An Analysis Of Code Mixing And Code Switching Used By Qania Fanani On Youtube Channel

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Abstrak

Campur kode dan alih kode terjadi dalam proses komunikasi. Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis-jenis campur kode dan alih kode serta untuk mengetahui faktor-faktor yang menyebabkan Qania Fanani melakukan campur kode dan alih kode. Penelitian ini menggunakan metode kualitatif deskriptif dan peneliti adalah instrumen utama penelitian ini. Dalam pengumpulan data, penelitian ini menggunakan metode dokumentasi. Penelitian ini menggunakan analisis isi yang berfokus pada analisis jenis-jenis campur kode yang didefinisikan oleh Muysken (2001), jenis-jenis alih kode yang dikemukakan oleh Poplack (1980) dan faktor-faktor penyebab terjadinya campur kode dan alih kode yang didefinisikan oleh Hoffman (1991). Hasil penelitian ini menunjukkan bahwa ada tiga jenis campur kode yang digunakan Qania Fanani dalam video Q dan A kuliah di Amerika. Terdapat 42 ujaran penyisipan, 12 ujaran pergantian, dan 10 ujaran leksikalisasi kongruen. Qania Fanani juga menampilkan dua jenis alih kode dalam video tersebut. Jenis alih kode yang ditemukan dalam video adalah 28 ujaran alih kode intra-sentensial dan 9 ujaran alih kode antar-kalimat. Peneliti menemukan beberapa faktor yang menyebabkan campur kode dan alih kode. Faktor-faktor tersebut adalah 51 ujaran berbicara tentang topik tertentu, 11 ujaran tegas tentang sesuatu, 1 kata seru, 16 ujaran maksud memperjelas isi ujaran untuk lawan bicara, 7 pengulangan ujaran digunakan untuk klarifikasi dan 9 ujaran mengungkapkan identitas kelompok. Sedangkan Qania Fanani tidak menunjukkan mengutip orang lain sebagai alasan dia menggunakan campur kode atau alih kode.

Kata Kunci : *Sosiolinguistik, Campur Kode, Alih Kode, Qania Fanani, YouTube.*

Abstract

Code mixing and code switching occur in communication process. The objectives of this study are to describe what are types of code mixing and code switching and to find out the factors that cause Qania Fanani used code mixing and code switching. This research was descriptive qualitative method and the researcher is the main instrument of this research. In collecting the data, this research utilized documentation method. This study employed content analysis which focused on analyzing the types of code mixing defined by Muysken (2001), types of code switching argued by Poplack (1980:) and factors that cause code mixing and code switching which defined by Hoffman (1991). The result of this study shown that there were three types of code mixing that Qania Fanani used in video Q and A kuliah di Amerika. There were 42 utterances of insertion, 12 utterances of alternation, and 10 utterances of congruent lexicalization. Qania Fanani also shown two types of the code switching in the video. The types code switching that found in the video are 28 utterances of intra-sentential code switching and 9 utterances of inter-sentential code switching. Researcher found some factor that causes code mixing and code switching. The factors are 51 utterances talking about particular topic, 11 utterances being emphatic about something, 1 interjection, 16 utterances intention of clarifying the speech content for the interlocutor, 7 utterances repetition used for clarification and 9

utterances expressing group identity. Whereas Qania Fanani didn't show quoting somebody else as the factor that she used code mixing or code switching.

Keywords : *: Sociolinguistic, Code Mixing, Code Switching, Qania Fanani, YouTube.*

INTRODUCTION

Bilingual are those who can speak more than one language. Bilingualism refers to the usage of two languages interchangeably, it can be happened individually or as a group, Weinreich (1953: 1). It means, the ability to communicate in two languages, from speakers to listeners, is referred to as bilingualism. Nowadays, there are a lot of people that speak more than one language on a regular basis because they want to try being bilingual in order to broaden their knowledge (Aditiawarman & Hayati, 2021).

Code mixing and code switching are inherent components of bilingualism that cannot be separated. Sumarsono & Partana as cited (in Suardiana & Putra, 2022) states code mixing is phenomenon the occurs when the speaker insert other language within a particular language. The speaker will occasionally utilize two or more languages to convey their thoughts, instructions, messages, or experiences so the listener or readers can grasp what they are saying. It is brought on by the need for language mixing in the scenario and by the speakers' habits, which serve as the background noise for the code mixing.

