



**THE ANALYSIS OF CODE SWITCHING USED BY MAUDY AYUNDA IN
“CATATAN NAJWA” YOUTUBE CHANNEL**

Final Project

Submitted in partial fulfillment of the requirements

For the degree of *Sarjana Pendidikan* in English

by

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS EDUCATION

UNIVERSITY OF PGRI SEMARANG

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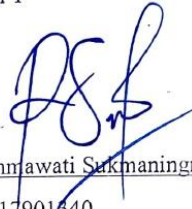
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MOTTO

“Great things are not done by impulse, but by a series of small things brought together.” – Vincent van Gogh

DEDICATION

This paper is trully dedicated to:

1. My beloved parents. My mother, Siti Barokah and my father, Budiyono.
2. My beloved brothers, Muhammad Raffasya Athaillah and Desrizal Fajar Ramdhani.
3. My beloved family.
4. My advisors, Mrs Rahma and Mr Prabowo.
5. My closest friend, Arfan Arsyad and all of my friends in college.

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First and foremost, praise be to Allah SWT, who has bestowed His mercy and gifts, so that the writer can complete this final project entitled **“The Analysis of Code Switching Used by Maudy Ayunda in “Catatan Najwa” Youtube Channel”**. This final project is submitted to complete in partial fulfillment of the requirements for the degree of Sarjana Pendidikan in English at Universitas PGRI Semarang.

The deepest appreciation and gratitude are addressed to people who give the writer valuable encouragement, knowledge, guidance, and patience in finishing this final project. After all, the writer would like to give a very big appreciation to:

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In the end, the writer realizes that this final project is so far from perfection.

Hopefully, this final project can be useful for whoever needs it for educational purposes.

Semarang, 8th August 2022



Chlaresa Larasati

ABSTRACT

Larasati, Chlaresa. 2022. *The Analysis of Code Switching Used by Maudy Ayunda in "Catatan Najwa" YouTube Channel.* Final project, English Education Study Program, Faculty of Language and Arts Education, University of PGRI Semarang.

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Keywords: *Bilingualism, Sociolinguistic, Code Switching, YouTube*

This title final project is “The Analysis of Code Switching used by Maudy Ayunda in "Catatan Najwa" YouTube Channel", the video that posted on March 22, 2019. The main purposes of this study are to identify the types and contexts of code switching in "Catatan Najwa" YouTube channel. This study aimed to; (1) to identify the types of code-switching used by Maudy Ayunda on YouTube “Catatan Najwa”; (2) to find out the dominant types of code-switching, and (3) to investigating the contexts of utterance containing code-switching used by Maudy Ayunda on YouTube “Catatan Najwa”.

The source of the study is the talk show Catatan Najwa with Maudy Ayunda on Najwa Shihab's Youtube Channel. In this talk show, there was a guest star named Maudy Ayunda. The conversation took place on Najwa Shihab's Youtube Channel. In this conversation, they use two languages, namely Indonesian and English.

This study is qualitative analysis study which analyzes types and contexts using Hoffman's theory (2014). The data of the study were collected by watching, finding, analyzing, listing, and classifying.

The results of this study is type Intra-Sentential with 15 data as dominant code switching types and Have Strong Opinions about Something with 9 data as dominant code switching contexts.

Semarang, 8th August 2022



Chlaresa Larasati

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, definition of the key term, and outline of the research. Those parts discussed as follows:

A. Background of the Study

Language is a way of interacting with other people to create good communication. Through language, we understand what is said or what other people think to explore ideas, opinions, and information or feelings about events. Therefore, Hutajulu and Herman (2019:29) state language is a communication tool that plays an important role in communicating. Cite to Webster Dictionary (2022) language is the words, their pronunciation, and the methods of combining them used and understood by a community; audible, articulate, meaningful sound as produced by the action of the vocal organs; a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings; the suggestion by objects, actions, or conditions of associated ideas or feelings.

Based on the description above, the writer can include language as a vital communication tool humans use to interact with other people through language; someone creates reality and regulates it. Language brings to the surface things that are hidden and therefore real. Language is also used to describe a person's experience, the experience of talking about an event,

process, person, object, abstraction, quality, situation, and surrounding social relations.

Language is a communication system consisting of written sounds and symbols used by people from a particular country or region to speak or write. Language is communication used to convey thoughts, ideas, concepts, or feelings. Language is very important in human life. Language can also be a symbol or sound used to interact with other people, so language is the most helpful tool in social life. From the explanation above, the writer can conclude that language is a tool for humans to convey and express what they feel and think, and of course, it can be understood by other people as well so that other people can respond to what is meant by creating communication. As a linguist, there are many kinds of linguistics, one of which is sociolinguistics and it happens because of society. Linguistics is the scientific study of language and its structure.

