

MAUDY AYUNDA'S LANGUAGE STYLE IN HER YOUTUBE VLOGS: USING THEM AS TEACHING MATERIALS FOR EXPOSITORY TEXTS IN HIGH SCHOOL

Lutfia Khaerunnisa^{1*}, Leli Triana², Syamsul Anwar³

¹²³Universitas Pancasakti Tegal, (INDONESIA)

*Corresponding author: khaerunnisalutfia@gmail.com¹, lelitriana99@gmail.com², syamsulanwar590@gmail.com³

Abstract

The emergence of digital media has transformed communication practices of the society, including language use on the YouTube platform. This condition makes the study of language attitudes vital to explain the usage of Indonesian among public figures in the practice of multilingual communication.

This study intends to characterize the language attitude of Maudy Ayunda in YouTube vlog content based on markers of language loyalty, language pride and awareness of language standards, and the use of language attitude as material for teaching exposition texts in high school. This research is a qualitative study with a descriptive methodology. The data collection is done using documenting, observation, note keeping and transcription procedures in the form of Maudy Ayunda's speech which is gathered from many vlogs on her official YouTube channel. The data analysis was carried out utilizing the interactive analysis methodology of Miles, Huberman and Saldaña, which involves data reduction, data display and generating conclusions. The results of the research suggest that of the 50-speech data studied, 10 data (20%) show language loyalty, 29 data (58%) show language pride and 11 data (22%) show language norm awareness. The most prominent finding is the highest indicator of language pride. It indicates that Indonesian is still the major language to express ideas and information while the use of English terminology simply complements to maintain conceptual accuracy when used in communication. These findings indicate that the use of English in Maudy Ayunda's vlog serves more as a support for the conceptual accuracy rather than replacing the role of Indonesian as the major language. Thus, the bilingual practice shown still shows a favorable attitude towards Indonesian. The results of this study also indicate that the contents of Maudy Ayunda's vlog can be used as teaching materials for exposition texts in Indonesian language learning at the high school level, especially to improve students' online literacy, critical thinking skills, and argumentation skills.

Keywords: language attitudes; learning Indonesian; sociolinguistics; YouTube vlog;

1 INTRODUCTION

The development of information technology has brought a substantial alteration in the communication patterns of the Indonesian society. The Internet and digital media have become an integral element of daily life, involving such activities as collecting information, studying, working and interacting. According to a report by the Indonesian Internet Service Providers Association (APJII), the internet penetration rate in Indonesia will reach 80.66% in 2025, which means that roughly 229.4 million individuals would be linked to the internet. Meanwhile, the digital 2025 Indonesia research shows that the number of users of the internet in Indonesia is around 212 million and the number of users of youtube reaches 143 million, which makes youtube one of the digital platforms with the biggest number of users in Indonesia. This situation reveals that digital media, especially youtube, play a more and more crucial function as a place of communication, of information spreading and of the constitution of linguistic behaviour in society. The number of YouTube users is so many that it is not just a medium of pleasure but also a public arena that affects the use of language in society. In sociolinguistics, language in digital media is not only a tool of communication, but also the embodiment of social identity, cultural values and the attitude of the user of the language. Thus, the use of language by content providers and public figures has an impact on the formation of language habits in society, especially among the younger generation who see social media as one of their main sources of information (Chaer & Agustina, 2014; Wardhaugh & Fuller, 2015).

Language attitude in sociolinguistic study is defined as an individual's predisposition to judge, choose and utilize a language under different communicative conditions. Garvin & Mathiot (1968) states that

language attitudes are composed of three major markers, namely language loyalty, language pride and awareness of language standards. These three factors show that the speaker is committed to keeping the language as an identity, to the status of the language and to the use of the language according to linguistic principles. The construction of a favorable attitude towards the Indonesian language is crucial when considering education because it plays a role in establishing national identity and at the same time improving communication skills amid the development of global communication (Hermaji, 2018).

The rise of digital media also fosters the use of bilingualism in everyday communication in an increasingly intensive way. Indonesian coupled with English by code-switching or code-mixing is a frequent phenomenon in social media content, especially YouTube. The use of foreign languages does not necessarily imply the deteriorating attitude of the Indonesian language, but it can be a communication strategy to adapt to the characteristics of the audiences or to preserve the accuracy of specific terminology (Chaer & Agustina, 2014) stated that digital media can contribute to the formation of social identity through language variety. Rofifah & Rahmawati (2024) stated that language choice on social media is based on the communication environment and characteristics of the audience.