Meanwhile, Code Switching is another term for code-mixing, which is when two languages or language variants are switched during a dialogue across sentence boundaries. Code switching is dominant when discussing personal matters such as everyday life, social circle, and family. In formal settings, it is more typical in professional communication at educational institutions, but it can occur in any situation (Siregar & Sosrohadi, 2021).

On social media, code switching and code mixing are frequent occurrences. Many people, especially teens, who are currently between the ages of 14 and 23 prefer to learn through various forms of media rather than through textbooks. Educators from primary to higher education institutions believe that technology's supremacy can bring a revolution in the realm of education, by employing technology as a means to attain academic success and effective teaching. This demonstrates that individuals can retain information better when it is presented visually as opposed to textually. This phenomenon also relates to the widespread practice of code mixing and switching in Indonesia. People who watch videos produced by content creators that frequently switch between Indonesian and English will unconsciously learn new vocabulary from the videos (Fitria & Syarif, 2021).

These days, YouTube has been the most social media platform to learn a lot of things. Several YouTube videos contain the occurrence of code switching and code mixing, which has developed into a popular mode of communication among Youtubers Afryanti et al., (2022). From entertaining to educational, YouTube contains a wide range of content. YouTubers or YouTube content creators are the people who upload videos to YouTube. Many content creators utilize many languages while sharing videos on YouTube. The researcher discovered a YouTube channel that delivers content in both Indonesian and English.

The students also take part in the YouTuber program, where YouTube videos have instructional content that can inspire and support Indonesian students and education. These YouTubers frequently speak many languages because some of them travel for school. Some YouTubers who study abroad include Jerome Polin, Leonardo Edwin, Samuel Christ, Ryan Proto, Qania Fanani, and so on. Qania Fanani mixed Indonesian – English in her utterance in each video. In this study, the researcher chose Qania Fanani Channel (Nurvadhilah et al., 2022).

Qania Fanani is a girl who is studying in the United States. Qania Fanani have graduated from University of Washington majoring in communication. Qania Fanani has a myriad of achievements, including PERMIAS Seattle President for the 2020-2021 period, she successfully graduated from high school and D3 at the age of

17 and graduated from college in America at the age of 20, active on Instagram and YouTube. With these achievements, it is not surprising that she has been invited as a speaker at seminars to help students know how to study in America. Qania Fanani started uploading content on her YouTube Channel since 2017. She often shares college life in America, education, traveling, lifestyle, et cetera.

Every vlog style that is relaxed in conveying information about college life and life in the United States can become a special attraction for her subscribers. In some of her videos too, he explains tips on how to easily learn English. The videos are in demand by Indonesian students because they motivate and help their viewers improve their English. On her YouTube channel, there is a video entitled "Q and A college in America". She answered questions about how she got to school in America and graduated with her bachelor's degree at the age of 20. It's helpful for students who want to study abroad (Pharamita et al., 2021).

Furthermore, the writer chose Qania Fanani because she does code mixing and code switching in her videos. This is necessary to study because it can identify the types of code mixing and code switching and also the factors that cause code mixing and code switching. In addition, the writer is interested to analyze Qania's video because there are 133.000 viewers in the video, it can help her viewers, especially Indonesian students to improve their English Indonesian students to improve their English skill. With good public speaking skills Qania explained how to study in America very interestingly. In addition, the video can be an inspiration and encourage students to study abroad in this era.

People typically choose different codes in various situations in daily interaction. Wardhaugh (in Purba, 2020) stated a code can be described as "a system utilized for communication between two or more parties used on all occasions. Depending on where they are speaking, they might choose to for a specific code or variety that makes it simpler for them to talk about a particular subject. For instance, they might speak in terms of those professions rather than the everyday language they use to communicate at home when discussing work or school. A system for communication between people is called a code.

There are two kinds of code. They are code switching and code mixing. Sumarsih et al., (2014: 79) the similarities of code switching and code mixing are occur in multilingual society in using two or more languages. Code mixing, as opposed to code switching, occurs when the speaker mixes or inserts words from another code or language into the language that is being spoken. While code switching involves switching from one language to another language depending on the other person, the speaker, or the presence of a third speaker.

Code mixing is defined as the use of a second language within a sentence that is not the dominant language. It appears as a word or phrase in just one sentence. The speakers mixed up their code because of a situational change rather than a lack of vocabulary. defines code switching as "the use of two or more languages in the same conversation."

