CODE MIXING ANALYSIS ON THE COLLABORATIVE YOUTUBE VIDEO OF "LONDO KAMPUNG" AND "COACH TIMO"

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Abstract

The human mobility across diverse locations leads to interactions with various languages, sparking the phenomenon of code mixing, where we blend more than one language in conversation. YouTube, in turn, serves as a platform where many users engage in code mixing. This descriptive qualitative research aims to explore the extent of code mixing in the collaborative YouTube video featuring two foreigners living in Indonesia, namely David Andrew Jephcott, the owner of the "Londo Kampung" channel, and Coach Timo, titled "DAGELAN JOWO TAPI WONG LONDO!" The video is then categorized into different types of code mixing based on Muysken's theory (2000). The analysis results are informally presented in a table, and data validity is examined using triangulation theory, involving scrutiny by an expert to minimize bias. Out of a total of 198 data points, it was found that 170 utterances contained insertion-type code mixing, 4 utterances contained alternation-type code mixing, and 24 utterances contained congruent lexicalization-type code mixing.

Keywords: coach timo, code mixing, Londo Kampung, sociolinguistic, YouTube.

INTRODUCTION

Language holds significant importance in human life, serving as a crucial tool for interaction and communication among individuals. As posited by Kridalaksana (Kushartanti, 2007), language functions as a sound sign system agreed upon and utilized by specific community groups for communication, cooperation, and self-identification. Human mobility often leads to encounters with diverse linguistic communities, resulting in the phenomenon of multilingualism, where individuals use two or more languages. In multilingual settings, code mixing occurs, involving the consistent transfer of linguistic units between languages (Nursjam, 2011). According to Fitria Nur Hamidah (1389), code mixing occurs when a speaker proficiently uses a second language and their mother tongue concurrently, enabling them to seamlessly transition between languages in speech. In Indonesia, many foreigners are proficient in both Bahasa Indonesia and the local languages.

In the contemporary era, technological advancements have given rise to social media platforms like YouTube, widely popular in Indonesia. Notably, YouTube becomes a space where users engage in code mixing. Examples include "Londo Kampung," an Australian descendant named David Andrew Jephcott, and "Coach Timo," a German descendant named Timo Scheunemann. Both adeptly use local languages and engage in code mixing in their content. This analysis focuses on the code mixing employed by "Londo Kampung" and "Coach Timo" in their collaborative content. Specifically, we scrutinize Londo Kampung's YouTube video titled "DAGELAN JOWO TAPI WONG LONDO!" The aim is to identify and classify the types of code mixing based on selected data. This video was chosen due to its popularity, appeal, and the presence of noteworthy code mixing phenomena.

Code mixing, a sociolinguistic phenomenon, is intriguing to study, reflecting how language serves as a universal communication tool transcending cultural boundaries. This topic also offers an interesting case study on how local languages are understood and accepted by foreign speakers whose mother tongue differs from the local language. Our data source is YouTube, a popular platform in the contemporary era where code mixing is prevalent.

Previous studies have explored similar phenomena. Nuraini et al.'s (2022) research on YouTuber Jang Hansol identified three types of code mixing: outer, inner, and hybrid, along with various forms and factors contributing to code mixing. Masruroh's (2021) study on David Andrew Jephcott (Londo Kampung) employed theories to analyze code mixing types and levels, revealing insights into this linguistic phenomenon.

This study aims to provide readers with insights into the code mixing phenomenon among foreign YouTubers living in Indonesia when collaborating. The guiding research question is: What types of code mixing are found in the collaborative videos of YouTubers "Londo Kampung" and "Coach Timo" on YouTube Channel?

A. Sociolinguistics

Sociolinguistics is a field that explores the intricate interplay between language and society, encompassing the impact of social structures, organization, behavior, and norms on language usage and development. It delves into the interdisciplinary connections between language and various social sciences, such as social psychology, anthropology, human geography, and sociology (P. Trudgill, 1974: 32).

B. Code Mixing

Muysken (2000) defines code mixing as a situation where lexical items and grammatical features from two different languages coalesce within a single sentence. Another perspective articulated by Muysken characterizes code mixing as the amalgamation of language fragments into a unified discourse by individuals conversing in two or more distinct languages. Muysken (2000) categorizes code mixing into three types: Insertion, Alternation, and Congruent Lexicalization.

