

## CODE MIXING IN YOUTUBE UENO FAMILY JAPAN AND ITS IMPLICATIONS FOR INDONESIAN LANGUAGE LEARNING

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### Abstract

*The phenomenon of code-mixing is one of the impacts of complex social interactions in bilingual and multilingual societies, especially in the digital era. This research aims to describe the forms and types of code-mixing in the YouTube content of Ueno Family Japan, as well as to uncover its implications for the learning of Indonesian language at the high school level, particularly on negotiation text material. The research uses a descriptive qualitative approach with note-taking methods on two analyzed videos. The data consists of utterances containing code-mixing that are analyzed using Suwito's theory. The results show that there are 113 instances of code-mixing, with a dominance of word insertion forms (58%) and types of outward code-mixing (76%). The linguistic elements used include Indonesian, Javanese, Japanese, and English. These findings indicate that the use of code-mixing in digital communication can be utilized in the teaching of negotiation texts to be more contextual, communicative, and in line with the Merdeka Curriculum.*

*Keywords: Code Mixing, UenoFamily Japan, Implication Learning.*

## 1 INTRODUCTION

Language plays a fundamental role in human life, namely as the main medium for communication and conveying information. Language is a system of symbols in the form of sounds that is utilized arbitrarily and based on mutual agreement. Language is dynamic and productive, and serves as the primary means of communication and social interaction. Language is called a system of sound symbols because it has structured rules to represent sounds through letters. The arbitrary nature of language indicates that there is no mandatory relationship between sound and its reference or referent. Additionally, language is conventional, which means its formation is based on mutual agreement among the members of society as its users (Hermaji, 2019: 1-2).

According to (Hermaji, 2016, pp. 3–4), the study of how language interacts with society is called sociolinguistics. Sociolinguistics can be defined as a field of study that integrates two fields: sociology (the science of society) and linguistics (the science of language). In sociolinguistics, language is always related to the society that uses it. Sociolinguistics views language as the primary means of communication in the daily life of society.

Language plays a crucial role in human life. In addition to functioning as a means of communication, language also represents the culture of a society. As an element of culture, language is always closely related to the society that uses it. Language will develop and endure as long as it is used by the community, but it will disappear if it is not used. On the other hand, society also cannot function without language. Therefore, there is a strong relationship between language and society.

In social interactions, bilingual and multilingual speakers often experience language contact, which is a situation when several languages come into contact with each other. This language contact can lead to a switch in language usage by the speaker in certain social contexts, which then triggers the phenomenon of code mixing. Code mixing can occur when a speaker, while communicating, incorporates words or sentences from a foreign language into discourse that is not entirely consistent with the rules of the Indonesian language.

Code mixing is a condition in which society uses more than one language in their conversations. Code mixing occurs when a speaker predominates the use of one language in communication but incorporates elements from another language. This phenomenon is generally influenced by various

factors, such as social background, educational level, and other inherent characteristics of the speaker (A. A. Putri et al., 2021). This situation refers to a condition where a person does not feel pressured or compelled to integrate elements of another language that are inserted into the primary language used in communication interactions. In other words, the speaker unconsciously mixes elements of a language shifted from one language to another.

With the previous discussion, the researcher will examine code mixing in the YouTube content of Ueno Family Japan, which includes the use of more than one language in their conversations, such as Bahasa Indonesia, Japanese, and regional languages. The choice of YouTube content from Ueno Family Japan as the research object is based on several reasons. First, because the Ueno Family Japan content is currently very popular among the public. The YouTube content of Ueno Family Japan is also relatively new content, even though it has been created since 2016, but many people only became aware of this content at the beginning of 2024. Secondly, because the content of the Ueno Family Japan YouTube channel consists of everyday videos of the family, namely Mama Mega, Pak Bambang, Natsuki, and Ritsuki, who use more than one language in their daily lives, namely Indonesian, Japanese, and a regional language. This makes the researcher interested in studying the content of the Ueno Family Japan YouTube channel due to the presence of code-switching.

