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A Sociolinguistic Study: Analysis Of Code-Switching In Maudy Ayunda's Speech On Rory Asyari's Youtube Channel

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Abstract

Code-switching is a language phenomenon often found in communication among bilingual communities, including on digital media like YouTube podcasts. This phenomenon occurs when speakers use more than one language in a single conversation to match the communication context, the message delivery goals, or the audience's characteristics. As digital media continues to grow, the use of code-switching has become more common and interesting to study because it reflects bilingual communication practices in everyday life. This study aimed to identify and analyze the types of code-switching used by Maudy Ayunda in the YouTube podcast titled "Maudy Ayunda: Why Do We Always Feel Insufficient? Insecurity & How to Make Peace with Yourself," hosted by Rory Asyari. The study used a qualitative descriptive method with data sources in the form of utterances containing code-switching in the video. Data was collected through observation and documentation techniques by listening, transcribing, identifying, and classifying utterances, then analyzed using Appel and Muysken's (1987) theory supported by Poplack's (1980) theory. The results showed that there are three types of code-switching were identified: intra-sentential switching, inter-sentential switching, and tag-switching. Intra-sentential switching is the most commonly found type. These findings suggest that code-switching in podcasts serves as a communication strategy that helps bilingual speakers convey ideas more effectively and make them easier to understand in a digital communication context.

Keywords: Code-switching, Sociolinguistics, YouTube Podcast, Bilingualism, Digital Communication.

INTRODUCTION

Language is a flexible and adaptive communication tool, especially in multilingual societies that allow individuals to use more than one language in daily interactions. In addition to functioning for communication, language also plays an important role in building social relationships and showcasing the identity and cultural background of its speakers. In multilingual environments, individuals often use more than one language in everyday conversations. This phenomenon is known as code-switching. In multilingual situations, code-switching is often used to facilitate communication and clarify m eaning in conversations (Nazri & Kassim, 2023; Shah & Saja, 2024, as cited in Gumanay, 2026, p. 1). The use of code-switching becomes interesting to study because it is related to social context, speaker identity, and the communication strategies used to create interactions that are more effective and easier to understand.

In sociolinguistic studies, code-switching is one of the language phenomena often found in multilingual societies. Sociolinguistics examines the relationship between language and society, including how bilingual or multilingual speakers use more than one language in social communication (Adriana & Ratmo, 2017, as cited in Nugroho & Seinsiani, 2025, p. 266).

This phenomenon has become even more noticeable in the digital era, as social media has become an important part of everyday life. The development of communication technology provides a wider space for speakers to use more than one language in various forms of social interaction. Along these lines, Tarihoran et al. (2022, as cited in Kandiawan, 2023) explain that the use of social media influences the increase in code-switching and code-mixing practices among Generation Z because digital media allow them to interact with diverse language and cultural communities. Therefore, using two languages in digital communication not only serves to convey messages but also becomes a way to show identity, creativity, and the ability to adapt to social and technological developments. For example, someone might say, “Let’s have an online meeting tomorrow, I’ll let you know later” in everyday conversation. The use of both Indonesian and English in one interaction shows that code-switching has become a normal part of modern communication. This phenomenon reflects how speakers use the language resources they have to create communication that is more effective, flexible, and suited to the social context at hand.

In bilingual and multilingual communication, switching languages doesn’t always happen in the same way. Speakers can switch languages in certain parts of an utterance or even switch entirely to another language in the next utterance, depending on communication needs and the interaction context. Because of this, code-switching can be understood as a phenomenon with various usage patterns and doesn’t happen randomly. In line with this, Rasyidah (2023) explains that bilingual and multilingual speakers tend to bring code-switching practices into different forms of communication, including digital interactions, as part of how they adjust their language use in various social situations. Thus, the variations in the use of code-switching show that language switching is a flexible communication strategy influenced by the social environment where the language is used. According to Appel and Muysken (1987, p. 118), there are three types of code-switching: tag-switching, intra-sentential switching, and inter-sentential switching. These three types show that language switching in bilingual communication has different characteristics depending on the position of the language switch within an utterance. To better understand the use of code-switching, each type needs to be explained based on its characteristics and the form of language switching that occurs.

