

Critical Discourse Analysis On Code Mixing And Code Switching Usage In “Pertama Kali Ke UW Sebagai Mahasiswa UW” By Leonardo Edwin’s Youtube Channel

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ABSTRACT

This study explores the use of code-mixing and code-switching in Leonardo Edwin’s YouTube vlog “Pertama Kali Ke UW Sebagai Mahasiswa UW,” aiming to identify the types of code-mixing and code-switching employed, investigate the situation of these codes, and examine the social and cultural factors influencing these linguistic choices. The study is guided by the following research questions: (1) What are the types of code-mixing and code-switching used by Leonardo Edwin in his vlog? (2) In what situations are code-mixing and code-switching used? Using Critical Discourse Analysis (CDA) as the methodological framework, the writer categorizes code-mixing into intra-sentential, intra-lexical, and pronunciation shifts, and code-switching into intra-sentential, inter-sentential, establishing continuity, and emblematic types. The study reveals that these bilingual practices serve as tools for constructing social identity, signaling cultural affiliation, and engaging the audience, while also reflecting broader societal power dynamics. This study contributes to understanding bilingual language use in digital media and its role in shaping online communication, cultural identity, and social relations in contemporary media spaces.

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1. Introduction

The increasing globalization of society has brought about significant changes in communication, particularly in multilingual settings. Code-mixing and code-switching, the phenomena of alternating between two or more languages within a conversation, have emerged as vital strategies for navigating such environments. These practices are not only reflections of linguistic creativity but also tools for identity construction and effective communication. This paper focuses on analyzing these linguistic phenomena in the context of digital media, specifically the YouTube vlog "*Pertama Kali Ke UW Sebagai Mahasiswa UW*" by Leonardo Edwin. As a multilingual content creator, Leonardo Edwin provides a unique perspective on how multilingual individuals employ code mixing and code switching in spontaneous, real-world scenarios. Code-mixing and code-switching are particularly prevalent in informal and digital communication settings, yet their impact remains underexplored in sociolinguistic studies. This study aims to address this gap by investigating how Leonardo Edwin utilizes these linguistic strategies in his YouTube content, providing insights into their functions and implications. By focusing on his spontaneous speech, this research offers a novel contribution to understanding how language operates in dynamic digital contexts. This study also demonstrates how these linguistic tools serve broader social purposes, such as identity expression, audience engagement, and the negotiation of meaning in multilingual environments. The role of digital media in shaping modern communication cannot be overstated. Platforms like YouTube are increasingly used as a space where multilingual speakers creatively blend languages to engage diverse audiences. Leonardo Edwin's videos serve as a prime example of how language use is evolving in response to globalization, offering valuable data for understanding the interplay between linguistic choices and social factors.

Bilingualism and multilingualism are increasingly prevalent, driven by globalization and the need for cross-cultural communication. Wardhaugh underscores the relationship between language and society, noting that language use evolves to meet social and professional demands. In Indonesia, multilingualism is further encouraged by government policies promoting both the national language and regional languages (Sukrisna, 2019). Within this context, code-mixing and code-switching serve as practical linguistic strategies for navigating diverse communication settings. However, their spontaneous use in digital platforms, where communication styles differ from traditional contexts, has not been extensively analyzed. Multilingualism is not only a practical necessity but also a cultural asset. It reflects the ability of individuals to adapt and thrive in diverse social settings. Indonesian society, with its rich linguistic heritage and exposure to global influences, provides fertile ground for studying multilingual practices. YouTube, as a digital platform, amplifies these practices by providing a space for individuals to share their experiences and reach global audiences. Leonardo Edwin, a multilingual YouTuber, uses a mix of Indonesian and English in his content, reflecting the dynamic nature of language use in digital media. His vlog "*Pertama Kali Ke UW Sebagai Mahasiswa UW*" exemplifies how these linguistic strategies can enhance communication and engage a global audience. While prior research has explored code-mixing and code-switching in formal and literary contexts, this study highlights their unique functions and dynamics in digital media. For instance, code-switching on platforms like YouTube often occurs to accommodate audience expectations, clarify complex ideas, or add emotional resonance. By examining these phenomena in the context of Leonardo Edwin's vlog, this research sheds light on the adaptive and creative aspects of multilingual communication in the digital age.

Code-mixing involves blending linguistic elements from different languages within a single utterance, often without changing the topic (Muysken, 2000). It allows speakers to fill lexical gaps, emphasize points, or express identity. Code-switching, on the other hand, refers to deliberate alternation between languages based on contextual factors (Poplack, 1980). Hoffman (1991) categorizes code-mixing into intra-sentential, intra-lexical, and pronunciation shifts, and code-switching into intra-sentential, inter-sentential, establishing continuity, and emblematic types, each serving distinct communicative functions. These phenomena are particularly significant in bilingual or multilingual communities, where language serves as a tool for social interaction and identity expression. Previous studies have investigated these phenomena in various contexts. Ilmiana (2022) examined their role in identity expression on Instagram, while Sudomo (2022) highlighted their pedagogical applications in classrooms. These studies underscore the versatility of code-mixing and code-switching but are limited by their reliance on scripted or formal data. Few studies have analyzed

these practices in unscripted, digital contexts like YouTube. Code mixing and code switching also carry significant social implications. Scholars like Myers-Scotton (1993) emphasize that these phenomena often reflect social hierarchies, cultural affiliations, and group dynamics. For instance, code switching may serve to signal in-group membership, accommodate a listener's linguistic preferences, or emphasize particular aspects of a message. By focusing on Leonardo Edison's spontaneous speech, this study aims to contribute new insights to the field. Additionally, the analysis of digital communication provides an opportunity to explore how technology influences the ways in which language is used and perceived in contemporary society.

