely, insertion, alternation, and congruent lexicalisation. The purpose of this study is to identify the types of code mixing used in Jerome Polin's utterances. This research uses Muysken's (2000) theory to analyse the types of code mixing. The data source for this research was taken from a video on Jerome's YouTube channel called Nihongo Mantappu. The data comes from Jerome Polin's utterances in YouTube content videos. Researcher investigate two data videos from the youtube channel. The first video is entitled Kaget! Di Kampus Ada Stadium!? Keliling Univ No.1 Taiwan(NTU)| Goes to School. The second video is Akhirnya!! Wasedaboys Ke Cambridge University! Campus Tour Naik Kapal!? | World Trip 6. This research uses descriptive qualitative method, the researcher collected data, made analyzes, and made conclusions. The results of this study found a total of 74 code mixing data. The most common type found is insertion and the least type is alternation. Insertion was found 69 (93.24%) data, alternation 1 (1.35%) data, and congruent lexicalisation 4 (5.41%) data.

*Keywords: Sociolinguistic, Code Mixing,Jerome Polin*

## 1. INTRODUCTION

Humans are inherently social beings; they cannot fulfill their needs in isolation and rely on interaction with others to thrive. Language plays a crucial role as a tool for communication, enabling individuals to share information, ideas, and support, which are vital for forming social bonds and meeting their life requirements. Wardaugh (2010) stated that, language is spoken by specific members of society. In addition, according to Bloch and Trager (1942) language is a system of arbitrary vocal symbols by means of which a social group cooperates. There are many languages that have been discovered and developed within societies, yet many believe that linguists have a clear and accurate understanding of how many languages exist in the world. However, there is actually no precise count of the total number of languages worldwide. This uncertainty arises not only due to regions like the highlands of Papua New Guinea or the Amazon rainforest being inadequately explored, but also because the task of counting languages is exceedingly complex.

Language and society are deeply interconnected, as language serves not only as a means of communication but also as a reflection of social structure and community dynamics. This relationship is meticulously studied through sociolinguistics, a discipline that explores how language influences and is influenced by social factors such as class, gender, and culture, and how language shapes and reflects identities and social relationships within a community. Hudson (1996) stated that, sociolinguistics is the study of language in relation to society.

In Indonesia, a variety of languages are spoken, including Bahasa Indonesia as the national language, various regional languages used across different areas, and foreign languages acquired for international purposes. This diversity illustrates Indonesia as a complex multilingual society, where interactions between different languages showcase its rich cultural and unique social dynamics. Multilingualism denotes the capability of a speaker or community to effectively communicate in three or more languages. Meanwhile, bilingualism refers to the ability to use two languages. One fascinating phenomenon observed in society is code mixing, where speakers blend two or more languages within a single utterance. Muysken (2000) stated that, code-mixing refers to instances where lexical items and grammatical features from two languages appear in one sentence. Muysken (2000) identifies three types of code mixing: insertion, alternation, and congruent lexicalization. This phenomenon illustrates the intricate nature of language interactions in everyday contexts and demonstrates how diverse languages interact in social communication.

The phenomenon of code mixing is prevalent on social media platforms like YouTube, particularly due to its global audience with diverse cultural backgrounds. One prominent Indonesian YouTuber known for frequently employing code mixing in his communication is Jerome Polin. His popular content, *Jerome Goes to School* is featured on his YouTube channel named *Nihongo Mantappu*. In these videos, Jerome actively uses code mixing to interact with his interlocutors and audiences.The content of 'Jerome Goes to School' is a content where Jerome visits various schools and universities to explore the facilities and learning systems in these places.

Previous researchers (i.e., Astari and Marantika, 2023; Virginia and Ambalegin, 2021; Sastrawan and Santika, 2022) have conducted studies on code mixing in YouTube videos. There are similarities and differences between their research and the current research. Both this research and previous ones (Virginia and Ambalegin, 2021; Sastrawan and Santika, 2022) utilized Muysken's theory (2000) to analyze types of code mixing, whereas researcher like Astari and Marantika (2023) employed Hoffman's theory (1991).

Additionally, there are differences in the subjects studied. The findings of this readearch and previous research (Virginia and Ambalegin, 2021) indicate that insertion is the most commonly found type of code mixing, while Astari and Marantika's (2023) research shows that intra-sentential is the most frequently used type. Meanwhile, Sastrawan and Santika's (2022) findings suggest that alternation is the most frequently used type of code mixing. Based on this backgound, this study aims to examine the types of code mixing used by Jerome Polin in the YouTube video content of 'Jerome Goes To School', with this background as the basis for analysis.

## 2. LITERATURE REVIEW

### Code

In the context of code mixing, the term code refers to the different language systems used in a communication interaction. Each code has its own unique grammatical structure and vocabulary. When code mixing is applied, elements from these various codes are combined within a single sentence or text. This phenomenon reflects a flexible adjustment to social situations and communication needs, where the selection of code can indicate aspects of social identity, professionalism, or strategic goals in interaction. Wardhaugh (2010) explains that code refers to a particular dialect or language chosen for use in a specific situation and serves as a communication system between two or more parties. Additionally, Stockwell (2002) states that code is a form of communication selected by individuals from within a language, which may include different dialects, registers, accents, or styles, depending on the context and purpose of the interaction.