The first type of code-switching is tag-switching, Tag-switching is the simplest type of code-switching because it only involves inserting a word, a short phrase, or a specific expression from another language into a speech. In bilingual communication, this type is often used spontaneously to add emphasis, show language habits, or create a more natural conversational vibe. This phenomenon shows that language switching doesn’t always happen in complex sentences, but can also appear through short linguistic elements. These findings are in line with a study by Dewi (2023) which shows that tag-switching often appears in digital communication, especially on YouTube podcasts, through the use of short English expressions inserted into Indonesian speech. Using these short forms helps smooth interactions and makes communication sound more natural in a bilingual setting. According to Appel and Muysken (1987, p. 118), tag-switching happens when a speaker sticks a tag, exclamation, or short expression from another language into a sentence. This definition shows that tag-switching doesn’t affect the main structure of the sentence because the inserted element is just a tag or a short expression. So, this type of code-switching is pretty easy for bilingual speakers to use since it doesn’t require changing the grammatical structure of the language being used. The presence of tag-switching in a conversation also shows how speakers use their language resources to make communication more expressive and engaging.

The second type is intra-sentential switching, Intra-sentential switching is a type of code-switching that happens when elements from two languages are used within the same sentence. This type shows a bilingual speaker’s ability to combine two language systems at the same time without messing up the main meaning they want to convey. In everyday communication, using intra-sentential switching often pops up when speakers feel that a word or expression from another language is better for expressing a certain idea, so the message

can come across more effectively. This phenomenon aligns with the findings of Suardani and Putra (2023), which show that using Indonesian and English in a single utterance is often done to clarify meaning and support more flexible communication. The findings suggest that language switching is influenced not only by the speaker's bilingual abilities but also by communication needs in specific contexts. In addition, a study on language use in YouTube content conducted by Faza Nur 'Ashifa and Abdul Kholiq (2026) showed that using more than one language tends to appear in casual and unstructured interactions, giving speakers more room to vary their language choices. This finding shows that digital media has become one of the environments that naturally supports the emergence of forms of bilingualism. According to Appel and Muysken (1987), stated that "Intra-sentential switches occur in the middle of a sentence." (p.118) This definition shows that language switching happens within the same sentence, so both languages are used in one speech structure. Therefore, intra-sentential switching is often considered a more complex form of code-switching compared to tag-switching because it involves deeper integration of language elements. The presence of this type shows that bilingualism is not only seen through switching languages between sentences but also through using two languages simultaneously in a complete utterance.

The last type of code switching is inter-sentential code switching, Inter-sentential switching is a type of code-switching that happens when a speaker switches from one language to another at the boundary of sentences or different utterances. This type shows that the speaker can use two languages alternately without mixing them in a single sentence structure. In bilingual communication, switching languages between sentences is often done to match the context of the conversation, clarify the message, or adapt to a conversation partner who has a different language background. This finding is supported by Ghyfari, Asyar, and Kurniawan (2025), who explained that inter-sentential switching is marked by a language shift at the sentence or clause level, so one sentence is delivered in one language and the next sentence uses a different language. They found that this type of language switching is often used in online learning interactions because it allows speakers to convey information more clearly to a bilingual audience. According to Appel and Muysken (1987, p. 118), inter-sentential switching occurs between sentences. This definition shows that language switching happens after one sentence is finished being spoken before the speaker switches to another language in the next sentence. Unlike intra-sentential switching, which mixes two languages within a single sentence, inter-sentential switching keeps the structure of each language separate, making the language switch boundaries more clear. Therefore, this type of code-switching is often found in digital communication like podcasts, interviews, and YouTube content because it gives speakers the flexibility to adjust the language according to the context and audience needs without reducing the clarity of the message being conveyed. This statement is supported by Daulay et al. (2024), who explain that social media has evolved into a multilingual communication space, allowing users to mix different languages in digital interactions. According to them, using code-switching on digital platforms helps users adapt their way of communicating to diverse audiences while still maintaining the effectiveness of their message delivery.