In this digital era, there are so many social media platforms such as YouTube, Facebook, Instagram, Twitter, Whatsapp, etc. They have several useful functions in our life. The first is communicating among people. No matter how far, people can communicate with family, friends, and 24 hours. Second, social media can also convey important information from governments, artists, influencers, etc. We can use the information in a language that everyone can understand. After all, the language they use must also be a learning material for the audience or readers. Therefore, language is needed to facilitate communication with other people outside our homes.

From several platforms mentioned above, here the writer chose a YouTube platform. Because YouTube is a digital video platform widely used by content creators to convey or share information, daily activities, talk shows, etc., domestically and abroad. YouTube users come from so many circles around the world, such as artists, actors/actresses, celebrities, influencers, gamers, and so on. They use YouTube in their languages, including English, because it is an international language that causes everyone to flock to learn and understand it. From YouTube, we can learn many things as needed.

Many content creators make videos with Indonesian and English code-switching in them. One of the artists we know is Maudy Ayunda who has various achievements in education and entertainment. She is an intelligent woman who does not put her education first; recently she has been talked about by the public again because of her confusion in choosing her master's education between Harvard University or Stanford University; the story of the journey to register and pass and the decision she chose is on YouTube content "Catatan Najwa". As a person who can use several languages, then in the content she uses language switching or code-switching in it. Code-switching can be easily found in sharing educational content, games, talk shows, etc YouTube content. There are several reasons content creators use code-switching to highlight the intent of the sentence conveyed to the audience. Code-switching is when the speaker intentionally changes a code used by moving from one code to another. Wardhaugh (2012: 98) explains that code-switching is a conversation used to set, cross, or destroy boundaries; create, generate or change interpersonal relationships with their rights and

obligations. Hymes in Chair and Agustina (2012:108), explain that code-switching has become a general term for alternative uses of two or more languages, or a variety of languages, or even styles of speech. Code-switching occurs because there are many people in society, and they have their own dialect. Code-switching also occurs to bridge the language gap. According to (Holmes 2013:35) People sometimes switch domains of code-switching or social situations. When there is some obvious change in the situation, such as the arrival of a new person, it is easy to use the switch. Code-switching is a variation of code in communication or speech in society that causes speakers to produce many speech codes based on the situation.

According to the description above, the writer conducted a study entitled "The Analysis of Code Switching Used by Maudy Ayunda in "Catatan Najwa" YouTube Channel".

B. Reasons for Choosing Topic

In this study, the writer presents the reasons of choosing the topic. The reasons are as follow:

1. The amount of code-switching on YouTube by creators and viewers is increasing lately.
2. The use of more than one language is now commonplace in society along with the development of technology and language learning that is easily accessible anywhere.
3. The use of code-switching in society aims to clarify the words or language used directly or indirectly.

C. Statement of the Problem

The writer provides the statement of the problem as follows:

1. What are the types of code-switching used by Maudy Ayunda on YouTube “Catatan Najwa”?
2. What is the dominant type of code-switching in this study?
3. What are the contexts of utterance containing code-switching used by Maudy Ayunda on YouTube “Catatan Najwa”?

D. Objectives of the Study

Following the formulation of the problem above, the writer states the objectives of the study as the followings:

1. to identify and clarify the types of code-switching used by Maudy Ayunda on YouTube “Catatan Najwa”.
2. to identify the dominant the types of code-switching in this study.
3. to identify the contexts of utterance containing code-switching used by Maudy Ayunda in YouTube “Catatan Najwa”.

E. Significance of the Study

Hopefully, the result of the study useful for:

1. English Students

The writer hopes that students can find code-switching in YouTube content to improve their sociolinguistic skills.

2. Lecturer

Hopefully, the lecturers are expected to add insight to students speaking skills by providing real examples to be analyzed. Therefore, this study can be used as a reference.

3. Reader

The writer hopes that readers will get more information on code-switching on YouTube content if used in the video, daily communication, both in real life and social media.

4. Other Writers

Hopefully, other writers can take this study as their reference.

F. Definition of Key Terms

The writer defines the key terms used in this study. The key terms are as follows:

1. Bilingualism

According to (Josiane F. Hamers, 2020), in a very lengthy discussion of the definition, cite Webster's (2018) dictionary for the word 'bilingualism', as follows: the ability to speak two languages; the frequent use (as by a community) of two languages; the political or institutional recognition of two languages.