1. **Insertion**
   Insertion involves the incorporation of a foreign word or phrase into the structure of another language within a discourse. This entails the integration of a foreign word or phrase into the native language.
2. **Alternation**
   Alternation encompasses the insertion of a foreign clause into the discourse of the native language. This occurs when two different languages replace each other's functions within a sentence, both grammatically and lexically.
3. **Congruent Lexicalization**
   Congruent lexicalization is a nuanced term referring to a condition where two languages share a grammatical structure that can be lexically filled with elements from either language.

C. About the Content

"DAGELAN JOWO TAPI WONG LONDO!" is a YouTube content piece published by the Londo Kampung account on February 15, 2019. This video, a fan-requested collaboration between David Andrew Jephcott (owner of the Londo Kampung account) and Timo Scheunemann (Owner of the Coach Timo account), spans a duration of 29 minutes and 25 seconds. The video showcases light-hearted banter, storytelling, and casual conversations between the two collaborators as they respond to fan inquiries. Notably, it exemplifies the fluency of foreigners in effortlessly conversing in the local Javanese language.

METHOD

The author employs a qualitative descriptive method in this research. The study is qualitative and descriptive because the collected data consists of written and spoken content (Bogdan et al., 1992). The data source for this research is the video "DAGELAN JOWO TAPI WONG LONDO!" on the YouTube channel owned by Londo Kampung. To analyze the data, the researcher utilizes listening and note-taking techniques. After listening and comprehending the video, the researcher noted the utterances containing code mixing. Subsequently, each utterance is classified into relevant types of code mixing. According to Sudaryanto (1993), there are two methods of presenting the analysis: informal and formal. In this research, the informal method is employed, presenting and explaining the analysis results using a table in natural language.

Furthermore, to ensure data validity, the researcher adopts the triangulation theory. Data validity is crucial in qualitative research. The aim is to determine the confidence and accuracy levels of the research data, helping to examine data analysis for reducing biases and prejudices. Triangulation involves cross-verifying interview results with studied objects or making comparisons (Moleong, 2017). In this study, the researcher utilizes data

triangulation to validate the data. The data sources refer to the types and levels of code mixing. In examining the data, an expert is consulted to examine the collected data, aiming to minimize investigator biases and prejudices.

FINDINGS AND DISCUSSION

The data is classified in this section based on the type of code-mixing. The data obtained from the "DAGELAN JOWO TAPI WONG LONDO!" video which is the subject of the study. Researchers discovered different types of code-mixing. The researcher analyzes the types of code-mixing found in the video using Muysken's theory. According to Muysken (2000) theory, there are three types of code-mixing, namely Insertion, Alternation, and Congruent lexicalization. Based on the data found on video, the researcher found that there are three types of code mixing that will be presented in the table below:

Table 1. The Percentage of Types of Code Mixing in the Video

Types of Code Mixing	Numbers	Percentage
Insertion	170	85,85%
Alternation	4	2,02%
Congruent Lexicalization	24	12,12%
Total	**198**	**100%**

The Types of Code Mixing

Researchers found that there are 3 types of code mixing found in the video as presented in the tables 1, which are insertion, alternation, and congruent lexicalization. The *Javanese* language is the main code in the utterances because the content in the video itself is about foreigners who are fluent in Javanese. Indonesian and English are the languages that are inserted into the conversation.

A. Insertion

There are 170 utterances in the video which are categorized as insertion. Various words and phrases from various languages were inserted into the conversation between Coach Timo and David Andrew Jepchott. The discussion will be explained as follows:

Utterances:
(00:25) Andrew: "dadi iki rek, aku kate **wawancara** coach timo teko **pertanyaan** arek-arek sing **kapan hari** videone oleh sewidak ewu **likes** iku lho"
> *In english: "So, here's the deal, dudes. I'm gonna interview Coach Timo based on the questions from the viewers in the video that got 60 thousand likes the other day."*

The utterance was spoken by David Andrew Jepchott in the video at minute 00:25. Then it can be analyzed that from the data there are several words and a phrase in Indonesian and English that were inserted into Javanese sentences. The first word *"wawancara"* is a verb in Indonesian, which means *"interview"* in English. The second word *"pertanyaan"* is a noun in Indonesian, which means *"question"* in English. The third word *"likes"* is a noun in English, which means the thing that is enjoyed. Then there is a phrase *"kapan hari"* which functions as an adverb of time in Indonesian, it means *"the other day"* in English. This data shows that the words and phrases in Indonesian and English were inserted into Javanese sentences.