Not only in the real life conversation, but also there a lot of development in technology and digital media, such as YouTube, YouTube is not only used as an entertainment medium but also becomes a space for sharing information, storytelling, and social interaction in multilingual contexts. The use of mixed languages on YouTube allows content creators to reach a wider audience while creating more engaging and authentic communication (Almoaily, 2023, as cited in Nugroho & Seinsiani, 2025, p. 266). This phenomenon can also be found in the podcast on Rori Asyari's YouTube channel entitled "*Maudy Ayunda: Kenapa Kita Selalu Merasa Ngga Cukup? Insecurity & Cara Berdamai dengan Diri Sendiri*" where the speakers several times use Indonesian and English alternately in conversation. The use of code-switching in the podcast demonstrates how bilingualism is used as a communication strategy to build closeness, clarify meaning, and create a more natural interaction with the audience.

Several studies have examined the use of code-switching in the context of language learning and social communication. The first study was conducted by Dian Luthfiyati, Abdul Kholiq, Indah Aulia Rachmawati, and Aufarizka Khulwatudz Dzakiyah (2025) with the tittle *Code-Switching Used by The Teacher in Classroom Interaction: Sociolinguistics Perspective.* The study aimed to identify the types and reasons for using code-switching in English language learning activities. The object of the study is on the teacher's speech during the teaching and learning process in a formal educational setting. The method used in the study is a qualitative method with a phenomenological approach. To support data analysis, this study applies Poplack's theory in examining the types of code-switching and Hoffman's theory in analyzing the reasons for using code-switching. Based on the analysis results, intra-sentential switching was found to be the type of code-switching most frequently used by teachers in the teaching and learning process. The use of code-switching is carried out for several factors, such as discussing certain topics, providing clarification through repetition, using interjections, and helping students understand the material more effectively.

The next study was conducted by Nungki, M. Arif Rahman Hakim, and Hanura Febriani (2025) entitled *Code Switching and Code Mixing in Sacha Stevenson's YouTube Content: A Functional Analysis for Language Learning.* The study aimed to analyze the use of code-switching and code-mixing in Sacha Stevenson's YouTube videos and to examine their functions in supporting informal English language learning. The study object focuses on three selected videos that contain bilingual interactions between English and Indonesian in YouTube content. This study uses a qualitative descriptive method by applying Poplack's theory (1980) to analyze code-switching, Muysken's theory (2000) to analyze code-mixing, and Gumperz's theory (1972) to examine the sociolinguistic functions in bilingual communication. The study results show that intra-sentential switching becomes the most dominant type of code-switching, while insertion becomes the most frequently found type of code-mixing in the YouTube content. In addition, the use of code-switching and code-mixing in digital communication is considered to help improve context understanding, audience engagement, and language learning effectiveness in a bilingual environment.

Based on that research gap, it can be concluded that previous studies have mostly focused on the use of code-switching in formal classroom learning as well as general digital communication. Study on the types and functions of code-switching in YouTube podcasts as an interactive digital communication medium is still limited and has not been discussed in depth. In addition, previous studies have not specifically connected the use of code-switching with the communication strategies of content creators in building interaction with the audience. Therefore, this study aims to analyze the types and functions of code-switching used in the YouTube podcast of Rori Asyari with Maudy Ayunda. This study also aims to find out how code-switching is used as a communication strategy in digital media. By using the theories of Appel and Muysken as well as Poplack, this study is expected to complement previous study on the use of bilingualism in digital communication.

METHOD

This study used a qualitative descriptive method because the data analyzed are in the form of utterances and words, not numerical data. Creswell (2013) states that qualitative research aims to understand and interpret the meaning of a social phenomenon based on data obtained in its natural context. This method was chosen because the research focuses on analyzing code-switching used in Maudy Ayunda's speech on Rory Asyari's YouTube podcast. By using a qualitative approach, the researchers can examine the utterances produced by the speaker to identify the types of code-switching and explain how they are used in bilingual communication. used to explain and interpret the phenomenon of code switching that appears in the communication process. The data source in this study was taken from a YouTube video entitled *"Maudy Ayunda: Kenapa Kita Selalu Merasa Ngga Cukup? Insecurity & Cara Berdamai dengan Diri Sendiri"* uploaded on the Rory Asyari YouTube channel on April 3, 2026.