2. Sociolinguistic

Sociolinguistics is concerned with the relationship between language and the context in which it is used. According to (Putra & Yastanti, 2016), "Sociolinguistics is an interdisciplinary relationship between sociology and linguistics which has a close relationship". This means that

sociolinguistics connects sociology and linguistics. Sociolinguistics creates language itself and also its use in society because of its relationship with each other. Sociolinguistics comes from the words sociology and linguistics. Sociology is the study of social structures and processes that occur in society, while linguistics is the study of the system of language use.

3. Code-switching

According to (Gardner-Chloros, 2012) it is common for bilingual speakers to use two or more languages, dialects, or variations of the same language, without any real effort. This development, called code-switching, has become the focus of serious attention in linguistics. However, this soulful and original study explores, once and where code-switching occurs. Drawing on examples from medieval manuscripts to raps, novels to commercials, emails to political speeches, and particularly colloquialism, he argues that code-switching is only best understood if we are inclined to study it from multiple points of view. It shows that the linguistic, cognitive psychology, grammatical and organic process aspects of the code-switching area units are all mutualisms, and the findings in each spatial unit area are important to others

4. YouTube

YouTube is an online video sharing platform and social media platform in the hands of Google. It was launched in 2005 by the subgenus Steve Chen, Chad Hurley, and Jawed Karim. It is the second most visited website, right after Google itself. YouTube has more than one billion

users. In 2019, videos were uploaded at a content rate of over five hundred hours per minute.

In October 2006, YouTube was bought by Google for \$1.65 billion. Google's ownership of YouTube has also changed its business model; it does not generate revenue from advertising alone. YouTube currently offers paid content such as movies and exclusive content. YouTube and approved creators participate in the Google AdSense program, generating additional revenue for each party. It has since grown fully from a small video streaming platform into a large service with reported revenues of \$19.8 billion in 2020.

On the YouTube platform, varied services also are there, such as YouTube Community, YouTube Kids, YouTube Movies, YouTube Music, YouTube Premium, YouTube Shorts, YouTube Stories, TestTube, and YouTube TV.

The function of YouTube in this study is as a social media platform with many users and content creators who upload creative videos here. Consisting of various groups and various content available on YouTube, including a talk show attended by Maudy Ayunda on the YouTube channel of *Catatan Najwa*. In the video there are several code switching speeches between Maudy Ayunda and Najwa Shihab so the writer is interested in analyzing them.

G. Outline of the Study

Chapter I discusses the introduction that consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of

the study, significances of the study, definition of key terms, and outline of the study.

Chapter II is a review of related literature. It includes a review of related theories and previous studies.

Chapter III provides a methodology of the research, including design of the study, object of the study, roles of the writer, instrument, methods of data collection, and methods of data analysis.

Chapter IV provides finding research and discussion.

Chapter V provides conclusion and suggestions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. Sociolinguistics

Communication is one of the roles of language. Also, to establish and maintain social relationships. It can also indicate membership of different social groups from the speech community. Speaking of language and society is a branch of linguistics, which studies all aspects of language and society, called sociolinguistics. Several linguists define sociolinguistics from several perspectives.

According to Hudson (2012), sociolinguistics is the study of language in relation to society. To put it another way, we study language and society in sociolinguistics to learn as much as we can about what kind of thing language is. According to Coulmas (2013) Micro-sociolinguistics explores how social structure influences the way people talk and how language variations and patterns of use correlate with social traits such as class, sex, and age.

Based on a statement from Fishman (2012), sociolinguistics is the study of the characteristics of language use functions with the characteristics of language users themselves. Sociolinguistics does not focus on the structure of a language, but focuses on how the language is used in its social and cultural context. One of the concentrations in sociolinguistics is code-switching.

From the definition expert above, there is a branch of linguistics called sociolinguistics that studies all aspects of language and society. It investigates how social structure influences the way people talk. It also looks at how language varieties and use patterns correlate with social attributes such as class, sex, and age. Sociolinguistics does not focus on the structure of a language, but on how the language is used in its social and cultural context.

2. Bilingualism

Bilingualism is the ability to use two languages. Bilingualism is a topic that has been studied from many perspectives. Broadly defined, bilingualism refers to the knowledge and command of two or more languages, though to varying degrees.

According to (Hoffmann, n.d.) the concept of bilingualism is well-established in the general public's understanding. Bilingualism may twist it toward one side or the other, and it frequently has good or bad implications. The concept is also well-established in the minds of specialists. However, the latter is expected to apply objective criteria and aim for precise delineations. Yet some of the definitions of bilingualism that have been put forward are surprisingly vague and even contradictory.