(03:44) Timo: "aku **niatku** ngajari bal-balan sing bener, sing **modern** ning arek-arek indonesia soale indonesia itu **potensinya** guede **tapi** kenyataane mesakke"
> *In english: "My intention is to train properly, what is modern about Indonesian people is that the potential is huge, but the reality is somewhat unfortunate."*

The utterance was spoken by Coach Timo in the video at minutes 03:44. Then it can be analyzed that from the data there are several words in Indonesian and English that were inserted into Javanese sentences. The first word *"niatku"* is a noun dalam Bahasa Indonesia, which means *"my intention"* in English. The second word *"modern"* is an adjective in English, which means not ancient. The third word *"potensinya"* is a noun in Indonesian, which means *"the potential"* in English. The fourth word *"tapi"* is a conjunction in Indonesian, which means *"but"* in English. This data shows that the words in Indonesian and English were inserted into Javanese sentences.

(04:27) Timo: "nek awakmu kan ngajari uwong **untuk menghargai** bosone dewe, ben gak kemlondo ngono yo?"
    In english: "You're teaching people to respect their language, so they don't act all Westernized, right?"

The utterance was spoken by Coach Timo in the video at minutes 04:27. Then it can be analyzed that from the data there is a phrase in Indonesian that was inserted into Javanese sentence. The phrase *"untuk menghargai"* can be translated as *"to respect"* in English. This data shows that the word in Indonesian was inserted into Javanese sentence.

(11:56) Timo: "jek jaman **lima tujuh,** awakdewe bedo"
    In english: "Compared to '57, things are different now."

The utterance was spoken by Coach Timo in the video at minutes 11:56. Then it can be analyzed that from the data there is a phrase in Indonesian that was inserted into Javanese sentence. The phrase *"lima tujuh"* can be translated as *"five seven"* in English refers to the year 1957. This data shows that the word in Indonesian was inserted into Javanese sentence.

(15:04) Timo: "**jadi** yo, sing elek iku sak isone **dibenahi**"
    In English "So, anything bad needs to be fixed as much as possible."

The utterance was spoken by Coach Timo in the video at minutes 15:04. Then it can be analyzed that from the data there were several words in Indonesian that were inserted into Javanese sentences. The first word *"jadi"* is a conjunction in Indonesian, which means *"so"* in English. The second word *"dibenahi"* is a verb in Indonesian, which means *"fixed"* in English. This data shows that the word in Indonesian was inserted into Javanese sentence.

(21:15) Timo: "jek gak iso **dimengerti** mata-matane wong londo"
    In english: "so it cannot be understood by the spies of the Dutch people."

The utterance was spoken by Coach Timo in the video at minutes 21:15. Then it can be analyzed that from the data there was a word in Indonesian that was inserted into Javanese sentence. The word *"dimengerti"* is a verb in Indonesian, which means *"understood"* in English. This data shows that the word in Indonesian was inserted into Javanese sentence.

(27:13) Timo: "gak kroso ono sikon sing iso garai **sukses**"
    In english: "There does not seem to be a situation that leads to success."

The utterance was spoken by Coach Timo in the video at minutes 27:13. Then it can be analyzed that from the data there was a word in Indonesian that was inserted into Javanese sentence. The word *"sukses"* is an adjective in Indonesian, which means *"success"* in English. This data shows that the word in Indonesian was inserted into Javanese sentence.

(27:32) Timo: "istilahe coro inggris e iku **perfectionist** lah**"**
    In english: "In English it is called perfectionist, you know."

The utterance was spoken by Coach Timo in the video at minutes 27:32. Then it can be analyzed that from the data there was a word in English that was inserted into Javanese sentence. The word *"perfectionist"* is a

noun in English, which means someone who wants something to be perfect. This data shows that the word in English was inserted into Javanese sentence.