The theory that will be used in this research is the code-mixing theory according to Suwito to examine the forms and types of code-mixing in the Ueno Family Japan YouTube content. According to (Suwito, 1983), the forms of code-mixing are divided into several types, including:

1. Insertion of elements in the form of words. Words are very important for grammar because they are the smallest components of a sentence. In (KBBI:V), a word is an element of language that can be expressed either verbally or in writing as a form of expressing feelings and thoughts in communication.
2. The insertion of elements in the form of phrases. A phrase is a combination of two or more words. According to Kridalaksana (Rosliana, 2015), in the Linguistic Dictionary, the term refers to a combination of two or more words that does not have a predicative function. A phrase has a higher hierarchical level compared to a word, but lower than a sentence and a clause (Sigiro, 2018).
3. Insertion of hybrid elements A hybrid is a combination of two different language elements that then form a unity (Wijayanti, 2019).
4. Insertion of elements in the form of word repetition Reduplication or word repetition is the process of repeating the base form of a word, either fully or partially, with or without phoneme changes. This process produces a repeated word that has a new meaning or providing a special emphasis that is different from its original form.
5. Insertion of elements in the form of expressions or idioms Idioms are groups of words that contain meanings that cannot be explained directly from the literal meaning of each word that forms them. Generally, idioms have a figurative meaning that differs from the literal meaning of those words.
6. Insertion of elements in the form of clauses. A clause is a combination of words that consists of a subject and a predicate. According to Elson and Pickett (R. Putri, 2020), a clause has a meaning comparable to a simple sentence, which is a language structure that at least consists of one subject and one predicate.

According to Suwito (Sitinjak et al., 2018), there are 3 types of code mixing, which can be explained as follows:

1. Inner Code Mixing: This type of code mixing refers to the use of elements from the native language or source language within a speech that still has a connection to the mixed language. This phenomenon occurs when a speaker incorporates words, phrases, or structures from one language into another in a communication context, while still maintaining a meaningful connection between the two languages.
2. Outer Code Mixing: This type of code mixing refers to the use of elements from foreign languages in a speech that mixes with the main language. For example, an Indonesian speaker who incorporates words or phrases from English, Dutch, or other foreign languages into their conversation.
3. Hybrid Code Mixing: This type of code mixing allows the use of various language elements in a speech, both from the main language and from foreign languages, including words, phrases, or clauses.

This research is related to learning the Indonesian language that implements the Merdeka Curriculum in the 10th grade of high school in the even semester with the material on negotiation texts. Negotiation

texts are communication interactions between two or more parties aimed at reaching a mutually beneficial agreement. In this learning, students are expected to be able to analyze negotiation texts both in written form and video by understanding the definition, structure (orientation, proposal, offer, agreement, closing), as well as linguistic rules. The aim of this learning is for students to be able to identify and understand the elements of negotiation texts thoroughly in accordance with the approach established in the Merdeka Curriculum.

## **2 METHODOLOGY**

This research uses a qualitative approach. The aim of this research is to describe the forms and types of code-switching in the YouTube content of Ueno Family Japan and to describe the implications of learning code-switching in the YouTube content of Ueno Family Japan in high school education. The author will collect data by identifying the forms and types of code-switching present in the YouTube content of Ueno Family Japan. The object of this research is the YouTube content of Ueno Family Japan.

The form of data in this study consists of a series of facts or information used for research purposes. The data consists of utterances that contain code-switching elements, as seen through the use of language by speakers in the analyzed videos. In the data collection process, the author will use the Listen and Note Technique. The data collection technique is categorized as a listening technique because the research observes the use of language in YouTube content. The note-taking technique is used to record each utterance that contains forms and types of code-switching from the YouTube content of the Ueno Family Japan.