In his well-known book *Languages in Contact*, Uriel Weinreich, one of the founding fathers of bilingual studies and a bilingual himself, offers one of the shortest definitions: 'The practice of alternately utilizing two languages shall be named bilingualism, and the person participating, bilingual.' According to Weinreich (2012).

‘Bilingualism as a concept has open-ended semantics’, Hugo Baetens Beardsmore (2014) points out at the beginning of his comprehensive discussion of several different definitions of bilingualism. Ultimately, all definitions are arbitrary to a greater or lesser extent. Therefore, it is not necessarily a problem that there are so many of them, since in this way the writer can choose the one that best suits their purpose.

From the definition expert above, bilingualism refers to the knowledge and command of two or more languages, though to varying degrees. Some of the definitions of bilingualism that have been put forward are surprisingly vague and even contradictory. Ultimately, all definitions are arbitrary to a greater or lesser extent; it is up to the writer to choose the one that best suits their purpose.

3. Code Switching

a. Definition of Code Switching

Code-switching is a verbal communication situation where the speaker switches from one language to another or dialect. Some linguists have come up with a definition for code-switching. McLaughlin (2012) emphasizes the distinction between mixing and switching by referring to code switches as language changes occurring across phrase or sentence boundaries. In contrast, code-mixes take place within sentences and usually involve single lexical items.

According to (Hoffmann, n.d.), the most general definition of code-switching is the alternating employment of two languages or linguistic varieties inside the same speech or within the same discussion. In the

case of bilinguals speaking to each other, switching can consist of changing languages; in monolinguals, style shifts.

Based on the previous definitions, code-switching can be defined as using at least two languages or varieties of language utterance in conversation during a speech in a bilingual or multilingual society.

b. Types of Code Switching

According to Hoffman 2014, show many types of code-switching based on the juncture or the scope of switching where language takes place, Intra-sentential switching, inter-sentential switching, and emblematic (tag) switching.

1) Intra-sentential Switching

Code-switching within a clause or phrase is known as intra-sentential. In this scenario, the speaker may exchange clause parts, lexical items, or even morphemes. Code-switching within a clause or sentence border is known as intra-sentential switching.

Example: “**I'm good**, *kamu lagi ngapain ?*”

2) Inter-sentential Switching

Code-switching that occurs between phrase or sentence boundaries is known as inter-sentential switching. In this situation, the speaker speaks in one language for a complete clause or sentence before switching to another language for the next phrase or sentence. Indirectly, this changeover is concerned with the conversation's situation and tone. This switching is not limited to the insertion of one or two words, unlike the preceding type. Furthermore, the

switching should occur between at least two phrases, which can also be two sentences. For example: “**What's up bro?** *Gila lu tuh lagi trending topic di mana-mana.*”

3) Emblematic (Tag) Switching

Emblematic switching or tag switching are two terms used to describe this type of switching. In the other language, the switch is just an interjection, a tag, or a sentence filler that functions as an ethnic identification identifier.

Code-switching with sentence tags that before or follow a sentence is known as tag switching. This entails inserting a tag in one language into an otherwise totally in the other language speakers. For example: “*Gila. Opening-nya pak Jokowi keluar naik motor. Oh my God!*”

c. Contexts for Using Code Switching

There are a variety of reasons for switching from one coding to another, and these would be considered. Because the switcher knows that the usage of either of two languages has value in terms of the benefits and costs that accrue to the user, code-switching occurs in the community. In terms of probable rewards, the switcher takes the "middle road" and decides to have a single conversation in both languages.

Using Hoffman's theory, the context for using code-switching can occur as follows:

1) Talking about a particular topic

People occasionally choose to speak in one language rather than another when discussing a specific topic. A speaker may feel more free and comfortable expressing his or her emotional feelings in a language other than his or her native one.

Singapore is an example of this, where English is used to discuss commerce or economic matters, Mandarin is used for international "Chinese" language, Malay is the regional language, and Tamil is the language of one of the republic's major ethnic groups.

2) Quoting somebody else

A speaker switches code to quote a famous expression, proverb, or saying of some well-known figures. The only thing that has changed are the words that the speaker claims the quoted individual stated. The switch is shaped like a quote mark. Those well-known figures in Indonesian are largely from English-speaking nations. Then, because many Indonesians currently are fluent in English, those popular idioms or sayings can be quoted in their equivalent in their native tongue.