The video was chosen because it contains many instances of code switching in the conversation between the speakers. In addition, the topics discussed are related to daily life and are quite relevant to the current social conditions, so the use of Indonesian and English naturally appears in communication. The research data consists of utterances containing code-switching found during the conversations. According to Priskawati and Sulatra (2024), data in the form of speech in podcasts or social media can be used to analyze the types and functions of code-switching in communication interactions.

The data in this study was collected using observation methods and audio-visual documentation from selected YouTube videos. The data collection process was carried out through several steps. First, the writers listened to and watched the videos in their entirety to understand the content of the conversations. Second, the writers listened to the utterances spoken by the speakers repeatedly in order to identify statements containing code-switching. Next, the conversation in the video is transcribed into written form to facilitate the data identification process. After that, the writers records and marks utterances that are included in the code-switching phenomenon. In the final stage, the data that has been found is classified based on the function of code-switching according to the theory used in this study.

The collected data were analyzed using a qualitative descriptive method to identify the types and functions of code-switching found in conversations in the selected YouTube video. In analyzing the data, this study used Poplack's theory (1980) as cited in Suardani, Putra, and Maharani (2023) to classify the types of code-switching. In addition, Appel and Muysken's theory (1987) as cited in Priskawati and Sulatra (2024) was used to analyze the functions of code-switching that appeared in the speakers' utterances. The data analysis process is carried out through several stages, namely identifying utterances containing code switching, classifying the data based on its function, and then describing the analysis results systematically. In the final stage, the writers draws conclusions based on the results of the analysis that have been conducted.

FINDINGS AND DISCUSSION

This study identified fifteen occurrences of code-switching in Maudy Ayunda's speech on Rory Asyari's YouTube podcast entitled "Maudy Ayunda: Kenapa Kita Selalu Merasa Ngga Cukup? Insecurity & Cara Berdamai dengan Diri Sendiri." Based on Appel and Muysken's (1987) classification, the identified data were classified into three types of code-switching: intra-sentential switching, inter-sentential switching, and tag-switching.

Table 1. Distribution of Code-Switching Types

Type of Code-Switching	Frequency
Intra-sentential switching	6
Inter-sentential switching	5
Tag-switching	4

The findings show that intra-sentential switching is the most dominant type found in the podcast.

Intra-Sentential Switching

Intra-sentential switching is a type of code-switching that occurs when a speaker inserts a word, phrase, or clause from another language into the same sentence. According to Appel and Muysken (1987), this type of code-switching occurs without changing the topic of conversation. Furthermore, Poplack (1980, as cited in Suardani & Putra, 2023) explains that intra-sentential switching occurs when two languages are used in a single utterance while still

paying attention to the language structure used. In this study, six data points were found that fall into the intra-sentential switching category. This shows that Maudy Ayunda quite often combines Indonesian and English in one utterance when conveying her opinions, experiences, or perspectives.

Datum 1 (01:52 - 02:10) “Jadi menurut aku, rasa cukup itu bukan berarti kita ngga bisa abis itu punya ambisi, atau punya keinginan atau apapun itu. Tapi it’s something that everyone can have even when they’re not where they want to be yet. Tapi kalian cukup for who you are right now.”

This sentence can be classified as intra-sentential switching because it contains English insertions. According to Appel and Muysken (1987), intra-sentential switching occurs when other linguistic elements, such as words, phrases, or clauses, appear within the same utterance. Here, Maudy Ayunda inserts the clause "it's something that everyone can have even when they're not where they want to be yet" and the phrase "for who you are right now" into the middle of an Indonesian utterance.

Datum 2 (06:22 - 07:12)

“Kayanya titik baliknya disaat aku punya sebuah insecurity, tapi aku coba aja. Let's just try it. Terus akhirnya eh kok berhasil, eh kok bisa. Disitu si mulai kaya mungkin kepercayaan diri dalam hati. Oh ternyata walaupun dimulai dari engga tahu apa-apa, dimulai dari no expertise, tapi kalau jalanin ternyata mungkin bisa, so always believe that action actually drives confidence.”

This sentence includes intra-sentential switching because it mixes Indonesian and English in one utterance. According to Appel and Muysken (1987), intra-sentential switching occurs when other language elements, such as words, phrases, or clauses, are used in the same sentence. In this utterance, English is inserted, such as “Let’s just try it” and “so always believe that action actually drives confidence” amidst the Indonesian explanation. This language mix is still related to the content of the conversation, namely personal experiences about insecurity and the process of building self-confidence.