(27:39) Timo: "***club-club*** bal bal an indonesia iku aku gak nemukno ***situasi kondisi*** sing penak"
    In english: "In Indonesian football clubs, I do not find pleasant conditions."

The utterance was spoken by Coach Timo in the video at minutes 27:39. Then it can be analyzed that from the data there were phrases in Indonesian that were inserted into Javanese sentences. The first phrase *"club-club"* is a noun phrase in Indonesian, which means *"clubs"* in English. The second phrase *"situasi kondisi"* is a noun phrase in Indonesian, which means *"situation conditions"* in English. This data shows that the phrases in Indonesian were inserted into Javanese sentences.

(28:10) Timo: "kan awakdewe dudu ***youtuber*** to, ga koyo sampeyan"
    In English: "We are not a youtuber, you know, just not like you are."

The utterance was spoken by Coach Timo in the video at minutes 28:10. Then it can be analyzed that from the data there was a word in English that was inserted into Javanese sentence. The word *"youtuber"* is a noun in English, which means someone who makes content and uploads it into Youtube. This data shows that the word in English was inserted into Javanese sentence.

(28:22) Timo: "dadi ga ono ***ambisi*** neng kono ngono lho"
    In English: "So, there is no ambition in there, you know."

The utterance was spoken by Coach Timo in the video at minutes 28:22. Then it can be analyzed that from the data there was a word in Indonesian that was inserted into Javanese sentence. The word *"ambisi"* is a noun in Indonesian, which means *"ambition"* in English. This data shows that the word in Indonesian was inserted into Javanese sentence.

B. Alternation

Alternation occurs when there are mixing codes between clause boundaries. There are 4 utterances in the video which are categorized as alternation. Various clauses from various languages were inserted into the conversation between Coach Timo and David Andrew Jepchott. The discussion will be explained as follows:

(01:06) Timo: "aku kan lak sering to ngono to, ***tapi aku terus sadar***"
    In English: "I do that often, but then I realized"

The utterance was spoken by Coach Timo in the video at minutes 01:06. Then it can be analyzed that from the data there was a clause in Indonesian that was inserted into Javanese sentence. The utterance *"tapi aku terus sadar"* is a clause in Indonesian, which means *"but then I realized"* in English. This data shows that the clause in Indonesian was inserted into Javanese sentence.

(07:06) Timo: "dadi akhire ***Rainer itu kelahiran Turen tahun enam enam***"
    In English: "So finally, Rainer was born in Turen in '66."

The utterance was spoken by Coach Timo in the video at minutes 07:06. Then it can be analyzed that from the data there was a clause in Indonesian that was inserted into Javanese sentence. The utterance *"Rainer itu kelahiran Turen tahun enam enam"* is a clause in Indonesian, which means *"Rainer was born in '66"* in English. This data shows that the clause in Indonesian was inserted into Javanese sentence.

(19:57) Timo: "Wah, ***nggak tahu aku*** ditakoni ngene"
    In English: "Wah, I have no clue if you ask me like this."

The utterance was spoken by Coach Timo in the video at minutes 19:57. Then it can be analyzed that from the data there was a clause in Indonesian that was inserted into Javanese sentence. The utterance *"nggak tahu*

aku" is a clause in Indonesian, which means *"I have no clue"* in English. This data shows that the clause in Indonesian was inserted into Javanese sentence.

(22:21) Andrew: "bien aku mesti ngene, keri-kerine ***aku menang***, aku kan home-schooling"
    In English: "I was always like that before, but in the end I won because I used to be home-schooling student"

    The utterance was spoken by Coach Timo in the video at minutes 22:21. Then it can be analyzed that from the data there was a clause in Indonesian that was inserted into Javanese sentence. The utterance *"aku menang"* is a clause in Indonesian, which means *"I won"* in English. This data shows that the clause in Indonesian was inserted into Javanese sentence.

C. Congruent Lexicalization
    There are 24 utterances in the video which are categorized as congruent lexicalization. Various language patterns from various languages were mixed in the conversation between Coach Timo and David Andrew Jacob. The discussion will be explained as follows:

(00:45) Timo: "Len aku di takoni pertanyaan gapopo, len aku dikongkon ***ngeprank*** wong, ga gelem aku"
    In English: "If I am asked to answer some questions, it's no big deal. But if I have been told to prank someone, I am not up for it."