### Code Mixing

Muysken (2000) stated that, code-mixing refers to instances where lexical items and grammatical features from two languages appear in one sentence. Muysken (2000) identifies three types of code mixing: insertion, alternation, and congruent lexicalization. Below are explanations and examples of each type:

### a. Insertion

Muysken stated that insertion is the insertion of material (lexical items or whole constituents) from one language into the structure of another language. The difference is only in the size and type of element inserted. This means that code-mixing only occurs in parts of one language that are smaller than clauses and sentences, such as words (noun, adjective, preposition) or phrases. For instance:

"Minggu depan kita akan ada *meeting* dengan dosen."

In this example, the word 'meeting' is an English word inserted into an Indonesian sentence. The main sentence remains in Indonesian, but the word 'meeting' is used to refer to a formal meeting that may be more commonly referred to with English terms in academic or professional settings.

**b. Alternation**

Alternation, occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level. In alternation, there is a mixing of sentences or clauses from one language to another. The difference is only that size and type of elements alternate, e.g. clauses and sentences, followed by grammatical units, such as subject, verbs, or objects. For instance:

"Saya sangat suka musik jazz. *I have been listening to it for years*."

In this example, the speaker starts the sentence in Indonesian and switches to English for the latter part of the sentence. This language switch may have occurred because the speakers felt more comfortable or more expressive using English to express their personal experiences with music.

**c. Congruent Lexicalization**

Congruent lexicalization, which refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language. Forms of code-mixing can take the form of words or phrases whose meaning is already generally recognized by people in their first language. For example:

"Silakan periksa *email confirmation* dan *booking details* untuk informasi lebih lanjut."

In this example, the main sentence is in Indonesian, and two English phrases 'email confirmation' and 'booking details' are inserted. The Indonesian sentence structure is unchanged, but English vocabulary is used to convey specific information in a context that is common in communication media.

## 3. METHODOLOGY

In conducting this research, the researcher employed descriptive qualitative research methods. According Creswell and Creswell (2018) Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This method involved data collection, analysis, and drawing conclusions focused on analyzing the types of code mixing. The descriptive qualitative method was chosen to facilitate an explanation and detailed description of the phenomena based on code mixing theory. The

data were analyzed using Miles and Huberman (1994): collecting data, data display and conclusions drawing.

The data source for this research was taken from a video on Jerome's YouTube channel called *Nihongo Mantappu*. The first video is entitled *Kaget! Di Kampus Ada Stadium!? Keliling Univ No.1 Taiwan(NTU)| Goes To School*. The second video is *Akhirnya!! Wasedaboys Ke Cambridge University! Campus Tour Naik Kapal!? | World Trip 64*.

The data comes from Jerome Polin's utterances in YouTube content videos. The data can be in the form of dialogue or monologue spoken by Jerome Polin. The researcher chose these videos conten because they contain numerous data of code mixing utterances that can support the research. To collect the data, the researcher followed these steps:

1. Accessed the www.youtube.com website or the YouTube app.
2. Downloaded two videos from the Nihongo Mantappu YouTube channel titled *Kaget! Di Kampus Ada Stadium!? Keliling Univ No.1 Taiwan(NTU)| Goes To School* and *Akhirnya!! Wasedaboys Ke Cambridge University! Campus Tour Naik Kapal!? | World Trip 64*.
3. Identified and write down the data of code mixing in the videos.
4. 4.Analysize of the collected data.
5. Categorized the data and make the report.

## 4. FINDING AND DISCUSSION

In this chapter, the researcher examines the types of code mixing used by Jerome Polin in his YouTube video content *Jerome Goes To School.* The data was extracted from two videos uploaded by Jerome Polin on the Nihongo Mantappu YouTube channel in 2024. The first video titled Kaget! Di Kampus Ada Stadion!? Keliling Univ No.1 Di Taiwan (Ntu) | Goes To School and the second video titled Akhirnya! Wasedaboys Ke Universitas Cambridge! Wisata Kampus Naik Kapal!? | World Trip 64.

In analyzing the data, the researcher applied Muysken's theory (2000) to categorize the types of code mixing present in Jerome Polin's utterances. The types identified include insertion, alternation, and congruent lexicalization. The following table illustrates the frequency of each type of code mixing identified in the data.