Datum 3 (08:23 - 08:51)

“Kaya itu juga sesuatu yang aku selalu minta tim aku untuk melakukan juga sih. I don't know why I'm also an overthinker, jadi I question myself a lot. I have a lot of conversations in my head where I challenge myself, I question myself.”

This sentence also includes intra-sentential switching because it combines Indonesian and English in one utterance. According to Appel and Muysken (1987), intra-sentential switching occurs when words, phrases, or clauses from another language appear in the same sentence. In this utterance, English insertions such as “I don't know why I'm also an overthinker,” “I question myself a lot,” and “I have a lot of conversations in my head where I challenge myself” appear in the middle of Indonesian sentences.

Datum 4 (11:18)

“Terus misalnya kenalan sedikit. Hai, what do you do? What’s your background? Kaya semuanya kayak I was an investment banker atau whatever, termasuk suami aku, you know, he was private equity atau kayak all these big words, you know. And I was a singer and an actress and I struggled even trying to explain myself.”

This sentence also includes intra-sentential switching because it combines Indonesian and English in one utterance. According to Appel and Muysken (1987), intra-sentential switching occurs when words, phrases, or clauses from another language appear in the same sentence. In this utterance, English insertions such as ”Hai, what do you do?’’. “What’s your background?,” ‘’Iwas an investment banker atau whateve” ‘’ you know, he was private equity atau kayak all these big words’’, ‘’ you know. And I was a singer and an actress and I struggled even trying to explain myself.” appear in the middle of Indonesian sentences.

Datum 5 (13:01 - 13:07)

“Ada orang waktu itu bilang ke aku, when I was studying di S1 karena aku mengalami hal yang sama.”

The sentence spoken by Maudy Ayunda is an example of intra-sentential switching because it mixes Indonesian and English within a single sentence. According to Appel and Muysken (1987), intra-sentential switching occurs when words, phrases, or parts of another language are incorporated into the same sentence structure.

In this sentence, the part “when I was studying” is inserted directly into the middle of the Indonesian sentence, not as a separate sentence. The point is that Maudy is recounting that someone spoke to her while she was studying for her undergraduate degree because that person also experienced the same thing. The use of English makes the story sound more natural, like everyday speech.

Datum 6 (15:01 - 15:12)

“Jadi that shift in mindset, expanding your point of view tuh bener - bener ngebantu get over the insecurity dan its not about your performance.”

The sentence spoken by Maudy Ayunda, includes intra-sentential switching because it mixes Indonesian and English in one sentence. In the sentence, several English phrases, such as “that shift in mindset,” “expanding your point of view,” “get over the insecurity,” and “it’s not about your performance,” are inserted into the middle of the Indonesian sentence. The point is that a shift in mindset and a broader perspective can help someone overcome feelings of insecurity. Furthermore, it explains that insecurity isn't always due to a person’s performance or abilities.

Inter-Sentential Switching

Inter-sentential switching is code switching that occurs between sentences, where a speaker uses one language in one sentence, then switches to another language in the next. According to Appel and Muysken (1987), this code switching occurs at sentence boundaries, so there is no mixing of two languages within the same sentence. Meanwhile, Poplack (1980, in Suardani & Putra, 2023) explains that inter-sentential switching occurs when someone switches languages from one sentence to the next, but maintains a coherent meaning in the conversation.

In this study, inter-sentential switching was seen in Maudy Ayunda when she used Indonesian in one sentence, then switched to English in the following sentence (or vice versa). This demonstrates her ability to adapt her language use depending on the context and what she wants to emphasize in the conversation.

Datum 1 (07:50 - 08:00)

“Ditanya bisa nyanyi apa engga, itu kaya ngeles pokoknya. I remember that feeling so well. But I also remember how passing that casting, sampai akhirnya main film, sampai akhirnya punya tanggung jawab.”

After the Indonesian statement is finished, there is a language shift. Maudy's own experience with her early career journey is expanded upon in the English phrases. This implies that English is used to give a more thorough account of prior experiences...”