From the explanation, it can be concluded that mix language is where the speaker when doing a conversation, the speaker combines several words or sentences to another language. Where the purpose of mixing the language of the speaker or can determine what the intention of the speaker is. The context or situation in which to speak must also be taken into consideration when mixing languages. As has been stated, communication skills are essential for sociolinguistics so that we can adapt our speech to various contexts. For instance, we must speak in a polite and formal manner when speaking at a meeting where the attendees are officials. Conversely, when we speak to our friends, we can combine slang language to help them better understand what we are saying (Silaban & Marpaung, 2020).

Code mixing, according to Muysken (in Sipayung, 2021), is the employment of lexical terms and grammatical constructions from two different languages in a single sentence. It means that this is an event where a person mixes two (or more) languages in a speech act. In a bilingual or multilingual society, code mixing is likely to happen. There are three main types of code mixing, as follow as: Insertion (word phrase), Code mixing only happens in words or phrases that are smaller than clauses and sentences, which is referred

to as insertion. The speaker usually inserts a word or phrase in the utterance in order to make a complete utterance. Here the process of code mixing is conceived as something borrowing.

Alternation, The term "alternation" refers to the constraint of mixing in terms of compatibility or equivalence of the language involved at the mix point and clause. The process of alternation is particularly frequent in stable bilingual communities with a tradition language separation but occurs in many other communities as well. Congruent lexicalization, When two languages have similar grammatical structures that may be filled lexically with words from either language, this is referred to as congruent lexicalization. Words or phrases whose meanings are often understood by people in their first language can be used as code mixing devices (Prastanti & Syamsi, 2022).

The term of code switching means the use more than one language in the conversation. In Handayani, (2019: 17), The definition of code switching is the alternating employment of two languages or linguistic types inside a single utterance or dialogue. In order to ensure that there is good interaction, members of society change their language to another language during conversations to help the communicants understand the content of the conversation. Code switching is the use of two or more languages in a single conversation where the speaker or at least understand the language. Change from one code to another is referred to as code switching. Code switching is the phenomenon that occurs when people initially use A codes (such as English) before switching to B codes (such as Indonesian).

According to Holmes (in Muysken, 2020), code switching occurs when the speakers shifted their language from one language to another. Code switching is essentially switched between sentences. it means bilingual speaker changes his or her utterance into another language when they speak. This language change may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other and switching in communication. Poplack states that 'code switching is the alternation of two languages within a single discourse, sentence or constituent'. There are three types of code switching, namely:

Tag Switching, When a bilingual person adds a brief expression (or "tag") from a different language at the end of a speech, this is known as a tag code switching. The insertion of tags or brief sentences from one language into an utterance that uses a completely different language is referred to as this sort of code flipping. Moreover, it has discourse markers, idiomatic expressions, interjections, and sentence fillers.

Intra-Sentential Code Switching, Intra- Sentential within a sentence can take place at the word, phrase, or clause level. Clausal intra-sentential code switching, it should be noted, stays within a sentence. It would be known as inter-sentential code swapping otherwise. When a full sentence in a foreign language is spoken between two sentences, it is referred to as an inter-sentential code switching. Inter-Sentential Code Switching, This type of code switching is characterized by language alternation that occurs outside sentences at sentential or clausal level. An intra-sentential code switching is found when a word, a phrase or a clause, of a foreign language is found within the sentence in a base language (Chakravarthi et al., 2020).

When code mixing and code switching occurs, the factors of the speaker is an important consideration in the process. According to Hoffman (in Heller, 2020) there are a number of factors for bilingual or multilingual person to switch or mix their language. The factors are talking bilingual particular topic, quoting somebody else, being emphatic about something (express solidarity), interjection (interesting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for the interlocutor, expressing group identity (Handayani, 2019).

Qania Fanani started uploading content on her YouTube Channel since 2017. She often shares college life in America, education, traveling, lifestyle, et cetera. Every vlog style that is relaxed in conveying information about college life and life in the United States can become a special attraction for her subscribers. In some of her videos too, he explains tips on how to easily learn English (Sumarsih et al., 2014). The videos

are in demand by Indonesian students because they motivate and help their viewers improve their English (Bohra et al., 2018).

Based on the background above, the writer is interested in conducting a research entitled "An Analysis of Code Mixing and Code Switching Used by Qania Fanani in YouTube Channel".

