

An Analysis of Code Switching Used By Maudy Ayunda in the YouTube Video "Study Hacks Ala Maudy Ayunda"

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ABSTRACT

This study investigates the phenomenon of code-switching in Maudy Ayunda's YouTube video titled "*Study Hacks Ala Maudy Ayunda*". The research aims to identify and describe the types and functions of code-switching using Hoffman's theoretical framework. Employing a qualitative method with content analysis, the data were obtained from the video transcript and analyzed using Hoffman's theory, with quantitative support from Sudijono's formula. The results of the study after analyzing the video, the author found that there were sixty-five data in the types and functions of code switching. In the types of code switching, intra sentential and intra sentential code switching are the highest types, namely 31 data (47.6%) and tag sentential code switching is the lowest type, namely 3 data (4.6%). Meanwhile, in the code switching function, talking about particular topic is a function of code switching that has the highest data, which is 23 data (35.3%), then followed by intention of clarifying the speech content for interlocutor, which consists of 13 data (20%), then followed by being emphatic about something (express solidarity) and repetition, which is 10 data (15.38%), then followed by interjection and expressing group identity, which each have 4 data (6.15%) and the lowest is quoting somebody else, which is only 1 data (1.53%).

Keywords: Sociolinguistics, Code Switching, Maudy Ayunda, YouTube Video

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INTRODUCTION

Language is a tool used to communicate and express ideas. People rely on language for interaction and communication in social life. As social beings, humans need to connect with others, and language serves as a means to convey messages within cultural contexts. Various languages can be found in different countries or regions, including Indonesia.

In several countries, various languages can be found, including in Indonesia. Indonesia, as a developing nation, is rich in diverse cultures and traditions, such as Javanese, Batak, Betawi, Bugis, Dayak, and many others. This cultural diversity influences many aspects of life in Indonesia, including its languages. For example, the Javanese language is used by the Javanese people to uphold politeness, while the Bugis language is spoken by the Bugis people, and the Batak language by the Batak people, and so on. Generally, people communicate in the national language when interacting with others in their respective regions.

In other countries, such as Singapore, the ability to switch between languages is widely acknowledged as a common necessity. Singapore has four official and national languages: English, Mandarin Chinese, Tamil, and Malay. The country's language policy promotes English as the language of commerce, Malay as a regional language, and Tamil as the language representing one of the nation's major ethnic communities.

Many people are unfamiliar with the study of sociolinguistics. In essence, sociolinguistics examines how language varies among different social groups. According to Hudson (1996) cited in (Gita & Skolastika, 2024), sociolinguistics differs from the sociology of language. While the sociology of language focuses on "how people engage with language as a social phenomenon," sociolinguistics is defined as "the study of society through the perspective of language." This field explores how individuals communicate differently in various social contexts and seeks to understand the social functions of language and how it conveys social meaning.

People often use multiple languages to communicate. They do not rely solely on one language to express their feelings and convey messages. In Indonesia, for instance, many individuals need to understand several languages to interact and connect with others within the nation (Husein et al., 2024). The ability to communicate and engage in more than one language is known as bilingualism or multilingualism (Chung-Fat-Yim et al., 2023). According to Spolsky (1998) cited in (N. Rahmatika et al., 2024), bilingualism requires a person to have functional competence in a second language. In other words, the purpose of bilingual or multilingual communication is to achieve effective and high-quality interaction, influenced by factors such as the topic, social context, community setting, and the functions of communication and interaction (Cesaria et al., 2023).

Trudgill (2000) cited in (Putri et al., 2024); (Dari et al., 2023); (Ansar, 2017), defines code-switching as the process where speakers alternate between languages at a rapid and frequent rate, even within the same sentence or phrase, to the point where it becomes difficult to determine which language they are speaking at any given moment. Code-switching can arise from an individual's choice or as a way to adapt to the need to navigate multiple languages in shared communication (Puspita & Ardianto, 2024); (Jogulu, 2024); (Dewirahmadanirwati et al., 2024). According to Trudgill, in his book, code-switching is a communicative technique used to build, influence, or modify interpersonal relationships, including rights and responsibilities, as well as to establish, cross, or break down group boundaries. This suggests that choosing a language, such as English, which is widely understood, can be a deliberate strategy in conversation. From the perspectives of various linguists, a code can be defined as a language or language variant used by a specific culture to communicate with others.