The rationale for this study lies in the growing significance of digital media as a space for linguistic innovation and multilingual expression. YouTube, in particular, represents an evolving domain where multilingual individuals like Leonardo Edwin creatively navigate different languages to engage diverse audiences. The platform's global reach and accessibility make it a compelling site for exploring how code mixing and code switching function in real-time communication. Unlike traditional media, YouTube allows for spontaneous and informal language use, offering a more authentic view of multilingual practices. This study seeks to uncover the mechanisms and implications of these practices, providing a deeper understanding of how multilingual communication operates in digital contexts. It aims to bridge the gap between existing research on structured language use and the dynamic, often unpredictable nature of digital communication. Furthermore, the research highlights the social and educational value of code mixing and code switching, particularly in fostering inclusivity and cross-cultural understanding. The objectives of this study are to identify the types of code-mixing and code-switching used by Leonardo Edwin and to analyze the contexts and situations in which these linguistic phenomena occur. By addressing these objectives, the study seeks to enhance the understanding of linguistic practices in digital media and their broader sociolinguistic significance.

The prevalence of code-mixing and code-switching in multilingual societies underscores the need for a deeper understanding of their spontaneous use in digital contexts. While these linguistic phenomena have been widely studied in traditional and formal settings, their occurrence on dynamic, unscripted platforms like YouTube remains underexplored. This study addresses the following research questions: What are the types of code mixing and code switching used by Leonardo Edwin in his vlog? In what situations are these linguistic strategies employed? As digital platforms continue to shape communication norms, understanding these phenomena becomes increasingly urgent. The analysis of Leonardo Edwin's vlog provides valuable insights into the interplay of language, identity, and context in multilingual communication. By examining his spontaneous use of code mixing and code switching, this study not only enriches sociolinguistic research but also offers practical implications for educators, content creators, and policymakers. The findings highlight the importance of adapting communication strategies to diverse audiences, fostering inclusivity, and leveraging digital platforms to promote linguistic diversity and cross-cultural dialogue. This research contributes to the broader understanding of sociolinguistics and offers practical implications for navigating the complexities of multilingual digital communication. By focusing on a real-world example, it demonstrates the relevance of linguistic research in addressing contemporary communication challenges and opportunities.

2. Research Method

This study employed a descriptive-qualitative research method that is particularly suitable for analyzing linguistic phenomena such as code-mixing and code-switching. The method involved a systematic examination of data collected from a YouTube video titled "Pertama Kali Ke UW Sebagai Mahasiswa UW" (First Time at UW as a UW Student) by Leonardo Edwin, a multilingual content creator. The video, with a duration of 21 minutes and 27 seconds, was carefully selected due to its rich linguistic content, showcasing natural instances of bilingual language use in a casual communication setting. The video was downloaded and transcribed to facilitate in-depth analysis.

The research followed several chronological steps to ensure a thorough examination of the data. First, the video was watched multiple times to familiarize the researcher with the content and identify potential occurrences of code-mixing and code-switching. The spoken content was then transcribed into written form to provide a comprehensive dataset. During this process, an observation sheet was

used to systematically document all identified instances of code mixing and code switching. To ensure accuracy and contextual relevance, the researcher also took detailed notes on the situational and linguistic contexts in which these instances occurred.

The data were analyzed by categorizing the identified examples of code mixing and code switching based on Hoffman's (1991) theoretical framework. Code-mixing was classified into three types: intra-sentential, intra-lexical, and shifts in pronunciation. Similarly, code-switching was categorized into intra-sentential, inter-sentential, establishing continuity switches, and emblematic switching. Once categorized, the instances were analyzed further using Critical Discourse Analysis (CDA) to explore the social, cultural, and linguistic factors influencing these bilingual practices. The analysis emphasized the interplay between language, identity, and power, providing a deeper understanding of the motivations and implications of language choice.

The primary data source for this research was the aforementioned YouTube video, selected for its accessibility and relevance in contemporary bilingual communication. Three instruments were used in the data collection process: observation sheets to record instances of linguistic phenomena, note-taking to capture additional contextual details, and documentation of the transcribed content for analysis. The systematic approach allowed for a detailed exploration of the research questions and ensured that the findings were grounded in both theoretical and practical considerations.