**Table 1. Types Of Code Mixes Found In Jerome Polin's Youtube Video Channel**

| NO | Types of Code Mixing | Data | Percentage |
|---|---|---|---|
| 1. | Insertion | 69 | 93.24% |
| 2. | Alternation | 1 | 1.35% |
| 3. | Congruent Lexicalization | 4 | 5.41% |
| | **Total** | **74** | **100%** |

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Based on Table 1 above, a total of 74 data were found with 69 data representing 93.24 percent insertion, 1 data representing 1.35% alternation, and 4 data representing 5.41% congruent lexicalization. After analysing the data, it can be concluded that Jerome Polin mostly uses insertion as a type of code-mix in his YouTube videos. There are several reasons for this preference. Jerome Polin faces limited vocabulary in one language, and he does not have enough words to express an idea, so he inserts words from another language to complete the sentence.

**Insertion**

**Data 12**

Jerome:"Bahkan di **sport center** yang dekat waseda gak segede ini lapangan pingpongnya."

The data 12 was taken from a YouTube video titled Kaget! Di Kampus Ada Stadium!? Keliling Univ No.1 Di Taiwan (Ntu) | Goes to School. In the utterance, Jerome explains that the sports center near Waseda University has a smaller pingpong court compared to the one at NTU. Insertion occurs when the phrase "sports center" is inserted into an Indonesian sentence without altering its structure. This aligns with Muysken's(2000)theory,Insertion is the insertion of material (lexical items or whole constituents) from one language into the structure of another language (Muysken, 2000).

**Data 2**

Jerome: "Tadi aku beli **Apple** dari Cambridge."

The datum 54 was taken from a YouTube video titled *Akhirnya!! Wasedaboys Ke Cambridge University! Campus Tour Naik Kapal!? | World Trip 64.* In the utterance, Jerome shows that he bought apple juice, which is a product of Cambridge. Insertion occurs because "Apple" is an English word that is inserted into an Indonesian sentence without changing the sentence structure. This aligns with Muysken's (2000) theory, insertion is the insertion of material (lexical items or whole constituents) from one language into the structure of another language

**Data 3**

Jerome: "Kayak di-**judge** kayak lu gitu aja enggak tahu gitu".

The datum 56 was taken from a YouTube video titled *Akhirnya!! Wasedaboys Ke Cambridge University! Campus Tour Naik Kapal!? | World Trip 64.* In the utterance, Jerome shared his experience of being afraid to ask questions when in Indonesia for fear of being considered stupid or judged by others. Insertion occurs because 'Judge' is an English word that is inserted into an Indonesian sentence without changing the sentence structure. This aligns

with Muysken's (2000) theory, Insertion is the insertion of material (lexical items or whole constituents) from one language into the structure of another language.

**Data 4**

Jerome :"Wow benar-benar menambah **insight** aku tentang pendidikan dan seru banget".

The datum 72 was taken from a YouTube video titled *Akhirnya!! Wasedaboys Ke Cambridge University! Campus Tour Naik Kapal!? | World Trip 64.* In the utterance, Jerome felt that after talking to Rosa his knowledge about education had increased. Insertion occurs because 'Insight' is an English word that is inserted into an Indonesian sentence without changing the sentence structure. This aligns with Muysken's (2000) theory, Insertion is the insertion of material (lexical items or whole constituents) from one language into the structure of another language.

**Alternation**

**Data 1**

Jerome: **"By the way,** kita juga udah janjian sama tiga orang murid di sana".

The datum 33 was taken from a YouTube video titled *Akhirnya!! Wasedaboys Ke Cambridge University! Campus Tour Naik Kapal!? | World Trip 64.* In the utterance, Jerome tells the audience that he has an appointment with three Cambridge students. This utterance is an alternation because he mixes English and Indonesian alternately in one utterance. Firstly, Jerome uses English 'By the way' which is a phrase, followed by Indonesian 'we also have an appointment with three students there' which is a clause.

**Congruent Lexicalization**

**Data 1**

Jerome: "Ini ada **general court entrance** sama di bawah itu ada **Swimming pool, fitness center** sama **squash".**

The data 8 was taken from a YouTube video titled *Kaget! Di Kampus Ada Stadium!? Keliling Univ No.1 Di Taiwan (Ntu) | Goes to School.* In this utterance, Jerome shows the facilities at NTU's stadium. The terms "Ini ada", "sama di bawah itu ada", and "sama" are from Indonesian, while "general court entrance", "swimming pool", "fitness center", and "squash" are from English. This utterance exhibits Congruent Lexicalisation, where Indonesian and English share grammatical structures and lexical elements from both languages are integrated into a single sentence in a less random manner. Congruent lexicalisation refers to the situation

where two languages share grammatical structures that can be lexically filled with elements from either language (Muysken, 2000).

## 5. CONLUSION

There are three types of code mixing found in Jerome Goes To School content: insertion, alternation, and congruent lexicalization. The most dominant type is insertion with 69 instances, followed by alternation with 1 instance, and congruent lexicalization with 4 instances. There are several reasons for the predominance of insertion used by Jerome Polin. One reason is the limitation of vocabulary in one language, which sometimes compels Jerome to insert words from another language to convey ideas or information more comprehensively and effectively. This often occurs when Jerome seeks to enrich or add nuances to his speech by incorporating words or phrases from another language that may be more precise or have specific meanings.

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