Furthermore, issues such as misunderstandings in conversations may arise, especially when someone struggles to use both languages effectively in different social contexts. Code-switching can also occur in specific situations. In the current era of social media, platforms like Instagram and YouTube provide easy access to information in visual and audio formats (Nadiyah Abel Ubaidah et al., 2025). These platforms offer a variety of video content, and it has been observed that some individuals frequently use code-switching while speaking.

YouTube is a leading social media platform and a free video-sharing website where users can easily watch online videos (R. Rahmatika et al., 2021). It also allows people to create and upload their own videos to share with others. Based on observations conducted by the researcher on January 3, 2025, after watching various YouTube channels, the researcher became interested in studying the code-switching used by Maudy Ayunda on her YouTube channel. Maudy Ayunda, born in 1994, is a well-known Indonesian figure. She completed her undergraduate studies at Oxford University, England, and later pursued a Master's degree at Stanford University, United States. Her YouTube content has attracted significant attention, with thousands of people watching her videos.

This study focuses on Maudy Ayunda's use of language in her videos, particularly her code-switching between English and Indonesian as she shares her thoughts with her audience. She often discusses various topics, including her experiences at her place of study, her surroundings, and her perspectives on life, education, and self-development, which she conveys through her YouTube channel. Having lived abroad for a considerable time, she frequently communicates in English and occasionally switches to it during conversations, leading to instances of code-switching. The aim of this study is to analyze the occurrence of code-switching in Maudy Ayunda's speech. While many people use code-switching to

communicate, there are specific types and functions of code-switching that remain unfamiliar to many.

Based on the situation described, the researcher analyzed Maudy Ayunda's use of code-switching. However, many people still do not fully understand the functions and types of code-switching in communication. Thus, this research will focus on examining the functions and types of code-switching employed by Maudy Ayunda in her videos. Consequently, the researcher aims to present a research proposal titled "*An Analysis of Code Switching Used by Maudy Ayunda in the Youtube Video "Study Hacks Ala Maudy Ayunda."*"

METHOD

In this study, the researcher employed a descriptive qualitative approach, as it involved collecting data, analyzing it, and drawing conclusions. According to (Rokhamah, R et al., 2024), qualitative research is an approach that focuses on an in-depth understanding of social phenomena that emphasizes the collection of descriptive data such as in-depth interviews, participant observation, and document analysis, to explore the meanings, perceptions, and experiences of individuals or groups in a particular context. The primary objective of qualitative research is to produce a comprehensive and accurate depiction of findings, offering detailed explanations or descriptions that provide numerous ideas and concepts. In this study, the researcher examines the types and functions used by Maudy Ayunda on her YouTube channel.

The subject of this study consists of sebuah video sourced from Maudy Ayunda's YouTube channel. The video, uploaded by Maudy Ayunda up to January 4, 2025, contain educational content. In this study, the researcher analyzed a video titled "Study Hacks ala Maudy Ayunda." Purposive sampling was employed as this video provides insights on how to avoid misinformation and hate speech.

Instruments

In this research, the writer acts as the main instrument. However, to facilitate the research process, the writer also utilizes supporting tools such as books, pens, a smartphone, a dictionary, and a laptop.

Data Collection Techniques

The researcher utilized the documentation method to gather data. The documentation method involves recording events that have already occurred. According to Sugiyono (2013, p. 204), this method can be categorized into three types: written documents (e.g., diaries, biographies, life histories), visual documents (e.g., pictures, sketches, videos), and artistic works (e.g., paintings, sculptures, films).

The documentation method used in this research involved collecting data from written texts, visual materials, and artistic documents, with Maudy Ayunda's YouTube videos serving as the primary data source due to their instances of code-switching. To collect and analyze the data, the researcher followed several steps: (1) watching the video multiple times, (2) transcribing Maudy Ayunda's spoken content, (3) identifying instances of code-switching in the transcript, (4) grouping the identified data, and (5) classifying the data based on the types and functions of code-switching. (6) Additionally, the researcher conducted library research by consulting books relevant to the study

Data Analysis Techniques

In this study, the writer utilized content analysis as the primary data analysis technique. This approach involved not only collecting the data but also analyzing it to derive meaningful results. The steps undertaken by the writer to analyze the data were as follows: Steps for Analyzing Types of Code-Switching in Maudy Ayunda's Video.