3. Research Findings and Discussion

Research Findings

4.1.Types of Code Mixing and Code Switching

Altogether, the researcher found a total of 31 instances of code-mixing and 21 instances of code-switching used by Leonardo Edwin in his video, encompassing all the types outlined in Hoffman's framework. Following the data analysis, the researcher identified a total of 31 instances of English-Indonesian code-mixing in Leonardo Edwin's YouTube video, classified into three types based on Hoffman's framework. These include 17 instances of intra-sentential code mixing, 12 instances of intralexical code-mixing, and 2 instances of pronunciation shifts. This categorization encompasses all types of code mixing observed in the video, aligning with Hoffman's classifications of intra-sentential code mixing, intra-lexical code mixing, and pronunciation shifts.

4.1.1 Intra-Sentential Code Mixing

The analysis revealed 20 instances of intra-sentential code mixing in the selected data, each reflecting various sociolinguistic dynamics. For instance, in "*Hari ini aku bakal nginjein kaki untuk pertama kalinya ke UW sebagai UW student*," the phrase "UW student" demonstrates the speaker's pride in associating themselves with an internationally prestigious academic institution. By choosing this English term over an Indonesian equivalent, the speaker signals their identity within the global academic community, emphasizing the cultural capital and social prestige attached to studying at the University of Washington. Similarly, the term "*size kertas A5*" in "*Ini mungkin sekitar size kertas A5 yang setengahnya A4*" reflects the speaker's alignment with standardized international concepts, where English terms such as "size" dominate technical and professional contexts. This choice highlights how English is often used to convey precision and universality.

In another example, the phrase "all of my experiences" in "*Karena aku juga share all of my experiences di YouTube jadi kalian juga bisa lihat gitu*" illustrates the integration of English into digital discourse. This choice reflects the global influence of English on platforms like YouTube, where English terms are synonymous with modernity and professionalism. Likewise, "high distinction" in "*Jadi aku kemarin lulus itu dengan high distinction, meaning nilaiku itu di atas rata-rata gitu*" serves as an indicator of academic achievement. The use of this term positions the speaker within a global educational framework, emphasizing prestige and authority.

The terms “ID Card” and “student ID” in “*Terus juga aku itu belum dapet ID Card, student ID*” further reflect the adoption of globally recognized institutional language. These terms are left untranslated to maintain their formal meaning, showcasing the speaker's familiarity with academic norms. Similarly, in “*Nah this card itu bisa buat tap naik bus, bisa buat naik Light Rail atau LRT disini*,” the speaker uses terms such as “Light Rail” to enhance clarity and accessibility for an international audience, illustrating the dominance of English as the language of technology and modernity.

The data also highlights instances where English terms underscore institutional affiliation, as seen in “*Nah ini tempat tujuanku, Husky Card Account & ID Center*.” The use of official terms like “Husky Card Account” reflects the speaker's understanding of institutional processes and adds authenticity. In another instance, “*Mau indoor atau outdoor itu udah nggak perlu pake masker*,” the terms “indoor” and “outdoor” convey public health information with clarity, illustrating how English terms dominate globally recognized spatial categories.

Further examples include “*Jadi aku bakal cross check ke advisor ku dulu*,” where “cross check” is used to convey verification in professional settings. This phrase aligns with global professional discourse, emphasizing the speaker's competence. Similarly, in “*Jadi barusan aku telepon lagi ke advisor ku, nanyain apakah dia itu megang Husky Card aku by any chance, and he said 'no'*,” the phrase “by any chance” softens the tone, adding relatability to the narrative.

Institutional references also dominate in examples such as “*Aku tanya ke Husky Card ID Center, mereka suruh tanya ke advisor*,” where English terms are retained for specificity and formality. Moreover, in “*Itu ke track semua alamatnya and it's no longer valid*,” the term “valid” underscores professionalism and efficiency, while “*Jadi berarti nggak akan bayar, di kasih waiver, I can reprint it without paying the replacement fee*” uses terms like “replacement fee” to convey financial details concisely, reflecting the speaker's adaptability to administrative language.

Additionally, terms such as “student ID number” in “*Di sini ada nama dan ada student ID number dibawahnya yang aku tutupin*” reinforce the speaker's connection to academic protocols, while “The Quad” in “*Kalau dari Red Square tadi ke tempatku di Foster itu bakal lewatin tempat ini namanya The Quad*” highlights the integration of campus-specific terminology to preserve institutional authenticity. Finally, the use of “spring” and “full of cherry blossoms” in “*Kalau spring, kalau lagi musim semi, ini full of cherry blossoms yang cantik banget itu*” reflects the speaker's engagement with global cultural imagery, blending linguistic and cultural references to create vivid descriptions.

4.1.2 Intra Lexical Code Mixing

Following the analysis of intra-sentential code mixing, where the researcher observed English elements seamlessly integrated within Indonesian sentences, this section delves into intra-lexical code mixing. Unlike intra-sentential mixing, which operates at the clause or sentence level, intra-lexical code mixing focuses on the morphological integration of English words with Indonesian affixes or prefixes, creating hybrid terms that reflect the speaker's bilingual identity and adaptability. A total of 12 instances of intra-lexical code mixing were identified in the vlog, each illustrating how linguistic elements from two languages merge to form contextually meaningful expressions. These instances provide insights into the interplay of language, identity, and globalization.