One of the public people who actively uses YouTube as a method of communication is Maudy Ayunda. Maudy Ayunda is a multi-talented artist and scholar with an international education background, noted for her constant sharing of educational content around education, self-development, mental health and social concerns. In her different vlogs, she uses Indonesian as the main language and sometimes includes English terminology or expressions which are adapted to the context of discussion. It is fascinating to investigate the pattern of language use because it shows the bilingual practice in digital communication without ignoring the function of Indonesian as the main language.

The use of language in the digital media has been widely studied, notably the studies on the phenomenon of code-switching, code-mixing, and variety of language in public communication.

For example, Anggraeni & Hendaryan (2025) researched the language attitudes of public personalities on YouTube channels and their utilization as an alternative teaching material. Bu'ulolo et al. (2024) investigated language attitudes in digital communication. However, research that specifically analyzes the language attitudes of public figures based on three indicators by Garvin and Mathiot, namely language loyalty, language pride and awareness of language norms and relates the results to their use as teaching materials for exposition texts in high schools are still relatively limited. However, the examination of these three indicators is significant because it will give a fuller picture of the language attitudes of public figures in the face of the dynamics of digital communication, which is characterized by bilingual behaviors. The objective of this study is to explain the language attitudes of Maudy Ayunda in the content of the Youtube vlog based on Garvin and Mathiot indicators and to study its applicability as teaching materials for exposition texts in high school. The results of this research are intended to contribute to the development of sociolinguistic studies on language attitudes in digital media and the use of digital material as a contextual learning resource in Indonesian language education.

2 METHODOLOGY

The research used a qualitative approach with a descriptive method. The objective of this research was to describe Maudy Ayunda's language attitude in the YouTube vlog content and the usage of attitude as a teaching material for exposition texts at high school. The qualitative technique is used because the research aims to explore the meaning, context, and linguistic events that appear in speech so that the researcher can comprehend the object of study in depth (Sugiyono, 2022).

The data source of the research is Maudy Ayunda's utterances taken from many vlogs on her official YouTube channel broadcast during 2022-2026. The selection of the data sources was based on purposive sampling by taking into account the relevance of the theme of the vlog, the use of the Indonesian language, and the utterances representing the indicators of language attitude. The research data are utterances which comprise the indices of language loyalty, language pride and awareness of language norms based on the theory of Garvin and Mathiot.

Data gathering was conducted by documentation, observation, note-taking and transcribing. All the vlogs were recorded and listened to several times to find utterances related to the research objective. The collected utterances are subsequently transcribed, recorded and classified based on linguistic attitude markers. The researcher is the principal tool (human instrument) to determine the source of data, collect, classify, interpret and present the results of the research.

The data analysis is based on the interactive analysis model provided by Miles et al. (2014) which consists of three stages, namely: data reduction, data display and drawing or verifying conclusion. In the reduction phase, the transcribed utterances are selected and classified according to linguistic attitude indicators. The data in the form of distribution tables and detailed descriptions to show the tendencies of Maudy Ayunda in using language. The final stage is to form a conclusion, interpreting the data from the perspective of Garvin and Mathiot's theory, and connecting it to the language used in digital media and its utilization as instructional material for expository texts in high school.

3 RESULTS

Analysis of 50 utterances by Maudy Ayunda in YouTube vlog content shows a tendency of positive attitude towards the Indonesian language. The analysis was conducted based on three indicators of language attitude according to Garvin and Mathiot, namely language loyalty, language pride, and awareness of language norms. The distribution of the analysis results is presented in Table 1.

3.1 Language Attitude

Language attitude is the inclination of the speakers to assess, select and apply a language in diverse communication settings. According to Garvin & Mathiot (1968) language attitude is shown in three indicators, namely language loyalty, language pride, and awareness of language norms. The three indicators are utilized as the basis for analyzing the tendency of Indonesian language use in Maudy Ayunda's speech in YouTube vlog video. The results of the data grouping according to three indicators are shown in Table 1.