3) Having a strong opinion about something (express solidarity)

When someone speaking in a language that is not his native language suddenly wants to be expressive about something, he will switch from his second language to his original language, either consciously or unintentionally. Alternatively, he may transition

from his second to his first language since it is more convenient to be expressive in his second language rather than in his first.

4) Interjection

Words or expressions placed into a sentence to communicate surprise, intense emotion, or to attract attention are known as interjections.

An interjection is a short exclamation such as "Damn!" "Hey!" "Well!" "Look!" and so on. They have no grammatical value, yet they are frequently used by speakers, usually more in conversation than in writing.

5) Repetition is used to clarify things.

When a bilingual or multilingual individual wishes to clarify his speech so that the audience may understand it better, he can utilize both of the languages (codes) that he knows to communicate the same thing. A message in one code is frequently literally repeated in the other code. The purpose of repeating is to not only clarify what has been said but also to enhance or highlight a point.

6) Intention of clarifying the speech content for the interlocutor.

There would be a lot of code-switching and code-mixing when a bilingual or multilingual individual converses with another bilingual or multilingual. It refers to ensuring that the content of his speech flows smoothly and is easily understood by the audience. A message from one code is replicated in a modified form in the other code.

7) Expressing group identity

Code-switching can also be used to convey a sense of group identity. Academics' communication styles in their disciplinary groups are clearly distinct from those of other groups. In other words, one community's communication style differs from that of those outside the community.

8) To soften or strengthen request or command

Switching from Indonesian to English can be interpreted as a request by Indonesians because English is not their native tongue and does not sound as direct as Indonesian. Code-switching, on the other hand, might strengthen a command since the speaker feels more powerful than the listener because he can use a language that no one else can

9) Because of real lexical need

The lack of equivalent lexicon in the languages is the most common reason for bilingual/multilingual people to switch languages. When an English-Indonesian bilingual encounters a word that he does not know in English, he will choose to say it in Indonesian.

When he needs a word that isn't available in Indonesian, he will utilize the English equivalent. When translated into Indonesian, the connotation is hazy/ambiguous, and it is not often used. In Indonesia, for example, technical issues are strongly

linked to English, and the topic itself might cause a switch or mix to/with English.

10) To exclude other people when a comment is intended for only a limited audience

Sometimes people desire to communicate with only a small group of people or a certain community. To avoid interference from other communities or persons who object to their communication, they may choose to exclude those people by using a language that not everyone understands.

4. YouTube

With the development of technology, many people share videos on their social media. One of the media is YouTube. Rwanda (2016:30) in Khaliq considers that the use of videos on YouTube can help students to improve their speaking skills and can also give them the motivation to learn more about English. This increase is evidenced by the acquisition of students' speaking and also the value they will get. They can gain new ideas by watching YouTube videos. The application of YouTube in the field of education, it is an alternative way to make students atmosphere interesting.

5. Profile of Maudy Ayunda

Faza Ayunda Maudya, BA, MA, MBA (was born on December 19, 1994), as known by Maudy Ayunda is an actress, a model, activist, author and singer nationality Indonesia.

She started her career in the film *For Rena* produced by Miles Films in 2005. For a music career, Maudy released her first album in 2011, *Call Me* With the hit single entitled "*Tiba-tiba Cinta Datang*". Since then, Maudy has released three albums: *Call Me* (2011), *Moments* (2015), and *Oxygen* (2018), as well as two EPs: *My Hidden Collection* (2013) and *The Hidden Tapes: Vol. 1* (2021). She also often fills the voice line in the films she has starred in. Her debut in the entertainment world began with the film *For Rena*, in which she starred with Surya Saputra in 2005. In the film produced by Miles Films, Maudy played *Rena*.

Maudy pays attention to the social, political, and economic worlds of Indonesia, particularly those that have a direct impact on the lives of young people, in addition to pursuing a career in the entertainment industry. In 2015, she accompanied the British Prime Minister, David Cameron, while visiting Jakarta.

Maudy was a part of the anti-slavery movement, which included forced labour, marriage, and risky work. In March 2017, she was appointed spokesperson against modern slavery at the Vice President's Palace. Through her work, she introduces her fans to the realities of modern slavery and uses social media platforms to promote the message.

Her education was in high school “British School Jakarta”, University of Oxford, PPE (Politics, Philosophy, and Economics) was graduated on 2016 and Stanford University, MBA (Master of Business Administration) and MA (Master of Arts in Education) was graduated in 2021.