The first instance, “*Ini di daerah Lake City, townhouse-nya Mario*,” demonstrates intra-lexical code mixing through the integration of the English noun “townhouse” with the Indonesian possessive suffix “-nya.” This combination adapts the English term to Indonesian grammar, suggesting possession while retaining the English noun's meaning. The use of “townhouse” also reflects a specific social identity, subtly portraying a modern and urban lifestyle. Similarly, in “*bisa juga pake di gym kalo misalkan kita mau pake fasilitas kampus itu pakai kartu itu buat ngetap gitu*,” the

English verb “tap” is transformed into “*ngetap*” by adding the Indonesian prefix “*nge-*” to form a colloquial verb. This adaptation underscores the influence of globalization and technology in shaping linguistic choices, as the speaker conveys an action associated with modern digital interactions.

Other examples reveal similar patterns of integration. In “*Location-nya di Odegaard Undergraduate Library*,” the English noun “location” is paired with the Indonesian possessive suffix “*-nya*,” blending the English term with Indonesian grammatical conventions. This usage reflects the speaker's alignment with the formal terminology of their academic environment while maintaining a bilingual identity. Likewise, in “*Kerasa nggak sh, vibes-nya tuh beda*,” the English noun “vibes” is modified with the possessive suffix “*-nya*,” contextualizing the term within Indonesian grammar while emphasizing the speaker's trendy and relatable communication style.

The analysis also highlights cases where intra-lexical code mixing incorporates specific institutional terms. For instance, in “*Siapa tau Husky Card-nya sama dia gitu*” and “*Aku cuman takut Husky Card-nya itu dikirim ke alamat lama*,” the English phrase “Husky Card”—a unique term associated with the University of Washington—is integrated with “*-nya*” to indicate possession. This adaptation allows the speaker to retain the specificity and cultural relevance of the English term while aligning it with Indonesian syntax. Similarly, in “*Aku barusan telpon, terus katanya bukan di dalam library-nya*,” the English noun “library” is localized with the possessive “*-nya*,” maintaining its English meaning while fitting into the Indonesian sentence structure.

Instances like “*Kita nge-print kali ini gratis*” and “*Lalu kita pulang nge-tap naik bus pakai ini ya*” showcase how English verbs are adapted into Indonesian with the prefix “*nge-*” to denote actions. These examples reflect the speaker's ease in incorporating English technological terms into daily communication, bridging linguistic boundaries to express modern and relatable ideas. The term “*nge-drone*” in “*Aku sempat nge-drone juga di sini*” similarly demonstrates the integration of an English noun with the Indonesian prefix, transforming “drone” into an action verb. This adaptation highlights the influence of contemporary technologies and media on linguistic choices, aligning the speaker's identity with a globalized and tech-savvy context.

Lastly, hybrid terms such as “*excitement-nya*” in “*Biar nanti di vlog hari pertama kuliah ada excitement-nya...*” and “*Husky Card-nya*” in “*Aku bingung banget ini Husky Card-nya gimana*” further illustrate the dynamic interplay of language and identity. These examples adapt English nouns with Indonesian possessive suffixes, blending local grammatical structures with globally recognized terms to create a style that resonates with bilingual audiences. The speaker's use of intra-lexical code mixing not only reflects their linguistic adaptability but also serves as a tool to project their identity within specific social and cultural contexts.

4.1.3 Shift of Pronunciation

After analyzing the data, the researcher identified two instances of pronunciation shifts in Leonardo Edwin's vlog. These shifts occur when the speaker emphasizes the correct pronunciation of specific words to prevent misinterpretation, particularly when the terms share phonetic similarities with words in another language. In both examples, the word “Paccar,” an English term, is clarified to avoid confusion with the Indonesian word “*pacar*,” which means “boyfriend” or “girlfriend.” By emphasizing the double “C” in “Paccar,” Leonardo not only highlights the importance of precise pronunciation but also addresses potential misunderstandings arising from differences in linguistic systems. This demonstrates his awareness of his bilingual audience and his effort to bridge gaps between languages in a humorous and engaging manner.

In the first instance, “*This is Paccar, okey, bukan Pacar ya. Ini double C ya guys, tolong ya tolong ya*”), Leonardo explicitly clarifies the spelling and pronunciation of “Paccar” to differentiate it from “*pacar*.” In the second instance, “*Ini bukan pacar ya guys, ini bukan berarti yang boleh masuk cuman yang ada pacar, nggak ya. Jadi*”

Paccar c-nya dua please ya tolong ya baca-baca baik-baik ya, c-nya dua oke”), he reinforces this distinction in a playful tone, further emphasizing the double “C” while engaging his audience. These shifts highlight the challenges of navigating multilingual contexts, where words may carry different meanings or connotations based on pronunciation. Through these examples, Leonardo effectively mediates between languages, ensuring his audience understands the intended meaning while maintaining a lighthearted and interactive communication style.