METHOD

This research conducted a descriptive qualitative method, focusing on the organization of the explanation and observed the video as a natural object. The subject of this research is Qania Fanani and code mixing and code switching as the object in this research. The source of data was taken from Qania Fanani on video YouTube channel. In this research, the data is the utterances made by Qania Fanani in her video YouTube channel about" Q & A kuliah di Amerika" which has code mixing and code switching to collect the data needed (Auer, 2020).

In this research, the instrument of collecting data that was applied is observation. The researcher was watch and observe the video in YouTube channel Qania Fanani, during the observations, the researcher was writing the transcript of the utterance use by Qania Fanani Video. To answer the research questions, the researcher was presented all the data containing code mixing and code switching in the form of tables. The tables were divided into several column, namely, number, the data, type of code mixing proposed by Muysken (in Scotton, 2021), type of code switching theory from Poplack (1980: 230) and the factor that discovered by Hoffman.

RESULT AND DISCUSSION

The findings of this research show that there are 97 data of code mixing and code switching with the details below:

Table 1. Types of Code Mixing Used by Qania Fanani)

Types of code mixing	Frequency
Insertion	42
Alternation	12
Congruent Lexicalization	10

Table 2. Types of Code Switching Used by Qania Fanani

Types of code switching	Frequency
Tag switching	0
Intra-sentential code switching	28
Inter-sentential code switching	9

Table 3. Factors that Cause Code Mixing & Code Switching by Qania Fanani

Factor	Frequency
Talking particular topic	51
Quoting somebody else	0
Being emphatic about something	11
Interjection	1
Repetition used for clarification	16
Intention of clarifying the speech content for the interlocutor	7
Expressing group identity	9

Discussion

Below is provided the detail data analysis in table 4.

Table 4. Detail Data Analysis

No	The Utterances	Code Mixing	Code Switching	Factor code mixing and code switching
1	**Hy everyone, welcome back to my channel.** Jadi video ini adalah video yang kalian telah menunggu- nungu karena hari ini gue bakal menjawab pertanyaan kalian mengenai kuliah di Amerika.		Inter-sentential	Interjection
2	Berdasarkan pertanyaan yang kalian telah **submit** di **Instagram poll** gue.	Insertion		Talking about particular topic
3	Gue tahu **first hand** prosesnya itu sangat Panjang dan sangat sulit	Insertion		Being emphatic about something
4	Nah**, for a brief introduction**, yang belum tau gue sekolah dimana, **et cetera**. Gue sekolah di University of Washington lokasinya di kota Seattle di bagian Washington.	Insertion		Talking about particular topic
5	Nah, jadi gue bakal **go back in time** dan ceritain ke kalian gimana prosesnya gue bisa ada di situasi gue sekarang.	Insertion		Intention of clarifying the speech content for the interlocutor
6	Karena tiba- tiba **one day** nyokap gue tuh denger suatu program Namanya **High School Completion Program**.	Insertion		Repetition used for clarification
7	Nah, apasih **High School Completion program** ini? **High School Program** adalah sebuah program dimana mahasiswa bisa mendapatkan ijazah SMA dan di waktu yang sama mendapatkan kredit kuliah.	Insertion		Talking about particular topic
8	Nah, misalnya gue ambil kelas kalkukus nih di Edmonds Community College, jadi kelas itu bisa memenuhi persyaratan kelas di SMA tapi **at the same time** kelas itu bisa di **transfer** sebagai mata pelajaran kuliah.	Insertion Congruent lexicalizatio n		Talking about particular topic
9	Nah jadi program ini tuh bisa dimulai dari		Intra-	Repetition used