In conducting the analysis, the writer first examined the types of code-switching based on Hoffman's theory, which includes tag code-switching, intra-sentential code-switching, and intra-lexical code mixing. Additionally, the writer analyzed the functions of code-switching, such as talking about a particular topic, quoting someone else, being emphatic (expressing solidarity), using interjections (inserting sentence fillers or connectors), repetition for clarification, expressing group identity, and clarifying speech content for the

interlocutor. Second, the writer created a table to classify the types and functions of code-switching observed in the video. Third, the writer applied Sudijono's (2006, as cited in Syahrani & Nawir, 2024) formula to calculate the frequency and occurrence of each type and function. Fourth, the writer identified the most frequently used types and functions of code-switching in the video. Finally, the writer explained and interpreted the identified types and functions that appeared throughout the video.

Data Analysis

Transcript analysis of Maudy Ayunda's YouTube videos reveals significant examples of code-switching types and functions. These instances align with Hoffman's theory of code-switching, demonstrating how language switches occur in her speech.

Types of Code Switching

Intra-Sentential Code Switching Type

Sentence: "Tip nomor 1 studying hacks buat aku adalah practice questions." (1:06- 1:11)

"Tip number 1 studying hacks for me is practice questions."

Analysis:

Maudy Ayunda uses a seamless transition between Indonesian and English within a single sentence structure, without any pauses or breaks between the two languages. This sentence demonstrates a mix of Indonesian and English elements: (1) "Tip" is in English, (2) "nomor 1" is in Indonesian, (3) "studying hacks" is in English, (4) "buat aku adalah" is in Indonesian, and (5) "practice question" is in English. This blending of languages within one sentence illustrates intra-sentential code-switching.

Inter-Sentential Code Switching Type

Sentence: "Aku tuh ngerasa a lot of people think that I really really love exams and I do like exams cuma bukan aku tuh nyari apa yah, bukan aku merasa bahwa ujian itu seru saat ngelakukannya tapi lebih seru setelahnya gitu." (0:28-0.43)

"I feel like a lot of people think that I really really love exams and I do like exams, but it's not what I'm looking for, it's not that I feel that exams are fun while doing them, but more fun afterwards."

Analysis:

In this sentence, Maudy Ayunda combines Indonesian and English to form two distinct clauses in different languages, illustrating the use of Inter-Sentential Code Switching. This type of code switching occurs when the language shifts between separate clauses or sentences rather than within a single sentence structure, as seen in Intra-Sentential Code Switching. The shift in language appears at specific points in the discourse, marking the boundary between ideas or clauses. The sentence consists of the following parts: (1) "Aku tuh ngerasa" in Indonesian, (2) "a lot of people think that I really really love exams and I do like exams" in English, and (3) "cuman bukan aku tuh nyari apa yah, bukan aku merasa bahwa ujian itu seru saat ngejarinya but lebih seru setelahnya gitu." in Indonesian. This clear separation of languages across clauses demonstrates the characteristics of Inter-Sentential Code Switching.

The English elements that are the focus of the analysis are "a lot of people think that I really really love exams and I do like exams", which is a full clause in English. This sentence is included in Inter-Sentential Code Switching because there is a language shift between different clauses or sentences.

Tag Sentential Code Switching

Sentence: "Oke! Study hack number two" (3.10-3.13)

"Okay! Study hack number two"

Analysis:

In the sentence "Oke! Study hack number two", there is a language change from Indonesian to English with a pattern that shows Tag Code Switching. This language change occurs through the insertion of short elements from a foreign language, which is a characteristic of Extra/Tag-Sentential Code Switching.

Table 1. The Dominant Percentage of Code Switching Types in Maudy's Video

No.	Types of Code Switching	Data	Percentage %
1.	Intra-sentential code switching	31	47,6%
2.	Inter-sentential code switching	31	47,6%
3.	Tag switching	3	4,6 %
	All the Data	65	100%

Based on the data obtained from the analysis of Maudy's video, it can be concluded that there are two dominant types of code switching: intra-sentential and inter-sentential code switching, each with a percentage of 47.6%. This indicates that both types of code switching occur with almost equal frequency, showing that language shifts happen both within the same sentence and between different sentences in the conversation. Meanwhile, tag switching appears in only 4.6% of the data, indicating that language shifts involving small elements or tags are less frequent. Overall, this analysis suggests that the use of code switching in Maudy's video tends to occur in broader contexts, both within sentences and between sentences, with tag switching being the least commonly used type.