In the data analysis stage, this stage includes grouping data into categories, dividing into subunits, synthesizing, mapping patterns, determining relevant aspects to be researched, and drawing conclusions that can be understood by both researchers and other parties (Sugiyono, 2019:320). The researcher uses sociolinguistic analysis, language analysis based on a sociolinguistic perspective to analyze the data. This research employs a descriptive qualitative approach and focuses on the forms and types of code-switching in the YouTube content of the Ueno Family Japan. This issue relates to the speech used by the Ueno Family Japan in their YouTube content.

## **3 RESULTS**

The results of the research conducted on the YouTube content of Ueno Family Japan found the presence of code-mixing forms, types of code-mixing, and implementations of code-mixing within the YouTube content of Ueno Family Japan in the context of negotiation text as viewed from the linguistic aspects. Two videos were used by the researcher in the study: the video titled "Playing in Tokyo for the First Time with Uncle @fadiljaidi7416 is Really Fun" and the one titled "Cooking Dinner with Besties, Our Favorite Menu."

### **3.1 Forms and Types of Code Mixing in Ueno Family Japan YouTube Content**

The results of the research conducted on the YouTube content of the Ueno Family Japan found the presence of code mixing forms, types of code mixing, and implementations of code mixing in the YouTube content of the Ueno Family Japan in negotiation text material viewed from the linguistic aspect. There are two videos that the researcher used in the study, titled "Playing in Tokyo for the First Time with Uncle @fadiljaidi7416 So Much Fun" and "Cooking Dinner with Besties Our Favorite Menu."

The forms of code-mixing are classified into 6 types, namely, 1) word insertion code-mixing, 2) phrase insertion code-mixing, 3) Baster insertion code-mixing, 4) word repetition insertion code-mixing, 5) idiom insertion code-mixing, 6) clause insertion code-mixing. The types of code-mixing are 1) inward code-mixing, 2) outward code-mixing, 3) mixed code-mixing. The results of this study will be explained as follows:

### 3.1.1 The form of code mixing in Ueno Family Japan YouTube content

**Tabel 1.** The form of code mixing

	Data Representation	Amount of Data	Percentage (%)
One	Word Insertion Code-Mixing	65	58%
Two	Phrase Insertion Code-Mixing	19	17%
Three	Baster Insertion Code-Mixing	12	10%
Four	Word Repetition Insertion Code-Mixing	5	4%
Five	Idiom Insertion Code-Mixing	1	1%
Six	Clause Insertion Code-Mixing	11	10%
Total			100%

#### a. The Form of Code Mixing in the Insertion of Words in the YouTube Content Speech of Ueno Family Japan

##### Data (1)

Uma Mega: "Makasih ya Sep ya, *konnichiwa*" (0:37)

The statement above shows the use of code-switching from Indonesian to Japanese in the form of spoken words. This is found in the word 'konnichiwa,' which in Indonesian means "selamat siang atau selamat sore."

##### Data (2)

Uma Mega: "Iya sopir *hikoki* dia" (1:19)

The statement above indicates the use of code-mixing from Indonesian to Japanese manifested in word speech. This is seen in the word 'hikoki' which in Indonesian means "pesawat terbang."

#### b. The Mixed Code Form of Phrase Insertion in the Speech of YouTube Content Ueno Family Japan

##### Data (1)

Uma Mega: "Kita mau *check in* dulu, best." (0:56)

The statement above indicates the use of code mixing from Indonesian to English in the form of phrases. This is found in the phrase "check in" which in Indonesian means "daftar masuk."

##### Data (2)

Uma Mega: "*Let's go* kita berangkat, best." (3:31)

The above statement shows the use of code-mixing from Indonesian to English in the form of phrases. It is found in the phrase "let's go" which in Indonesian means "ayo pergi."

#### c. Mixed Form of Baster Insertion Code in Ueno Family Japan YouTube Content

##### Data (1)

Uma Mega: "Nat kita *otw*, kita *otw* Bang." (2:43)

The above statement shows the use of code-switching from Indonesian to English in the form of a

hybrid. It can be seen in the word “otw,” which stands for “on the way” meaning in Indonesian “dalam perjalanan.”