	umur 16 tahun dan biasanya **it takes 2 years**, 2 tahun untuk lulus. **So this is exactly what happen to me**.		sentential	for clarification
10	Jadi, gue pindah ke Community College pas gue umur 16 tahun, terus gue disana untuk 2 tahun. Setelah 2 tahun itu, gue dapat **High School Diploma and what's call as Associate Degree.**		Intra-sentential	Expressing group identity
11	Nah, habis gue lulus itu, gue **transfer** ke University of Washington.	Congruent lexicalization		Intention of clarifying the speech content for the interlocutor
12	Nah, **High School Completion program** ini, itu **so far** Cuma ada di negara Amerika, dan Cuma ada di States Washington.	Insertion		Talking about particular topic
13	**This is exactly why** gue pilih karena dengan gue ikut High School Completion Program ini, gue bisa ngirit waktu.	Alternation		Intention of clarifying the speech content for the interlocutor
14	Nah sekarang **on to the most impressive question**		Intra-sentential	Being emphatic about something
15	Gimana sih kak cara **apply** ke sekolah disana?	Insertion		Talking about particular topic
16	Nah, instruksi aplikasi pasti ada di **website** sekolah masing- masing.	Congruent Lexicalization		Talking about particular topic
17	Tapi gue bakal coba untuk **explain step by step nya in general**.		Intra-sentential	Being emphatic about something
18	Nah untuk **apply** kalian **either** bisa pake **agent** untuk bantuin kalian **apply**. Jadi pas gue mau **apply** ke Edmonds Community College dari Indonesia, itu gue dibantu sama **agent.**	Insertion		Expressing group identity
19	Semua aplikasi pasti **online** dan akan ada banyak pertanyaan yang dimana kita harus menjawab.	Congruent lexicalization and Alternation		Talking about particular topic

20	**The most important factors are probably** nilai- nilai kalian. **taking the SAT**, **TOEFL and or IELTS test, personal statement and letter of recommendation**.		Inter-sentential	Talking about particular topic
21	Kalo tentang nilai sekolah, kalian pasti bakal disuruh untuk **submit** a **softcopy directly to the website**.		Intra-sentential	Talking about particular topic
22	Kalian disuruh kirim **hardcopy** dari pihak SMA kalian terus dikirim langsung ke pihak universitas.	Congruent Lexicalizati on		Talking about particular topic
23	Setau gue **all major universties** di Amerika itu membutuhkan apa Namanya **SAT which stand for Scholastic Aptitude Test.** SAT ini adalah **multiple choice and essay writing pencil test** yang digunakan sebagai pengukuran kesiapan murid untuk masuk ke kuliah.		Intra-sentential	Talking about particular topic
24	Ada yang nanya nih **personal statement** itu apa sih kak ? Gimana caranya untuk membuat **personal statement** yang bagus? Jadi **overall personal statement** adalah sebuah **essay** dimana kalian bisa menceritakan tentang diri kalian sendiri dan mengapa kita cocok untuk masuk ke institusi tersebut.	Insertion		Talking about particular topic
25	Misalnya kalian masuk ke **club- club** apa aja.	Congruent Lexicalizati on		Expressing group identity
26	Pokoknya disini tuh, **opportunity** kalian untuk kasih tahu ke universitas, apa sih **special thing** kalian dan kenapa kalian menonjol dari murid- murid yang lain.	Insertion		Intention of clarifying the speech content for the interlocutor
27	Kalo **personal statement** gue, gue ceritain tentang pengalaman gue kerja sebagai **student government dan math tutor.**	Insertion		Talking about particular topic
28	Banyak topik- topik yang bisa kalian cantumkan di **personal statement** kalian dan kayaknya kalo gue **list** satu- satu gak bakal cukup sih waktunya.	Insertion		Talking about particular topic
29	**Step** berikutnya adalah untuk **we apply**	Alternation		Talking about

	for student visa.			particular topic
30	Untuk **apply** kalian harus **submit** aplikasi Namanya **DS-160**	Insertion		Talking about particular topic
31	kalian harus ke **Embassy** Amerika untuk diambil **biometrics** yaitu sidik jari dan foto kalian.	Insertion		Intention of clarifying the speech content for the interlocutor
32	semua instruksi ada di **website** yang gue cantum di deskripsi	Congruent Lexicalizati on		Talking about particular topic
33	gue takut salah ngomong karena **I'm not really familiar with the visa thing**.		Intra-sentential	Being emphatic about something
34	**On to the next question**, ini kayaknya pertanyaan yang paling banyak ditanya.		Inter-sentential	Repetition used for clarify
35	Biasanya semakin bagus **ranking** sekolahnya, itu cenderung semakin mahal harganya dan juga **it depends weather if the school is a private or public institute.**	Congruent lexicalizatio n	Intra-sentential	Talking about particular topic
36	Gue di U-dab **perkuarter** atau sama dengan tiga bulan itu biaya sekolahnya sekitar 13.000 **US Dollars** atau sama dengan 200 juta rupiah.	Insertion		Intention of clarifying the speech content for the interlocutor
37	Itu semua udah termasuk biaya kelas untuk 3 bulan, **insurance** untuk 3 bulan dan ongkos bis.	Insertion		Talking about particular topic
38	Nah, pas gue di **Edmonds community college**, semua itu untuk 3 bulan hanya seharga 3000-4000 **US Dollars** atau sama dengan 45 -60 juta rupiah.	Insertion		Intention of clarifying the speech content for the interlocutor
39	Menurut gue banyak banget opsi sekolah di Amerika dan **scale- scale** harga-harga sekolahnya .	Insertion		Repetition used for clarification
40	Oh and **to apply for this University** sekolah- sekolah bakal nanya untuk kalian **submit** apa namanya, **financial statement** karena **tuition- tuition** sekolah ini kan cenderung mahal.	Insertion		Talking about particular topic