4.2.1 Intra-Sentential Code Switching

After analyzing the data, the researcher identified four instances of intra-sentential code-switching in Leonardo Edwin’s vlog. These instances occur when the speaker integrates English phrases into Indonesian sentences, showcasing bilingual fluidity and strategic language use to achieve specific communicative purposes. In the first data (“*2 tahun cuman dapat kertas ini tapi yeah, it’s really worth it*”), the English phrase “yeah, it’s really worth it” emphasizes the speaker’s satisfaction and concludes the narrative with an emotional affirmation. The phrase contrasts with the preceding Indonesian clause, reframing the modest tangible reward of a diploma as a meaningful achievement. This code-switching highlights the speaker’s conversational tone, using English to express emotions succinctly and assertively.

The second data (“*Itu ke track semua alamatnya, and it’s no longer valid*”) illustrates how English is used to convey technical or procedural information with clarity and precision. Here, the English clause provides a straightforward status update, aligning with societal tendencies to associate English with professionalism or technical accuracy. In the third data (“*Aku pengen nunjukin fakultasku, it’s the Foster School of Business*”), the switch to English ensures the institution’s official name is accurately conveyed, preserving its branding and prestige. This reflects a common practice of retaining English for globally recognized terms, emphasizing the academic and international context. Finally, the fourth data point (“*It’s just frustrating, kalau harus bayar lagi*”) demonstrates how English serves as a tool for expressing nuanced emotions, with “frustrating” encapsulating the speaker’s sentiment more powerfully than a direct Indonesian equivalent.

4.2.2 Inter-Sentential Code Switching

After analyzing the data, the researcher identified six instances of inter-sentential code-switching in Leonardo Edwin’s vlog. These instances occur when the speaker alternates between English and Indonesian sentences, reflecting his bilingual proficiency and strategic use of language for varying purposes. In the first data (“*I’ve made it here, you guys. Wah gila terharu banget ya bisa nyampe ke kampus lagi*”), the English sentence signals an accomplishment, emphasizing his sense of achievement in a globally recognized context. The subsequent Indonesian phrase adds an informal, emotionally charged expression of sentimentality, creating a dynamic shift between formality and relatability. Similarly, in the second data (“*Current valid Husky Card required for entry. Aku masih belum punya*”), the speaker uses formal English to quote a public announcement, then switches to Indonesian to convey a personal reaction, reflecting a juxtaposition of public and personal tones.

In the third data (“*So, apparently my card was printed. Tapi aku belum dapat kartunya*”), the speaker alternates between English to relay factual information and Indonesian to express personal frustration, emphasizing the contrast between neutral reporting and emotional commentary. The fourth data (“*Guys ini sebelum aku nyampe fakultas aku tiba-tiba dapat SMS. It’s really good news*”) illustrates a narrative where English is used to mark the climax or key point, signaling the importance of the “good news.” The fifth data (“*Yeah that’s me a year ago. Lihat bedanya beda banget ya*”) begins with a reflective English sentence, followed by a subjective observation in Indonesian, highlighting the speaker’s personal perspective. Lastly, in the sixth data (“*Oh it’s Founders Hall, winter 2022. Berarti tahun depan ini udah jadi ini*”), the

switch from English to Indonesian mirrors a shift from objective description to spontaneous realization, blending formal observation with informal speculation.

4.2.3 Establishing Continuity Switches

In the two instances of establishing continuity switches found in Leonardo Edwin's vlog, the speaker maintains conversational flow through subtle shifts within the same language. In Data 1, Leo uses an informal expression, "Owh yeah okay," to transition smoothly between his grandmother's response and his follow-up question, maintaining the relaxed tone of the familial conversation while subtly reinforcing the traditional roles and respect within the interaction. In Data 2, Leo adjusts his language to align with the formal tone of the Husky Card Center staff, using casual phrasing like "Is there any way that I can get a waiver or something?" to maintain fluidity while reflecting a power imbalance: the staff uses formal technical language to assert authority, while Leo adopts a more informal, deferential stance. Both instances illustrate how language choice reflects social context, power dynamics, and interpersonal relationships, with the speaker strategically shifting language and tone to ensure smooth interaction and maintain conversational continuity.

4.2.4 Emblematic Switching

In the nine instances of emblematic switching observed in Leonardo Edwin's vlog, the speaker blends Indonesian and English to emphasize specific cultural and social identities, often reflecting the speaker's connection to globalized, bilingual, or academic contexts. In Data 1, the use of "guys" and "print" in an otherwise Indonesian sentence signals the speaker's familiarity with casual English, reinforcing a bilingual identity. Similarly, in Data 2, the term "advisor" reflects the influence of English academic environments. Data 3's switch to "replacement fee 25 dollar" highlights the speaker's immersion in U.S. administrative norms, while "department" in Data 4 signifies familiarity with English-speaking academic systems. In Data 5, "I'm really confused" embodies a personal, emotional expression more naturally conveyed in English. Data 6 uses "Grandma" instead of "nenek," marking a sentimental connection to familial terms in English. The use of "valid" in Data 7 and "waiver" in Data 8 underscores the speaker's exposure to formal, bureaucratic English terms, while "rewind" in Data 9 reflects the speaker's engagement with English-dominated digital media. These switches not only reflect the speaker's dual linguistic identity but also highlight the influence of globalized, institutional, and media contexts on language use.