B. Previous Study

There are several previous studies that the writer found. The first is an article by (Raes Sinaga & Hutahaean, n.d.) entitled “An Analysis of Code Switching by Reza Arap on Deddy Corbuzier’s YouTube Channel”. This study analyzed about types and factors why Reza Arap used code-switching. They found there are two types of code-switching: Situational code-switching and Metaphorical code-switching. And there are some factors of code-switching: Talking about a particular topic, Quoting somebody else, Being emphatic about something, Interjection, Repletion used for clarification, Intention of clarifying the speech content for the interlocutor and Expressing group identity. They used method descriptive content analysis. And the result is the writers determined that situational code-switching is the most common sort of code-switching after analyzing the data of code-switching utilized by Reza Arap on Deddy Corbuzier's YouTube channel.

The second is an article by (A Sudianthi et al., 2020) entitled “Talk Show Analysis of Code Mixing and Code Switching”. This study analyzed about types and reasons of code-mixing and code-switching. The data was carried out using a qualitative approach that focused on the analysis of words, phrases, clauses spoken by him and the guests. In addition, the data was evaluated the rate of each form of code-mixing and code-switching, as well as

the causes for code-mixing and code-switching occurring at the same time. As a result, the summary analysis reveals that the reasons for talking about a specific topic are dominant, with 37 percent in video 1 and 49 percent in video 2, followed by intentions to explain speech, which are 20 percent higher in video 1 than just 16 percent in video 2.

The third is an article by (Astani et al., 2020), entitled “The Impact of Code Switching in Conversation of “Nebeng Boy” YouTube vlogs Towards Communication in English Among The Participants”. This study about types of code-switching; inter-sentential code-switching, intra-sentential code-switching, and emblematic/tag switching. They used qualitative method research. It focused on the realization of the way in which the vlogger and guest stars code switched and to get some information about the functions and impact of using code-switching during the conversation. There were a total of 575 code-switching incidents according to the findings of this study. 180 times, the code switches between sentences. The most common sort of code-switching was intra-sentential code-switching, which occurred 241 times. Meanwhile, the least common symbol/tag transition occurred 154 times.

The fourth is an article by (Tussa'diah et al., 2021) entitled “Code Switching Utterances of Public Figures Vlog in YouTube Channel”. This study about types of code-switching: inter-sentential code-switching, intra-sentential switching and extra-sentential switching. And there are some reasons of used code-switching: Talking about a particular topic, Quoting somebody else, Being emphatic about something, Interjection, Repletion used for clarification, Intention of clarifying the speech content for the interlocutor,

and Expressing group identity. They used descriptive method design with the qualitative approach as the method to analyze the data the research directly described in words public figures' utterances in videos on YouTube. The result is the dominant of used code-switching that inter-sentential switching and the dominant of the reason of used code-switching is talking about a particular topic.

And the last is an article by (Putu et al., 2021), entitled "The Indonesian-English Code Switching Used by Najwa Shihab and Agnes Mo on Catatan Najwa YouTube Channel". This study about the function of code-switching: quotation, interjection, reiteration, message qualification, and personalization vs objectification. The result is there were three functions of code-switching with a similar number of data that were found, namely: Interjection (23 data), Reiteration (27 data), and Message Qualification (25 data). These three categories have been found to have the highest number of data occurring in the conversation. With the functions the switching can emphasize the meanings of the utterances. In other words, the speaker wanted to strengthen what was being said or make the message clearer.

Based on several previous studies that have been explained by the author, the difference in the objectives of this study is the difference in the search for the context of code switching utterances. Because in previous studies no one has examined the context of code switching.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter contains a discussion of the methodology used in this study. Includes design of the study, object of the study, roles of the writer, instrument, method of data collection and method of data analysis. The discussion explained as follows:

A. Design of the Study

For this study, the writer used a descriptive qualitative design. The usage of code-switching by speakers is described in this study. Qualitative research is a mature field of study, according to (*Merriam, n.d.*), with its own literature base, research interest groups, and regularly planned conferences. (*Merriam, n.d.*) Gave the same definition that the current literacy in thinking and understanding qualitative research is to say that it is a guide for creating and implementing. Any study that employs data that does not have ordinal values is classified as qualitative research. It obtains, analyzes, and interprets content analysis of visual and textual information, as well as oral history data, using interviews, diaries, journals, classroom engagement and immersion, and open questionnaires. Case studies, personal experiences, introspection, life stories, interviews, observational, historical, interactional, and visual texts that reflect routine and problematic and purpose in life are all examples of qualitative research.