Table 1. Distribution of Language Attitude Data

Indicator	Number of Data	Percentage
Language loyalty	10	20%
Language pride	29	58%
Awareness of language norms	11	22%
Total	50	100%

From the examination of 50 data utterances of Maudy Ayunda, the researcher found three language attitude indicators according to Garvin and Mathiot, namely language loyalty (10 data, 20%), language pride (29 data, 58%), and awareness of language norms (11 data, 22%). The dominant language pride signal is being shown by Maudy Ayunda which is the usage of Indonesian as the main medium to deliver thoughts, knowledge, and information for her audience. Beberapa ucapan disisipkan dengan kata-kata bahasa Inggris, tetapi penggunaan tersebut lebih untuk menjaga keakuratan konsep atau istilah akademik, bukan untuk menggantikan fungsi bahasa Indonesia sebagai bahasa utama komunikasi. The findings show that the use of bilingual practices in digital media is not always a negative attitude towards the Indonesian language, but can be used as a communication strategy according to the context, audience characteristics, and the necessity for accurate delivery of meaning. Therefore, the findings of this research showed that although communication takes place in a digital environment with a lot of linguistic interaction, a favorable attitude towards the Indonesian language may still be achieved.

3.1.1 Loyalty to Language

Language loyalty is the attitude of speakers who continue to utilize their own language as the primary means of communication. According to Garvin and Mathiot, language loyalty is demonstrated by the speaker's commitment to prioritise the national language in diverse communication settings, so as to maintain the existence and function of the language. Language fidelity in this study is manifested in the employment of Indonesian as the main language in delivering ideas to the audience, but it is often accompanied by the insertion of foreign language phrases.

Data 1

Context:

The phrase was said at the opening of the vlog *The Anxious Generation: Why Are Young People Becoming More Anxious?* when Maudy Ayunda talks about the differences of childhood experiences between generations.

" Hey folks. Do you think kids' childhood today is really different than back then? Back then, we'd come home from school and play outside until it got dark".

The use of the greeting "guys" at the beginning of the statement does not reduce the dominance of the Indonesian language because the whole notion is conveyed using communicative Indonesian. The prevalence of English features is a representation of a mode of communication often employed in digital media, not a change in language preference. This criterion indicates the commitment to preserve the Indonesian language as a major way of delivering information to the audience, thus in accordance with the notion of language loyalty by Garvin & Mathiot (1968). The finding also suggests that adaptation to the rise of digital communication may be done without side lining the function of Indonesian as the primary language. The data consists of ten utterances with linguistic loyalty markers.

3.1.2 Pride of Language

Language pride is the positive attitude of speakers making language an identity and the main method to express thoughts. Language pride is expressed by using language confidently in different communication circumstances, according to Garvin and Mathiot. Language pride can be seen in this study when Maudy Ayunda continues to prioritize the Indonesian language in explaining various facts even when some foreign phrases are utilized to maintain the meaning of specific topics.

Data 2

Context:

The comment was made in the vlog *The Anxious Generation* when Maudy Ayunda highlighted one of the primary topics in the book regarding changes in childhood experiences and how it affects children's development and mental resilience.

"The first insight is: childhood has been rewired. The author writes that youngsters are naturally anti-fragile, they grow and develop when encountering obstacles, not when they are totally kept away from risks".

The usage of the terms "childhood has been rewired" and "anti-fragile" does not make English the dominant language, because these concepts are promptly described again in Indonesian.

This technique means that Indonesian is still employed as the major channel in delivering knowledge, although foreign terms are used in a limited way to retain the conceptual accuracy. This tendency expresses language pride as called by Garvin & Mathiot (1968), a positive attitude which considers language as an identity and as the main vehicle of communication. Amin (2020) states that language attitude can be seen from the orientation of the speaker in prioritizing the function of the language, not the amount of foreign language parts employed. This study, therefore, reveals that the prevalence of language pride indicators in Maudy Ayunda's bilingual practice actually improves the function of the Indonesian language in digital public communication.

3.1.3 Awareness of Language Norms

The awareness of language norms is the attitude of speakers that demonstrates the attention to the use of language that is good, correct, courteous, and suited to the communication scenario. As Garvin and Mathiot argue, knowledge of the language standard is not only shown by following the rules of the

language, but also in the speaker's ability to modify language choices according to the situation, the purposes of communication and the characteristics of the interlocutor.

A speaker who understands language standards would attempt to transmit messages in a clear, effective and understandable way so that communication can flow peacefully.

Data 3

Context:

The statement was made in the vlog *The Anxious Generation* when the speaker described the change in childhood for the early 2010s generation from direct interaction to interaction through screens and its psychological and social effects.

"The childhood has been rewired or massively transformed from real world-based childhood to screen-based childhood since the early 2010s and this is not only a lifestyle change but also one of the main causes for the increase of anxiety, depression and social isolation in the current generation," he said.