4.2. Situation of Code Mixing and Code Switching

Tabel 1. Situation of Code Mixing

Types	Utterances	Situations
Intra-Sentential Code Mixing	Data 1 : <i>Hari ini aku bakal nginjein kaki untuk pertama kalinya ke UW sebagai UW student.</i>	Expressing Identity and Prestige.
	Data 2 : <i>Ini mungkin sekitar size kertas A5 yang setengahnya A4.</i>	Emphasis or clarification standardized terms
	Data 3 : <i>"Karena aku juga share all of my experiences di youtube jadi kalian juga bisa lihat gitu."</i>	Describing Social Media and Digital Content activities

	Data 4 : “ <i>Jadi aku kemarin lulus itu dengan high distinction, meaning nilaiku itu di atas rata-rata gitu.</i> ”	Convey academic achievements with precise terminology
	Data 5 : “ <i>Terus juga aku itu belum dapet ID Card, student ID.</i> ”	Communicate technical or standardized terms
	Data 6 : “ <i>Nah this card itu bisa buat tap naik bus, bisa buat naik Light Rail atau LRT disini...</i> ”	Communicate technical or standardized terms
	Data 7 : “ <i>Nah ini tempat tujuanku, Husky Card Account & ID Center.</i> ”	Preserve the formal names of institutions
	Data 8 : “ <i>Mau indoor atau outdoor itu udah nggak perlu pake masker.</i> ”	Clearly define public spaces and associated
	Data 9 : “ <i>Jadi aku bakal cross check ke advisor ku dulu.</i> ”	Indicating Verification or Formal Processes
	Data 10 : “ <i>Jadi barusan aku telepon lagi ke advisor ku, nanyain apakah dia itu megang Husky Card aku by any chance and he said “no”.</i> ”	Adding Conversational Tone and Softening Requests
	Data 11 : “ <i>Karena dia itu di Foster School, bukan yang kayak yang di administration yang di Husky Card or whatever.</i> ”	Adding Conversational Tone and Softening Requests
	Data 12 : “ <i>Aku tanya ke Husky Card ID Center, mereka suruh tanya ke advisor.</i> ”	Referencing Institutional Titles and Places
	Data 13 : “ <i>Itu ke track semua alamatnya and it's not longer valid.</i> ”	Clarifying Administrative or Financial Details
	Data 14 : “ <i>Jadi berarti nggak akan bayar, di kasih waiver, i can reprint it without paying the replacement fee.</i> ”	Clarifying Administrative or Financial Details
	Data 15 : “ <i>Di sini ada nama dan ada student ID number dibawahnya yang aku tutupin.</i> ”	Identifying Academic Terms and Standardized Identifiers
	Data 16 : “ <i>Kalau dari Red Square tadi ke tempatku di Foster itu bakal lewatin tempat ini namanya the Quad.</i> ”	Referencing Institutional Titles and Places
	Data 17 : “ <i>Kalau spring, kalau lagi musim semi, ini full of Cherry Blossoms yang cantik banget itu.</i> ”	Providing Vivid Descriptions and Iconic Imagery
Intra-Lexical Code Mixing	Data 1 : “ <i>Ini di daerah Lake City, townhouse-nya Mario</i> ”	Indicating Ownership or Specific Associations
	Data 2 : “ <i>bisa juga pake di gym kalo misalkan kita mau pake fasilitas kampus itu pakai kartu itu buat ngetap gitu.</i> ”	Describing Actions in Daily Routines

	Data 3 : “ Location-nya di Odegaard <i>Undergraduate Library</i> ”	Indicating Ownership or Specific Associations
	Data 4 : “Kerasa nggak sh, vibes-nya tuh beda.”	Conveying Atmosphere and Mood
	Data 5 : “Siapa tau Husky Card-nya sama dia gitu.”	Indicating Ownership or Specific Associations
	Data 6 : “Aku cuman takut Husky Card-nya itu dikirim ke alamat lama...”	Indicating Ownership or Specific Associations
	Data 7 : “Aku barusan telpon, terus katanya bukan di dalam library-nya .”	Indicating Ownership or Specific Associations
	Data 8 : “Kita nge-print kali ini gratis.”	Describing Actions in Daily Routines
	Data 9 : “Lalu kita pulang nge-tap naik bus pakai ini ya.”	Describing Actions in Daily Routines
	Data 10 : “Aku sempat nge-drone juga di sini”	Describing Actions in Daily Routines
	Data 11 : “Biar nanti di vlog hari pertama kuliah ada excitement-nya ...”	Indicating Ownership or Specific Associations
	Data 12 : “Aku bingung banget ini Husky Card-nya gimana.”	Indicating Ownership or Specific Associations
Shift of Pronunciation	Data 1 : “This is Paccar okey, bukan Pacar ya. Ini double C ya guys, tolong ya tolong ya”	Clarifying Pronunciation to Avoid Misinterpretation
	Data 2 : “Ini bukan pacar ya guys, ini bukan berarti yang boleh masuk cuman yang ada pacar , nggak ya. Jadi Paccar c-nya dua please ya tolong ya baca-baca baik-baik ya, c-nya dua oke oke oke.”	Clarifying Pronunciation to Avoid Misinterpretation