The Function of Code Switching

Talking about a Particular Topic (A1)

Sentence: "For Maudy's thoughts kali ini, aku juga mau siap-siap sebenarnya as usual but kali ini siap-siapnya mudah-mudahan lebih instant karena I have a meeting that I'm running to so it has to be faster than usual." (00.09- 00: 23)

"For Maudy's thoughts this time, I also want to prepare as usual but this time hopefully it will be more instant because I have a meeting that I'm running to so it has to be faster than usual."

Analysis:

This sentence is classified into category A1 (Talking about a Particular Topic) because it focuses on the specific topic of "preparation before meeting," which is often more easily expressed through a mix of English and Indonesian in a bilingual setting. The use of English terms such as "meeting," "running to," and "faster than usual" reflects the speaker's comfort in using English when discussing professional or work-related matters. Meanwhile, Indonesian is used for the more casual and descriptive elements of the sentence. This natural code switching helps maintain smooth and effective communication, with English serving to convey technical terms and urgency, and Indonesian adding contextual clarity.

Quoting Someone Else (A2)

Sentence: "Nah gitu kalo aku lagi buru buru aku juga ga terlalu lama lama sih nyatoknya let there be a little more volume and look neater" (8:25- 8:37)

"Well, if I'm in a hurry, I won't be too long to check it out. Let there be a little more volume and look neater."

Analysis:

This sentence is classified in category A2 (Quoting Someone Else) because the English part contains a quote or typical expression that comes from another source, most likely from an English beauty or hairdressing tutorial. Code switching occurs to maintain the authenticity and style of the original source, which makes the quote sound more authentic and more effective in its delivery. The sentence structure shows the difference between personal opinion or experience (in Indonesian) and quotation from another source (in English), which is typical of code switching category A2. The use of English in certain parts clarifies the message to be conveyed, because in the context of beauty, terms such as "volume" and "neater" are often used in English and are more commonly found in tutorials or professional guides. Thus, this sentence is a good example of code switching in the category of Quoting Someone Else (A2), where the speaker uses quotations in English to strengthen the message to be conveyed in the Indonesian conversation.

Emphasizing Something / Expressing Solidarity (A3)

Sentence: "and then, also dari diagnosa itu, kita tau jadinya pertanyaan mana aja yang kita tuh kurang apa ya, yang kita punya weakness, atau

misalnya area-area apa sih, di subject inj yang kita tuh kurang, kurang mahir lah gitu ya." (3.33- 3.46)

"And then, also from that diagnosis, we know what questions we are lacking, what we have weaknesses in, or what areas in this subject are we lacking, not very good at."

Analysis:

This sentence is classified in category A3 (Emphasizing Something / Expressing Solidarity) because the use of English functions to emphasize important things such as weaknesses in understanding and fields of study (subject). Code switching to English is also used as a form of emphasis, especially in transitions ("and then, also") and academic concepts that need to be clarified. Meanwhile, the use of Indonesian aims to strengthen solidarity with the audience, with a conversational style that is closer and easier to understand. The structure of this sentence shows a combination of personal reflection in English and explanation in Indonesian, which is a characteristic of code switching category A3. Thus, this sentence is an appropriate example of code switching in the Emphasizing Something (Expressing Solidarity) (A3) category because code switching is used to emphasize academic concepts, clarify understanding, and show Maudy's involvement with her audience.

Using Interjections (A4)

Sentence: "Oke! Study hack number two" (3.10-3.13)

"Okay! study hack number two."

Analysis:

This sentence is classified in category A4 (Using Interjections) because there is the use of the exclamation or interjection "Oke!" at the beginning of the sentence, which functions as a connector or trigger before entering the main topic of the discussion. This interjection serves to attract the listener's attention and mark the transition to the next topic, in this case "study hack number two." Code switching from Indonesian to English occurs because the term "study hack" is more commonly used in academic or productivity contexts, especially in bilingual environments. In addition, the use of English to refer to ordinal numbers ("number two") indicates a tendency towards a more familiar speaking style in discussions based on education or practical tips. This sentence structure shows how interjections in Indonesian function as transition signals, while the main part in English provides specific information, which is a characteristic of category A4 code switching. Thus, this sentence shows how interjections are used to smooth the flow of communication and maintain listener engagement.