Datum 2 (14:40 - 14:55)

“Jadi, instead focus on us, lets focus on helping our audience to understand. Aku selalu ngajarin itu, shift nya jangan fokus di aku sebagai pemateri, tapi fokusnya bagaimana caranya materi ini bisa ngebantu audience.”

shows a change between sentence boundaries from English to Indonesian. In this instance, the speaker begins her explanation in Indonesian after emphasising the primary point in English. This pattern suggests that code-switching could be used as a tactic to draw attention to key concepts. also reflects inter-sentential switching through the utterance.

Datum 3 (15:20 - 15:33)

“Apakah gue di setting ini diantara orang ini gue akan perform gitu. Padahal it’s not about performance, it’s about your learning or the other people learning from you in your case, gitu kan?.”

The English sentence clarifies the speaker’s viewpoint on learning and personal development. This result implies that English terms are commonly used while talking about concepts related to self-development.

Datum 4 (18:44 - 18:54)

“Kan ngga mungkin semua orang menggambarkan setiap fragmen dari hidupnya. It's literally technically impossible gitu kan someone to do that.”

After the Indonesian statement is finished, the switch to English takes place. The English sentence serves to support the speaker's position and highlight how impossible it is to record every facet of a person's existence.

Datum 5 (29:09 - 29:33)

“Mamaku tuh termasuk santai banget. Kayak maksudnya justru mama itu lebih dekat ke dunia kreatif daripada ke dunia akademis. So actually you know it was like a wonderful consequence of me just really liking what i was learning. Jadi aku tuh emang enjoy banget.”

When describing her schooling experience, the speaker changes to English. This could suggest that when talking about personal insights and academic experiences, English is employed more naturally. Overall, the results imply that Maudy Ayunda is able to develop concepts while preserving the grammatical framework of both languages through inter-sentential flipping.

Tag-Switching

The findings reveal that tag-switching appeared through the use of discourse markers, conversational tags, and short expressions inserted into utterances. According to Appel and Muysken (1987), tag-switching occurs when a speaker inserts a tag, interjection, or discourse marker from another language without affecting the grammatical structure of the sentence

Datum 1 (12:08)

“Jadi, you know, aku tuh sangat sangat cukup sering mengalami inferiority syndrome, where I just kind of don’t feel adequate karena justru aku yang beda sendiri gitu.”

the expression “you know” functions as a discourse marker in the utterance, “Jadi, you know, aku tuh sangat sangat cukup sering mengalami inferiority syndrome...”. The tag keeps the dialog flowing but adds nothing to the grammatical structure. This implies that the speaker creates a more organic and conversational approach by using English discourse markers.

Datum 2 (18:06 - 18:08)

“Well, pertama-tama kayaknya emang harus diakuin”

contains the expression “well” in the utterance. In this instance, “well” serves as an introduction before the speaker starts to voice their opinion. This tag's insertion illustrates how bilingual communication is impulsive.

Datum 3 (27:07-27:13)

“...people going through things than it actually is about me on a personal level, biasanya lama-lama kayak oke, I will move on.”

Includes the expression “oke” in the utterance, Before the speaker proceeds with the sentence, the tag is used to express acceptance of a condition. This implies that rather than providing new knowledge, tag-switching may be used for conversational and interpersonal goals.

Datum 4 (28:05-28:09)

"Well, it really matters, right? Tapi seolah-olah ..."

This implies that rather than providing new knowledge, tag-switching may be used for conversational and interpersonal goals. the expressions "well" and "right?" appear in the utterance, Both expressions function as discourse markers that help organize the speaker's thoughts and invite listener agreement. The use of these tags contributes to a more interactive communication style.Both phrases serve as discourse markers that encourage listener agreement and aid in the organization of the speaker's ideas. An interactive communication style is facilitated by the usage of these tags.

CONCLUSION

This study aims to identify the types of code-switching used by Maudy Ayunda in a YouTube podcast with Rory Asyari based on the theory of Appel and Muysken (1987) supported by Poplack (1980). The results show that there are three types of code-switching: intra-sentential switching, inter-sentential switching, and tag-switching, with intra-sentential switching being the most dominant. These findings suggest that code-switching acts as a communication strategy that helps bilingual speakers convey messages more effectively in a digital communication context. Future research is recommended to use more diverse data sources to obtain more comprehensive results.

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