Qualitative research is indeed a book about qualitative research. According to Merriam S. and Tisdell E., qualitative research is "an attempt to describe qualitative research in easy-to-follow narratives that are accessible to both

novice and experienced writers." Qualitative research use methodologies such as participant observation and case studies to generate narratives and descriptive descriptions of settings or behaviours. This strategy is typically used by sociologists who reject positivism in favour of interpretive sociology. Collecting data or working with text, images, and sounds are all part of qualitative research.

B. Object of the Study

The writer collected data from YouTube because many YouTubers have used code-switching in their YouTube videos. After searching, viewing and finally finding Maudy Ayunda's YouTube video as a guest on the YouTube channel "Catatan Najwa". And the writer analyzed the types and context for code-switching used in the video.

C. Roles of the Writer

In this study, the writer took the role of a participant in the analysis. The writer acted as a participant because the writer also has an account on the YouTube application and often watched videos on it. But the writer used her account to analyze YouTube videos that are interesting to watch.

D. Instrument

In this study, the instrument was observation. The writer observed, listened and made some notes related to Maudy Ayunda's video speech on the YouTube channel. During the observation, the writer wrote a transcript and made some notes related to Maudy Ayunda's video.

E. Method of Data Collection

Data collection includes watching and reviewing. The theoretical orientation of the study, the problem and research aims, and the sample selected all influence the data collection techniques used, as well as the specific information considered data in a study. There are some steps for collecting data:

1. The writer watching and listening to videos
2. The writer made dialogue script between Maudy Ayunda and Najwa Shihab

F. Method of Data Analysis

Data analysis is the process of transforming or modelling data in order to extract relevant information, draw conclusions, and support decision-making. As a result, after collecting the data, the data were descriptively analyzed using the following steps:

1. Draw underline to code-switching in transcript data.
2. Identifying the types and identifying the context of utterances containing code switching and analyzing them.
3. Based on the type of code-switching identified on Maudy Ayunda YouTube video channel, calculate the totals and dominance of code-switching in the video. Then the writer calculated the percentage of each types code switching and contexts using formula as follows:

$$\% \text{ of each type} = \frac{\text{Frequency of each type of code switching}}{\text{All types used in the video}} \times 100$$

4. The writer got to some conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented research findings and discussion. Research findings elaborate the classification of types and context of code switching and the dominant of both in this study. Those were discussed as follows:

A. Research Findings

After getting the full transcript of the conversation between Najwa Shihab and Maudy Ayunda, the writer analyzed the occurrence of code switching. The writer found 32 code switching utterances in video in the talk show with Maudy Ayunda in Catatan Najwa's YouTube channel.

The next process of analyzing the data is classifying the data into the type of the code switching and the context of conversation to answer the research questions. The finding of research question were discussed as follows:

1. Types of Code Switching

Table 4.1. Types of Code Switching

No.	Types of Code Switching	Total	Percentage (%)
1.	Intra-sentential Code Switching	15	46.875 %
2.	Inter-sentential Code Switching	13	40.625 %

3.	Emblematic (Tag) Code Switching	4	12.5 %
Total		32	100 %

Table 4. 1 Types of Code Switching

The table of the frequency and percentage of each code switching types in the video. Table 1 above shows the total number and percentage of types of code switching contained in the video content “Catatan Najwa”.

2. Dominant Type of Code Switching

After analyzed and finding the types of code switching in this video, the writer found 32 utterances with the dominant type of code switching is intra-sentential code switching. The dominant type of code switching found in this video is intra-sentential code switching, which is 15 out of 32 utterances made by Maudy Ayunda and Najwa Shihab.

3. Contexts of Code Switching

After analyzed and finding the types of code switching in this video, the writer found 8 contexts utterances in the used of code switching from 32 utterances made by Maudy Ayunda and Najwa Shihab. The contexts found are as follows:

Table 4.2. Contexts of Code Switching

No.	Contexts	Total	Percentage (%)
1.	Talking about a particular topic	1	3.125 %
2.	Quoting somebody else	0	0
3.	Having a strong opinion about something (express solidarity)	9	28.125 %
4.	Interjection	3	9.375 %
5.	Repetition is used to clarify things	7	21.875 %
6.	Intention of clarifying the speech content for interlocutor	4	12.5 %
7.	Expressing group identity	3	9.375 %
8.	To soften or strengthen request or command	2	6.25 %
9.	Because of real lexical need	3	9.375 %
10.	To exclude other people when a comment is intended	0	0

	for only a limited audience		
Total		32	100 %

Table 4. 2 Contexts of Code Switching

Table 2 above shows the total number and percentage of various contexts used code switching in the video content “Catatan Najwa”.