    The utterance was spoken by Coach Timo in the video at minutes 00:45. Then it can be analyzed that from the data the word *"ngeprank"* is a combination of Javanese prefix *"nge-"* and English word *"prank"* which refers to an English verb. This data shows that the two languages shared grammatical structure, and in this case, it refers to congruent lexicalization.

(11:39) Timo: "opo mau ***pertanyaane?***"
    In English: "What was the question about?"

    The utterance was spoken by Coach Timo in the video at minutes 11:39. Then it can be analyzed that from the data the word *"pertanyaane"* is a combination of Indonesian word *"pertanyaan",* which means *"questions"* in English, and Javanese suffix "-e", which suggests association. This data shows that the two languages shared grammatical structure, and in this case, it refers to congruent lexicalization.

(13:00) Timo: "tapi lek jermanku, Jermanku lancar ya lancar, tapi kan ono ***aksene*** ya"
    In English: "But if we are talking about my German, well, my German is fluent, but there is still a bit of an (javanese) accent."

    The utterance was spoken by Coach Timo in the video at minutes 13:00. Then it can be analyzed that from the data the word *"aksene"* is a combination of Indonesian word *"aksen",* which means *"accent"* in English, and Javanese suffix "-e", which suggests association. This data shows that the two languages shared grammatical structure, and in this case, it refers to congruent lexicalization.

(22:26) Andrew: "dadi pas ganti permainan, ***musuhe*** kan ganti-ganti"
    In English: "So, when the game change, the opponents keep switching up"

    The utterance was spoken by David Andrew Jepchott in the video at minutes 22:26. Then it can be analyzed that from the data the word *"musuhe"* is a combination of Indonesian word *"musuh",* which means *"opponent"* in English, and Javanese suffix "-e", which suggests association. This data shows that the two languages shared grammatical structure, and in this case, it refers to congruent lexicalization.

(28:45) Timo: "5 menit iku mek siji hal sing spesifik bal bal an opo ngono, terus metu ***poin-poine***"
    In English: "Five minutes, it is just one specific thing about football, then the points come out."

The utterance was spoken by Coach Timo in the video at minutes 28:45. Then it can be analyzed that from the data the phrase *"poin-poine"* is a combination of Indonesian compound words *"poin-poin"*, which means *"points"* in English, and Javanese suffix "-e", which suggests association. This data shows that the two languages shared grammatical structure, and in this case, it refers to congruent lexicalization.

CONCLUSION

After conducting the analysis and obtaining the results, 198 instances of code-mixing were found in a YouTube video collaboration between two foreigners: Andrew Jephcott, the owner of the "Londo Kampung" account, and Coach Timo, titled "DAGELAN JOWO TAPI WONG LONDO!" The data were analyzed using the theory proposed by Muysken (2000) to identify different types of code mixing. From the gathered data, 170 utterances containing insertion-type code mixing were identified, where several words and phrases were inserted into sentences using the main code of the Javanese language. Additionally, 4 utterances containing alternation-type code mixing were found, where clauses in both Indonesian and English were inserted into Javanese sentences. Finally, the researcher found 24 utterances containing congruent lexicalization-type code mixing, where some languages shared the same grammatical structure. In congruent lexicalization, what is often observed is a mixed dialect of Indonesian and English adapted to the distinctive features of the Javanese dialect, namely the suffix -e.

With the advancement of technology and linguistics, the phenomenon of code mixing is expected to continue to increase. Based on the analysis above, code mixing has now become a constitutive part of everyday communication, used by anyone and at any time, including foreigners living in Indonesia. Several famous foreign YouTubers have leveraged this phenomenon, incorporating code mixing in local languages into their content. This not only demonstrates their adaptability to local culture but also serves as a source of inspiration for the younger generation, especially in Indonesia. The use of Javanese as the main code in communication by these foreigners reflects their respect and interest in the local language and culture. This sets a good example for the younger generation, showing that they should take pride in using their own local language and strive to preserve it. Furthermore, this code-mixing phenomenon also has educational benefits. It can be used as a learning tool for the viewers, demonstrating how code mixing can facilitate communication in sharing messages or information. This illustrates that code mixing has become an essential part of daily communication, not only facilitating communication but also serving as a tool to preserve local languages.

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