Tabel 2. Situation of Code Switching

Types	Utterances	Situation
Intra-Sentential Code Switching	Data 1 : “2 tahun cuman dapat kertas ini tapi yeah it’s really worth it. ”	Expressing Affirmation and Satisfaction
	Data 2 : “Itu ke track semua alamatnya and it’s not longer valid. ”	Conveying Administrative or Procedural Information
	Data 3 : “Aku pengen nunjukin fakultasku, it’s the Foster School of Business. ”	Referencing Formal Places and Institutional Titles
	Data 4 : “ It’s just frustrating, kalau harus bayar lagi.”	Expressing Emotional Reactions
Inter Sentential Code Switching	Data 1 : I’ve made here you guys. Wah gila terharu banget ya bisa nyampe ke kampus lagi...”	Expressing Achievement and Emotion

	Data 2 : “ Current valid Husky Crad required for entry. <i>Aku masih belum punya.</i> ”	Conveying Formal Requirements and Personal Response
	Data 3 : “ So, apparently my card was printed. <i>Tapi aku belum dapat kartunya.</i> ”	Sharing Updates and Personal Reactions
	Data 4 : “ <i>Guys ini sebelum aku nyampe fakultas aku tiba-tiba dapat SMS. It's really good news.</i> ”	Announcing Exciting News
	Data 5 : “ Yeah that’s me a year ago. <i>Lihat bedanya beda banget ya.</i> ”	Observing Change Over Time
	Data 6 : “ Oh it's Founders Hall, winter 2022. <i>Berarti tahun depan ini udah jadi ini.</i> ”	Observing a Location and Making Predictions
Establishing Continuity Switches	Data 1: [Leo] : I was wondering if there were some mails sent to you after i moved out. (7:57) [Grandma]: There was only one thing kept to me and it’s a CD. [Leo] : Ow yeah okay, that CD. Aside from that, nothing else? [Grandma] : Nothing else. [Leo] : Yeah that’s pretty much it.	Fostering Informal Continuity in Personal Interactions
	Data 2: [HCC] : Our system is not something we can overwrite in that sense. What we see is just what we see. It’s just the record that it’s been printed. So we won’t be able to change that on our end. (8:20) [Leo] : Is there any way that i can get a waiver or something? [HCC] : I can ask for you. [Leo] : Okay.	Aligning with Formal Contexts in Professional Settings
Emblematic switching	Data 1 : “ <i>Mari kita masuk, mau print kartu KTM guys kartu mahasiswa.</i> ”	Creating a Casual and Approachable Tone
	Data 2 : “ <i>Mungkin dikirim ke alamat yang dulu atau di ambil sama advisor.</i> ”	Referencing Academic Contexts and Titles
	Data 3 : “ <i>Hitungannya kalo udah padvernah di print, terus ini aku print lagi itu bayar replacement fee 25 dollar.</i> ”	Clarifying Financial and Administrative Processes
	Data 4 : “ <i>Jadi beda department gitu loh.</i> ”	Referencing Academic Contexts and Titles
	Data 5 : “ Aduh i’m really confused. ”	Expressing Emotional Nuances

	Data 6 : “ <i>Aku kan udah di Indonesia dan Grandma juga udah pindah dari tempat itu.</i> ”	Highlighting Cultural and Familial Connections
	Data 7 : “ <i>Jadi udah memang nggak tinggal disitu akunya dan ga valid di mereka kelihatan gitu.</i> ”	Clarifying Financial and Administrative Processes
	Data 8 : “ <i>Jadi lagi di usahain untuk di cari tau apakah bisa dikasih waiver berarti aku dapet kartu yang baru.</i> ”	Clarifying Financial and Administrative Processes
	Data 9 : “ <i>Seneng sih terharu padahal kalau kalian rewind berapa menit yang lalu muka aku kayak stress gitu ya.</i> ”	Engaging with Digital and Media Literacy

Discussion

The strategic use of code-mixing in bilingual speakers' communication reflects their ability to navigate complex linguistic and cultural contexts effectively. By integrating English into their native language, speakers enhance communication and demonstrate linguistic competence. English, as observed in Leonardo Edwin's vlog, is often used for technical terms, academic jargon, and proper nouns to maintain precision and institutional integrity. This strategic choice highlights the speaker's awareness of academic norms and positions them within environments where English dominates as the formal language. Moreover, this practice bridges local and global audiences by reinforcing cultural connections, ensuring relatability, and engaging broader discourses.

In Leonardo Edwin's vlog, intra-lexical code-mixing is particularly prominent. English words and phrases are seamlessly integrated into Indonesian syntax through the addition of local affixes, such as "Husky Card-nya." This blending balances the specificity of English terminology with the accessibility of Indonesian grammar. The process not only enriches the speaker's linguistic repertoire but also fosters clearer communication with bilingual audiences. This linguistic creativity reflects broader trends in globalization and cultural hybridity, where languages evolve to accommodate diverse social and technological contexts.