41	Jadi **they wanna make sure** kita bisa **afford to pay the school's tuition**.	Alternation	Talking about particular topic
42	Nah kalo kalian belum tau, aku tuh sekarang tinggal sendiri di **studio apartment**, lokasinya sekitar 10 menit dari kampus dan 20 menit dari Metropolitan Area Seattle.	Insertion	Talking about particular topic
43	Harga **apartment** gue sebulan, itu sekitar 1500 **US Dollars** atau sama dengan 24 juta rupiah.	Insertion	Intention of clarifying the speech content for the interlocutor
44	Dan kalo untuk bulanan gue sehari- hari untuk beli barang- barang pokok seperti makanan, bensin, atau pembersih rumah, itu biasanya 600 **US Dollars** atau 10 juta rupiah itu udah cukup.	Insertion	Intention of clarifying the speech content for the interlocutor
45	**But remember** semua orang itu beda-beda. Jadi mungkin 600 **US Dollars** terlalu dikit atau terlalu banyak untuk kalian, iya akan.	Insertion	Intention of clarifying the speech content for the interlocutor
46	Tapi kualitas yang kalian bakal dapatin maupun dari edukasi, atau kualitas hidup, itu pasti lebih bagus dan nyaman daripada di indonesia jadi semua itu ada **pros and cons- nya** dan **it's depends on you guys how you see it.**	Intra-sentential	Talking about particular topic
47	Ada yang nanya juga nih tentang **financial aid** beasiswa.	Insertion	Talking about particular topic
48	Kalo **financial aid in majority of University for international student** itu biasanya gak bisa didapetin karena **financial aid** disediakan oleh pemerintah dan prioritas mereka adalah untuk membiayai murid-murid Amerika.	Insertion	Repetition used for clarification
49	Tapi masih banyak banget program dan bantuan yang kalian bisa dapatin maupun dari sekolah atau dari luar sekolah untuk membantu **finance your tuition.**	Insertion	Talking about particular topic
50	Banyak banget opsi seperti beasiswa atau **loan** atau **guarantee**.	Insertion	Talking about particular topic
51	**I know that the number I said before**	Intra-	Being emphatic

#	Text	Type	Level	Function
	really high but honestly don't take it scare because there are so many ways kalian bisa mendapatkan bantuan untuk mencapai tujuan kalian.		sentential	about something
52	Tapi dulu pas gue di Edmonds Community College, gue mendapatkan 3 **scholarship, s**atunya paling sekitar hanya 500 **US Dollars, it wasn't big but at least it helps in a way.**	Insertion	Inter-sentential	Talking about particular topic
53	Nah, **next question**. enak gak sih kuliah di **U-dab** atau di Amerika?	Insertion		Talking about particular topic
54	Jadi gue mau untuk ada kesempatan untuk **explore and discover a new culture, a new place**.		Intra-sentential	Intention of clarifying the speech content for the interlocutor
55	Disitulah gue bisa mendapatkan ilmu-ilmu baru, **outside from school education** dan karena gue tinggal jauh dari rumah dari orang tua gue, gue bisa belajar untuk mandiri.	insertion		Intention of clarifying the speech content for the interlocutor
56	**If I already speak, honestly** hal yang paling gue suka tinggal di United State adalah **travelling**, **I really love travelling and there so many pretty places out here in US that I have yet to explore.**		Intra-sentential	Being emphatic about something
57	Semua kota tuh cantik- cantik banget, **viewnya** beda- beda and **it's really nice to see a different side of view.**	Insertion	Inter-sentential	Being emphatic about something
58	Kalo **U-dab** nya sendiri, gue inget banget pertama kali gue ke Seattle, untuk masuk ke **Edmonds Community College.**	Insertion		Expressing group identity
59	Gue pergi keliling **U-dab and the moment I stand on the campus, I really fell in love with it.**		Intra-sentential	Being emphatic about something
60	**it's really pretty** dan kalo tentang **edukasinya u-dab** tuh di **rank 50 University** terbagus di United State.	Alternation		Being emphatic about something
61	Jadi**, I know that by going to u-dab, I'll obtain good education hopefully a good carrier in future out of it.**		Intra-sentential	Talking about particular topic
62	**So the next question is about** sistem belajar di Amerika.	Alternation		Talking about particular topic
63	**Through overall country to makes**		Intra-	Talking about