Repetition (A5)

Sentence: " : Aku tuh ngerasa a lot of people think that I really really love exams and I do like exams cuman bukannya aku tuh nyari apa yah, bukannya aku merasa bahawa ujian itu seru pada saat ngejalaninnya tapi lebih seru setelahnya gitu." (0:28-0.43)

"I feel like a lot of people think that I really really love exams and I do like exams, but it's not that I'm looking for something, it's not that I feel that exams are fun while taking them, but they're more fun afterwards."

Analysis:

The utterance above appears in the video at 0:28- 0.43 seconds. This sentence is included in the category Repetition (A5) because there is a repetition of words or phrases to emphasize the speaker's intention. In this sentence, the speaker repeats the word "really" twice in the phrase "I really really love exams" to emphasize their feelings. This repetition is used to give stronger emphasis to the feelings they want to convey, namely that they really like exams, even with a more complex explanation. In addition, repetition also occurs in the expression "not that I felt that the exam was fun while taking it, but it was more fun afterwards," where the speaker repeats feelings or opinions about the exam that are actually not very fun when it's done, but more fun afterward. This repetition clarifies and strengthens what the speaker wants to share about their experience with the exam.

Expressing Group Identity (A6)

Sentence: "Oke, I'm gonna take a break cause, i'm gonna put my mascara."

(2.48- 2.50)

"Okay, I'm going to take a break because, i'm going to put on mascara."

Analysis:

The utterance above appears in Maudy Ayunda's video at 2:48 minutes. This sentence is included in the category Expressing group identity (A6) because the use of English reflects the speaker's alignment with a specific cultural or social group. The phrase "I'm gonna take a break cause I'm gonna put my mascara" is a casual expression commonly associated with young, bilingual individuals in a modern, cosmopolitan context. The code-switching serves here to reflect a lifestyle or identity that resonates with an audience whose values self-expression and blends linguistic influences from both Indonesian and English. By choosing English to express this thought, the speaker connects with a particular demographic that often incorporates English into daily communication, especially when discussing routines, fashion, or self-care. The switch not only conveys the intended meaning but also reinforces the speaker's affiliation with a globalized, bilingual community. Despite the shift in language, the utterance maintains its focus on a relatable activity, emphasizing the casual and personal tone of the conversation.

Intention of Clarifying the Speech Content or Interlocutor (A6)

Sentence: "So aku suka banget menjadikan, kayak sample question itu"

(1:48 -1: 49)

"so I really like to make, like that sample question"

Analysis:

The utterance above appearing in the video at 1:48 -1:49 minutes is categorized as A7 (Clarifying speech content for the listener). The speaker uses this sentence to clarify their approach to studying by emphasizing the importance of incorporating sample questions into their preparation process. The use of the English phrase "sample question" alongside the Indonesian words highlights the key point about the practice questions, providing a clear explanation of the speaker's method. This switch helps emphasize the focus on sample questions, making it easier for the audience to understand the strategy being discussed.

Table 2. The Dominant Percentage of Code Switching Function in Maudy's Video

No	Function of Code Switching	Data	Percentage %
1.	A1	23	35,3%
2.	A2	1	1,53%
3.	A3	10	15,38%
4.	A4	4	6,15%
5.	A5	10	15,38%
6.	A6	4	6,15%
7.	A7	13	20%
	All the Data	65	100%

Based on the data from the analysis of Maudy's video, the dominant function of code switching is A1, which accounts for 35.3% of the total data. This suggests that the majority of code switching in the video serves the function identified as A1. The next most frequent functions are A7 (20%) and A3 (15.38%), indicating that these functions also play a significant role in the language shifts observed. Functions A5 and A3 each contribute 15.38%, while A4 and A6 both account for 6.15% of the total. Lastly, function A2 appears the least, with only 1.53%. This analysis shows that code switching in Maudy's video is primarily driven by a few dominant functions, with A1, A7, and A3 being the most prominent.

FINDINGS

This finding shows that Maudy Ayunda uses the most dominant intra-sentential code switching types and inter sentential code switching types which shows a natural bilingual communication style, which combines English and Indonesian fluently in her speech. Then Maudy Ayunda uses the code switching function mainly to discuss certain topics and clarify information for her audience because the most dominant thing used by Maudy Ayunda is

talking about particular topics and intention of clarifying the speech content for interlocutor. The balance between intra-sentence and inter-sentence code switching types shows a natural bilingual communication style, which combines English and Indonesian fluently in her speech. This study highlights what types and functions of code switching are most dominantly used by Maudy Ayunda in her digital content, especially on platforms such as YouTube, to increase engagement and explanation.