**Data (2)**

Uma Mega: “*Coatnya* dibenerin dulu.” (17:05)

The above statement shows the use of code switching from Indonesian to English in the form of a baster. This is indicated by the inclusion of the baster element “coat” followed by the addition of (-nya) at the end, which in Indonesian means “jaketnya.”

**d. Mixed Form of Word Repetition Code in Ueno Family Japan YouTube Content****Data (1)**

Om Fadil: “Ayo *ijo – ijo*.” (34:18)

The statement above indicates the use of code-switching from Indonesian to Javanese in the form of word repetition. This is marked by the inclusion of the repeated word “ijo – ijo” which in Indonesian means “hijau – hijau.”

**Data (2)**

Om Fadil: “Senyum sok cantik, *sumimasen – sumimasen*.” (36:51)

The above statement shows the use of code mixing from Indonesian to Japanese in the form of word repetition. This is indicated by the inclusion of the repeated word “sumimasen – sumimasen” which in Indonesian means “permisis/maaf.”

**e. The Form of Mixed Code Insertion of Idioms in the Speech of Ueno Family Japan YouTube Content****Data (1)**

Uma Mega: “tiga tiga dua dua, ayo kita *spill*.” (13:42)

The statement above shows the use of code-mixing from Indonesian to Javanese in the form of an idiom. This is marked by the inclusion of the idiom “spill” which in Indonesian means “menumpahkan.”

**f. The Mixed Code Form of Insertion Clauses in the Utterances of YouTube Content Ueno Family Japan****Data (1)**

Uma Mega: “Angkanya kebalik Nat, *bundere ning ngarep*.”

Om Fadil: “*Bundere ning ngarep. Kie bocah wis pusing nemen yakin, ya Jepang iya Indonesia iya Jawa iya*.” (12:22 – 12: 28)

The above statement shows the use of code-switching from Indonesian to Javanese in the form of a clause. This is marked by the inclusion of the clause element “kie bocah wis pusing nemen yakin, ya Jepang iya Indonesia iya Jawa iya” which in Indonesian means “ini anak sudah pusing banget yakin, ya Jepang iya Indonesia iya Jawa iya.”

**Data (2)**

Uma Mega: “*Kie bojoku nyuting opo sih, Papa syuting apa kamu?*.” (12:28)

The statement above indicates the use of code-switching from Indonesian to Javanese in the form of a clause. This is marked by the inclusion of the clause “kie bojoku nyuting apa sih” which in Indonesian means “ini suamiku sedang merekam apa sih.”

### 3.1.2 Mixed Code Types in Ueno Family Japan YouTube Content

*Tabel 2. Type of Code Mixing*

	<b>Data Type</b>	<b>Amount of Data</b>	<b>Percentage (%)</b>
One	Inner Code-Mixing	26	23%
Two	Outher Code-Mixing	86	76%
Three	Mixed Code-Mixing	1	1%
Total			100%

#### a. Type of Inner Code Mixing in YouTube Content Uneo Family Japan Data (1)

Uma Mega: “ayo tebak kita mau kemana, *kie rambutku pime toh poniku*, ntar dibenerin.” (1:00)

The statement above shows the occurrence of code-mixing. This is marked by the use of Javanese in the utterance “*kie rambutku pime toh poniku*,” which in Indonesian means “ini rambutku gimana ya poniku” This phenomenon is called code-mixing because it involves two languages that come from the speaker’s language environment, namely Indonesian and Javanese.

#### Data (2)

Uma Mega: “Best, yang nanya supirnya siapa nih. *Kie awan, isuk, bengi garo aku*, makasih yah Mbak Sum. (1:07)

The above statement shows the presence of code-mixing into it. This is marked by the use of Javanese in the utterance “*kie awan, isuk, bengi garo aku*” which means “ini siang, pagi, malam sama aku” in Indonesian. This phenomenon is called code-mixing into because it involves two languages from the speaker’s language environment, namely Indonesian and Javanese.