	graduate is finish a set number of credit yang udah disesuai oleh Universitas.		sentential	particular topic
64	Normalnya murid ambil 3 kelas **perquarter** atau sama dengan 3 bulan.	Insertion		Intention of clarifying the speech content for the interlocutor
65	Jadi **perquarter** kira- kira ambil 15 **credit** dan kalau di itung kita butuh 12 **quarters** untuk memenuhi persyaratan 180 **credit**.	Insertion		Talking about particular topic
66	Tapi **majority** nilai kelas diambil dari 3 **exam** atau **projects, quizzes, participation and work.**	Insertion		Talking about particular Topic
67	Kalau misalnya mau ambil jurusan **computer science** misalnya. Ada **list** kelas- kelas yang harus kita ambil **in order to graduate a degree in that major.**	Insertion	Intra-Sentential	Talking about particular topic
68	Benar- benar nggak ada **start time** atau **finish time** nya.	Insertion		Talking about particular topic
69	Orang tuh bisa mulai dari jam 2 siang terus 3 kelas, itu **non-stop** sampe malam gitu yah.	Insertion		Intention of clarifying the speech content for the interlocutor
70	Kalo gue biasanya milih kelas kayak jam 10.30 an, gue gak mau terlalu pagi dan **in between classes** gue biasanya ambil **break**.	Insertion		Talking about particular topic
71	Jadi bener- bener **it's up to you** kalo kalian mau ambil jam berapa, kapanpun, **there is no timeline.**		Intra-sentential	Talking about particular topic
72	**Ok so next question**. Tinggal sendiri kak? Yes aku tinggal di apartemen sendiri.		Inter-sentential	Talking about particular topic
73	**Next one,** dari awal kesana ngomong inggrisnya harus lancar gitu gak sih?	Insertion		Talking about particular topic
74	Umm **I think so because umm in order to be accepted in university as I said before** kita harus ambil **test SAT, TOEFL, IELST** kan. Dan itu semua tesnya dibahasa inggris.		Intra-sentential code switching	Talking about particular topic

75	**And yes I think it's crucial factor** gara-gara semua kelas yang bakalan kalian ambil disini tuh Bahasa inggris.		Intra-sentential	Talking about particular topic
76	Jadi kalian gak bakalan bisa **process the information clearly and efficiently** untuk mendapatkan nilai yang bagus dikelasnya kalo skill inggris kita tuh rendah.	Alternation		Talking about particular topic
77	Sempat **culture shock** gak sih? Umm **I don't think so** karena dulu aku pernah jalan 2 kali untuk liburan ke Amerika.	Alternation		Talking about particular topic
78	Jadi **I know a glance of how the United States work and their culture.**		Intra-sentential	Taking about particular topic
79	**Honestly in our world, in Indonesia so globalize with the Western culture so I don't think will be shocking In a way**, yang kita bakal kayak loh beda banget loh.		Intra-sentential	Talking about particular topic
80	mereka kayak gini karena kita jujur dengan **TV show** yang kita tonton, **social media** yang kita **follow**.	Congruent lexicalization		Intention of clarifying the speech content for the interlocutor
81	Menurut gue sih kalo tentang **culture shock** nya **about the culture, it's just like** kebiasaan yang harus kita lakuin sendiri gitu loh.	Alternation		Repetition used for clarification
82	Jadi dengan **be here alone**, **those skill** harus gue pelajari **in order to you know, live efficiently.**	Alternation		Talking about particular topic
83	**Ok so next question how is the racism in America? Honestly** selama gue di amerika gue tuh gak pernah **experience racism towards me**.		Intra-sentential	Talking about particular topic
84	**I see like everyone is so nice and open minded, just from what I have see.** Tapi gue tau di luar sana masih ada orang-orang yang rasis ke **culture- culture** lain **but i don't see it, So I don't know**.		Inter-sentential	Expressing of group identity
85	Nah terus ada yang nanya dosennya galak gak sih? **Honestly no**. **They're all so nice, all the professor** itu pasti mau kita untuk sukses di kelas mereka		Intra-sentential	Talking about particular topic