The use of the word "rewiring" and then explaining it in Indonesian shows an attempt to keep the conceptual accuracy and at the same time, the message can be easily understood by the audience. The decision indicates the speaker's capacity to change the use of the language to the communication needs without losing the clarity of the information. This technique is consistent with the notion of awareness of language norms put out by Garvin & Mathiot (1968), which stresses the necessity of the effective, accurate and contextual use of language. So foreign phrases are not the replacement of the Indonesian language, but an auxiliary to the conveyance of message so that it is always clear, methodical and easy to grasp. The data consist of eleven utterances that indicate awareness of linguistic norms.

3.2 Teaching Material for Expository Text

The results of the study prove that Maudy Ayunda's vlog has the potential to be used as teaching material for exposition texts in Indonesian language learning in high school. This is because it contains information that is systematic, argumentative and supported by facts with the use of Indonesian as the main language although sometimes using English terms in an effort to maintain the accuracy of the concepts. These features are in line with the aims of expository text learning that emphasize students' capacity to evaluate, analyze, and develop arguments based on verifiable facts. In addition, the themes raised such as education, online literacy, mental health, technology and social life are near to the students' lives and enable contextual and relevant learning. These findings are also related to the Indonesian Language Learning Outcomes Phase E which emphasizes the ability to analyze content, structure, argumentation, and language use in various types of texts. Therefore, the use of Maudy Ayunda's vlog as a teaching material can not only support the learning of exposition texts, but also become an authentic example of the use of Indonesian language that reflects positive language attitude and contributes to enhancing students' critical thinking skills, online literacy, and language proficiency.

4 CONCLUSIONS

According to the results of the research, it can be stated that Maudy Ayunda has a favorable attitude towards the Indonesian language in the YouTube vlog. This is shown from the markers of language loyalty, language pride, and understanding of language norms according to Garvin and Mathiot. The 50-speech data studied show 10 data (20%) of language loyalty, 29 data (58%) of language pride and 11 data (22%) of awareness of language norms. The dominance of the language pride indication implies that Indonesian is still the major language used to deliver information and ideas, while the usage of English terminology only plays a supporting function to maintain the accuracy of concepts according to the context of communication.

The results show that multilingual practices in digital media do not always show a negative attitude towards the Indonesian language, but can be a communication strategy that still prioritizes the Indonesian language. The results of the study also show that Maudy Ayunda's vlog has the potential to be utilized as teaching material for exposition text material in Indonesian language learning in high school since it contains systematic and argumentative information delivery, employing communicative Indonesian. Therefore, this research not only advances the development of a sociolinguistic study on the language attitudes of public figures in digital media but also expands the alternative use of

YouTube content as authentic teaching materials that support the enhancement of students' online literacy, critical thinking skills, and language proficiency.

REFERENCES

- Amin, M. (2020). Attitude toward language in sociolinguistic settings: A brief overview. *REiLA: Journal of Research and Innovation in Language*, 2(1), 27–34. <https://doi.org/10.31849/reila.v2i1.3758>
- Anggraeni, T., & Hendaryan. (2025). Sikap Bahasa Vincent dan Desta dalam Channel Youtube Vindes. In *DIKSATRASIA* (Vol. 9, Number 2).
- APJII. (2024). *Survei penetrasi internet Indonesia 2024*.
- Bu'ulolo, Y., Zega, B. D., Lase, S. P. K., & Buulolo, O. (2024). Sikap bahasa dalam komunikasi digital. *Jurnal Bahasa Dan Sastra*, 18(2), 210–225.
- Chaer, A., & Agustina, L. (2014). *Sosiolinguistik: Perkenalan awal* (Edisi revisi). Rineka Cipta.
- Garvin, P. L., & Mathiot, M. (1968). The urbanization of the Guarani language: A problem in language and culture. In J. A. Fishman (Ed.), *Readings in the Sociology of Language* (pp. 365–374). Mouton.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.
- Rofifah, H., & Rahmawati, L. (2024). Sikap Berbahasa Remaja Fase Remaja Madya pada Media Sosial: Kajian Sosiolinguistik. *WIDYANTARA*, 2, 101–108. <https://doi.org/10.63629/widyantara.v2i2.108>
- Sugiyono. (2022). *Cocok Untuk: TM 4. Mahasiswa, S41, S2 dan 53 2. Dosen dan Peneliti j REKOR INDONESIA RIN DONESIA*.
- Wardhaugh, R., & Fuller, J. M. (2015). *An Introduction to Sociolinguistics* (7th ed.). Wiley-Blackwell.