A notable example of linguistic adaptation in the vlog is Leonardo's clarification of pronunciation, such as his emphasis on the double "C" in "Paccar" to distinguish it from the Indonesian word "pacar." This adjustment addresses potential ambiguities in bilingual communication, ensuring accurate comprehension among Indonesian viewers who might misinterpret English terms due to phonetic similarities. By humorously and repeatedly correcting pronunciation, Leonardo enhances audience engagement while prioritizing clarity and cross-cultural understanding. This illustrates how bilingual speakers navigate linguistic and cultural dynamics to connect with their audience meaningfully.

The use of code-switching in bilingual communication adds emotional, contextual, and formal layers to speech. Intra-sentential code-switching, for instance, enables speakers to convey nuanced emotions and sentiments more effectively, often incorporating English for proper nouns and institutional names to preserve their original identity. These instances exemplify how bilingual speakers blend languages naturally to enhance clarity, emotion, and identity, especially in multicultural settings.

Inter-sentential code-switching further reflects the strategic adaptation of language to balance formality and intimacy. For instance, speakers often introduce neutral or formal information in English before switching to Indonesian for personal or emotional resonance. This approach bridges public and private dimensions, making the narrative more relatable and engaging. By tailoring language choices to specific audiences and conversational contexts, bilingual speakers effectively reflect their cultural influences while addressing diverse communicative needs.

Other forms of code-switching, such as continuity and emblematic switching, also demonstrate bilingual speakers' adaptability. Continuity switches help maintain conversational flow and rapport,

particularly in professional or service-oriented settings, while emblematic switches signify cultural identity and connection to English-speaking contexts. These patterns highlight the sophisticated linguistic choices of bilingual individuals, showcasing their ability to integrate cultural and contextual nuances into their communication, ultimately reinforcing a global, adaptable identity.

Leonardo Edwin's vlog serves as a practical example of the situational use of code-mixing and code-switching as linguistic tools. Code-mixing, especially at the intra-sentential level, is prominent in establishing identity, conveying prestige, and introducing universally recognized terms like "UW student" or "ID Card." This approach adds a conversational tone while softening requests and referencing institutional titles, enhancing relatability. By embedding English terms within an Indonesian framework, Leonardo demonstrates linguistic creativity that resonates with bilingual viewers and reflects his dynamic bilingual identity.

Code-switching in Leonardo's vlog aligns with situational demands, such as expressing emotions or addressing formal topics. Intra-sentential and inter-sentential switches convey pride, satisfaction, or frustration, while formal references such as "Foster School of Business" ensure clarity and accessibility. Emblematic switches create a warm and relatable atmosphere, fostering connections in informal settings. These linguistic choices demonstrate how Leonardo blends expressive and situational functions to engage his audience authentically and effectively.

The findings from the analysis of Leonardo's vlog reveal a total of 35 instances of code-mixing, predominantly at the word level (23 instances), followed by phrase-level (12) and sentence-level (1). This preference for word-level mixing reflects the ease with which single English words can be incorporated into Indonesian discourse without disrupting conversational flow. Meanwhile, code-switching instances totaled 21, with phrase-level switches being the most frequent (7), followed by sentence-level (8) and word-level (6). Sentence-level switching was particularly notable for its role in emphasizing clarity, formality, or modernity in academic or technological contexts. Overall, these patterns underscore bilingual speakers' tendency to use English for efficiency, precision, and context-specific purposes, demonstrating their adaptability and linguistic dexterity.

4. Conclusion

In conclusion, Leonardo Edwin's vlog serves as a compelling case study of the strategic use of code-mixing and code-switching in bilingual communication, showcasing the speaker's linguistic adaptability and cultural sensitivity. The frequent integration of English into Indonesian, particularly through intra-lexical and intra-sentential mixing, demonstrates an ability to balance the specificity of English terminology with the accessibility and familiarity of Indonesian grammar. This blending not only enriches communication but also fosters relatability among bilingual audiences, reflecting broader trends of globalization and cultural hybridity. Leonardo's deliberate pronunciation adjustments, such as clarifying terms like "Paccar," illustrate his efforts to address potential ambiguities and ensure comprehension among viewers with diverse linguistic backgrounds. Similarly, his use of emblematic and inter-sentential code-switching highlights his ability to shift between formality and intimacy, bridging emotional and contextual divides to engage his audience effectively. These linguistic strategies reinforce key elements of his identity, signaling prestige, academic competence, and a connection to global contexts while maintaining relatability through humor and informal tones. The findings reveal that word-level mixing and phrase-level switching are particularly prominent, underscoring the efficiency and fluidity of incorporating English into Indonesian discourse without disrupting conversational flow. Ultimately, Leonardo's use of code-mixing and code-switching exemplifies the nuanced interplay of language in a multicultural setting, highlighting the speaker's ability to navigate complex social, academic, and cultural environments with creativity, precision, and linguistic dexterity. This case study reflects the broader phenomenon of how bilingual speakers leverage their linguistic repertoire to foster connection, clarity, and identity in an increasingly interconnected world.

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