86	**TA** itu artinya **Teacher Assistant** dan dan biasanya tuh mereka **graduate students'** yang kerja sebagai guru untuk membantu murid- murid.	Insertion		Expressing group identity
87	Mereka juga biasanya yang menilai **exam- exam, et cetera**.	insertion		Talking about particular topic
88	Jadi banyak banget **sources and people that you can approach to** kalau misalnya kalian kesulitan	Alternation		Expressing group identity
89	Ada pertanyaan tentang **tips** bersosialisasi sama teman- teman luar negeri gimana kak?	Congruent lexicalizatio n		Talking about particular topic
90	**So like for u- dab, u-dab** tuh kampusnya gede banget **so and there is like so so many people. So its' kind of hard to just like make friends for life with like your classmate I think.**		Intra- sentential	Expressing group identity
91	**In order to like international friends** sama bule atau orang- orang **out of our Indonesian culture, the best to do that is like to join a club** atau misalnya a **Greek life**		Intra- sentential	Expressing group identity
92	Atau misalnya kalau kalian tinggal di **dorm it's easy to make friend** karena mau gak mau yah **roommate- roommate** kalian itu bisa jadi teman kalian kan.	Alternation		Expressing group identity
93	**And from what I have see** kalau tentang **racism** di kampus itu jarang banget, mereka semua disana masih believe walaupun orang bule tuh masih pasti mereka ingin mencari teman jugakan dan **there no reason at all, they're very open arm.**		Intra- sentential	Talking about particular topic
94	**I think the best tip I can give you is find friends and a circle** yang kalian punya **the same interest, the same hobby.** Dimana kalian bisa **share, you know your experiences and that way** kalian bisa kayak ngobrol and **you'll never run of topic**.		Intra- sentential	Talking about particular topic
95	**Ok so I think that's the end of my Q and A.** kalau misalnya kalian ada pertanyaan lagi yang belum dijawab, bisa kalian		Inter- sentential	Repetition used for clarification

	komen di **Comments' below**			
96	insyaallah gue langsung jawab **to your comment and your question**.	Alternation	Intra-sentential	Being emphatic about something
97	**So thank you so much for everyone who have watch** and gue berharap video in sangat membantu untuk kalian kalo misalnya kalian punya cita- cita untuk kuliah di Amerika and **if you guys do come here, hit me up maybe I can see you. Once again thank you, I hope you stay safe and healthy and don't forget to social distance yourself in this pandemic.**		Inter-sentential	Being emphatic about something

Based on the data analysis, it can be summed up that Qania Fanani on video "Q and A kuliah di Amerika" apply alternation and intra-sentential code switching. The most factor that causes Qania Fanani did code mixing and code mixing is talking about particular topic. The data shown various type of code mixing, code switching, and factors that cause code mixing and code switching (Marshall & Moore, 2018).

The first type found in the data is insertion. This type of code mixing is the most code used by Qania Fanani in the video. Qania Fanani used insertion because she has limited vocabulary. Sometimes she may not have enough words in one language to express an idea, so she used word from another language to made complete sentence. For example, when she uttered "culture shock" she probably not has a suitable word so she used it (Martínez, 2018). The second type is intra -sentential code switching. This type is the most type of code switching that Qania Fanani used in the video. Qania Fanani used intra-sentential because it is easier and efficient for her to explain sentences in another language so she can convey the meaning to the listener (Nikula & Moore, 2019). The other reason is she used English everyday as international student in America. Qania Fanani lived in America so it's easy for her to switch Indonesian language to English if she has trouble speak in Indonesian language (Ortega, 2019).

The third is factor that causes code mixing and code switching used by Qania Fanani. The dominant factor is talking about particular topic. The video is about Q and A lectures in America so she answered questions about lectures in America based on her experience as a student in America. When she answered the questions, she talked about a new topic or talking about particular topic. So that's why she used factor talking about particular topic most of the time in the video (Al Falaq & Puspita, 2021).

CONCLUSION

This study concludes that the most dominant types of code mixing and code switching are insertion and intra-sentential code switching which are 42 and 28 data. It is found that 6 factor that cause code mixing and code switching used by Qania Fanani, the dominant factor is talking about particular topic.

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