#### b. Type of Outher Code Mixxing in Uneo Family Japan YouTube Content

##### Data (1)

Uma Mega: “Makasih ya Sep ya, *konichiwa*.” (0:37)

The statement above shows the occurrence of code-switching to the outside. This is marked by the use of Japanese in the utterance “*konnichiwa*,” which in Indonesian means “selama siang” or “selamat sore” This phenomenon is referred to as code-switching to the outside because it involves a foreign language, namely Japanese, which is not included in the languages commonly used by the speakers.

##### Data (2)

Uma Mega: “Kita mau *check in* dulu, best.” (0:56)

The above statement indicates the presence of code-switching to the outside. This is marked by the use of English in the utterance “*check in*”, which in Indonesian means “daftar masuk” This phenomenon is called external code-switching because it involves a foreign language, namely English, which is not part of the language commonly used by the speaker.

#### c. Mixed Code Types in Uneo Family Japan YouTube Content

##### Data (1)

Uma Mega: “Nanti ketemu Om Fadil bilang apa?”

Natsuki: “*Hallo om*”

Uma Mega: "Koniciwa."

The above statement shows the presence of mixed code-switching. This is marked by the use of English and Japanese in the utterance "hallo" and "koniciwa" which in Indonesian means "sapaan or selamat siang" This phenomenon is referred to as mixed code-switching because it involves foreign languages, namely English and Japanese, simultaneously.

### 3.1.3 Implications of Learning the Indonesian Language

The implications of this research for Indonesian language learning at the high school level are quite significant, especially in the development of contextual and relevant teaching materials. The findings regarding the form and types of code-switching in the Ueno Family Japan YouTube content show that language use is now dynamic and influenced by social, cultural, and technological factors. This phenomenon of code-switching can be utilized as an approach to learning based on real communication.

The relevant material is negotiation texts, as these texts involve interaction and language strategies. Through code-mixing analysis, students can understand the various forms of language used in everyday communication and enhance their metalinguistic awareness. This implication aligns with the Learning Outcomes (LO) in grade X phase E of the Merdeka Curriculum, which emphasizes the understanding and analysis of the structure and language of negotiation texts. Thus, learning can be directed so that learners are able to explain the structure and linguistic elements of negotiation texts both orally and in writing.

## 4 CONCLUSIONS

Based on the research results on code-mixing in the YouTube content of Ueno Family Japan and its implications for Indonesian language learning in high schools, a total of 113 instances of code-mixing were found. The forms of code-mixing were classified into 6 types: 65 instances of word insertion, 19 instances of phrase insertion, 12 instances of hybrid insertion, 5 instances of word repetition insertion, 1 instance of idiom insertion, and 11 instances of clause insertion. The results indicate a predominance of word insertion code-mixing. In addition to the forms, there are also types of code-mixing in the YouTube content of Ueno Family Japan totaling 113 instances. The types of code mixing are divided into 3, namely 1) code mixing in with 26 data that includes the insertion of Javanese into the structure of Indonesian, 2) code mixing out with 86 data that includes the insertion of Japanese and English into the structure of Indonesian, 3) mixed code mixing with 1 data that includes the insertion of Japanese and English into the structure of Indonesian in one conversation. The results of this study tend to use code mixing out more.

The phenomenon of code mixing in the YouTube content of Ueno Family Japan reflects language habits influenced by culture, technology, and social interactions, especially in digital media. This phenomenon can be utilized in learning Bahasa Indonesia at the high school level, particularly in negotiation text materials that require communication skills and the selection of appropriate language strategies. With examples from digital videos, students can understand the forms, functions, and contexts of code mixing in real communication. This aligns with the Merdeka Curriculum, which emphasizes understanding the structure and linguistic elements of texts, making learning more contextual and relevant to students' lives.

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