From the results of the analysis by using Hoffman's theory (1991) cited in (Meisya et al., 2025), classifying the types and functions of code switching then after calculating the percentage using Sudijono's theory (2006) cited in (Sari & Hartanti, 2023); (Sri Aryanti et al., 2022); (Meniang et al., 2023), the researcher concludes that the dominant types of code switching that occur in the video of Maudy Ayunda on YouTube Channel are intra-sentential code switching and inter-sentential code switching, each occurring 31 times (47.6%). In contrast, tag switching is the least used type, appearing only 3 times (4.6%). Regarding the functions of code-switching, the findings reveal that talking about a particular topic is the most dominant function, occurring 23 times (35.3%). This suggests that Maudy Ayunda frequently switches languages to discuss specific topics more effectively. The second most common function is the intention of clarifying the speech content for interlocutors, with 13 occurrences (20%), indicating her effort to ensure clarity for her audience. Additionally, being empathetic about something (expressing solidarity) and repetition for clarification each appeared 10 times (15.38%), showing that code-switching is also used to reinforce messages and build engagement. Other functions include interjection (6.15%), expressing group identity (6.15%), and quoting somebody else (1.53%), which are used to add emphasis, create a sense of belonging, or cite references.

Discussion

This study aimed to analyze the dominant types and functions of code-switching used by Maudy Ayunda in her YouTube video "Study Hacks Ala Maudy Ayunda" based on Hoffman's Code Switching Theory. The findings revealed that intra-sentential and inter-sentential code-switching were the most frequently used types, each occurring 31 times (47.6%), while tag switching appeared the least, occurring only 3 times (4.6%).

In terms of functions, the most dominant purpose of code-switching was talking about a particular topic, occurring 23 times (35.3%), followed by clarifying the speech content for the audience, which appeared 13 times (20%). Other functions included expressing solidarity (10 times, 15.38%), repetition for clarification (10 times, 15.38%), interjection (4 times, 6.15%), expressing group identity (4 times, 6.15%), and quoting others (1 time, 1.53%).

The high occurrence of intra-sentential and inter-sentential code-switching suggests that Maudy Ayunda demonstrates a natural bilingual communication style, seamlessly integrating English and Indonesian within and between sentences. This aligns with Hoffman's (1991) explanation that bilingual speakers often engage in intra-sentential and inter-sentential switching when they are highly proficient in both languages, allowing for smooth transitions without disrupting the coherence of speech.

The dominance of talking about a particular topic based switching indicates that Maudy Ayunda strategically alternates languages to better articulate specific ideas, particularly when discussing academic or study-related concepts. This finding aligns with previous research that suggests bilingual speakers switch codes when they need to convey ideas more effectively in a particular language. Additionally, the frequent use of code-switching for clarification highlights her intention to ensure audience comprehension, especially for viewers who may have varying levels of English proficiency.

Furthermore, the presence of solidarity-related switching and repetition for clarification demonstrates that code-switching is not only a linguistic tool but also a social strategy to engage with the audience. By using interjections and expressions of group identity, Maudy Ayunda fosters a sense of familiarity and inclusivity among her viewers.

The minimal use of tag switching suggests that short insertions from another language are not a primary feature of her bilingual speech style.

CONCLUSIONS

Based on the analysis and findings of this research, the writer identified 65 instances of code switching in Maudy Ayunda's YouTube video, classified into three types according to Hoffman's theory: intra-sentential, inter-sentential, and tag code switching. The most dominant types were intra-sentential and inter-sentential code switching, each accounting for 47.6% of the data, while tag code switching was the least frequent at 4.6%. Regarding the functions of code switching, also based on Hoffman's theory, the highest frequency was found in the category of talking about a particular topic (35.3%), followed by clarifying speech content (20%), expressing solidarity and repetition (each 15.38%), interjection and group identity (each 6.15%), and the least common being quoting someone else (1.53%). These results suggest that Maudy Ayunda's code switching reflects both linguistic fluency and communicative intention in a bilingual context. Therefore, this research can serve as a valuable reference for readers interested in sociolinguistics, a foundation for future researchers exploring code switching in other contexts, and a useful resource for English teachers seeking to incorporate authentic digital media into the classroom to enhance student engagement and understanding of bilingual communication.

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