B. Discussion

The discussion of this study would answered the three questions of statement of the problem. This part shows the interpretation of the research findings elaborated above:

1. Types of Code Switching

The writer found 32 code switching utterances that were included in 3 types of code switching, then the writer calculated the percentage of code switching types in this video with the acquisition of Intra-sentential 46.875%, Inter-sentential 40.625% and Emblematic (Tag) 12.5%.

a. Intra-sentential Code Switching

Code switching in a clause or phrase is known as intra sentential. In this scenario, the speaker may exchange clause parts, lexical items, or even morphemes. Code switching within clauses or sentence boundaries is known as intra sentential switching. Intrasentential switching is characterized by the transition from one language variety to another in one utterance.

Based on the tables 1 and 2, it is found that the intra-sentential type of code switching is 15 utterances out of 32 code switching utterances. This means that between Maudy Ayunda and Najwa Shihab do code switching between Indonesian and English in one clause or sentence of utterances. Some examples of utterances in this video discussed as follows:

1) Data 1:

*“Halo ketemu lagi di “Mata Najwa” dan sekarang saya bersama **the one and only** yang tersayang Maudy Ayunda.” (00:00:19)*

In this utterance there is an intra-sentential code switching because in one sentence there is a change in 2 languages, namely Indonesian and English, which were spoken by Najwa Shihab as the host on the talk show to Maudy Ayunda as a guest star, as in the clause in bold, namely “the one and only” categorized as intra-sentential code switching because Najwa Shihab borrowed “the one and only” clause to welcome Maudy Ayunda's arrival in a talk show where the clause can be understood by Maudy Ayunda, which is included in the context of expressing group identity and the utterance is found in the 19th second of the video.

2) Data 2:

*“Aku juga selalu tahu bahwa **I want do something to do with education**, jadi kalau misalnya itu ga diterima karena susah banget gitu ya.” (00:02:48)*

In this utterance, intra-sentential code switching occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Maudy Ayunda, in the bolded clause, namely “I want to do something to do with education” which is categorized as intra-sentential code switching. Because of Maudy Ayunda borrowed the clause “I want

to do something to do with education” to emphasize that she wants to do something about her education and the clause occurs in the middle of the sentence, the utterance that is included in the context has a strong opinion about something and the utterance is found in minute 2 seconds 48 of the video.

3) Data 3:

*“Jadi awalnya aku cuma itu aja dan **story telling how I felt about it, karena itu bener-bener perjalanan banget.**” (00:05:56)*

In this utterance, intra-sentential code switching occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Maudy Ayunda, in the bolded clause, namely “story telling how I felt about it” which is categorized as intra-sentential code switching. Because of Maudy Ayunda borrowed a clause in the form of English “story telling how I felt about it” to emphasize that she in the registration essay contains the story and the journey of registration and the utterance occurs in the middle of the sentence, the utterance which is included in the context of having a strong opinion about something and the utterance it was found at the 56th minute 5 seconds in this video.

4) Data 4:

*“Aku harus bekerja kaya 10 kali lipat untuk **I am capable the word and I’m really passionate about this.**” (00:15:12)*

In this utterance, intra-sentential code switching occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Maudy Ayunda, in the bolded clause, namely “I am capable in the world and I'm really passionate about this” categorized as intra-

sentential code switching. Because of Maudy Ayunda borrowed the clause in English “I’m capable in the world and I’m really passionate about this” to emphasize that in compiling the registration essay, she really hopes that she will pass and the utterance occurs in the middle of a sentence, the utterances included in the context of having a strong opinion about something and the speech is found in the 12th minute of 15 seconds in this video.

5) Data 5:

*“Ada yang aku ingin bikin kaya **some type of edutainment start up thing**, jadi itu impiannya.” (00:21:03)*

In this utterance, intra-sentential code switching occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Maudy Ayunda, in the bolded clause, namely “some type of edutainment start up thing” which is categorized as intra-sentential code switching. Because of Maudy Ayunda borrowed a clause in the form of English “some type of edutainment start up thing” to emphasize that he has a dream after graduating from his education he will make something related to start up education and the utterance occurs in the middle of a sentence, an utterance that is included in the context of having a strong opinion about something and the speech was found in the 21st minute of the 3rd second in this video.

b. Inter-sentential Code Switching

Code-switching that occurs between phrase or sentence boundaries is known as inter sentential switching. In this situation, the speaker speaks

in one language for a complete clause or sentence before switching to another language for the next phrase or sentence. Indirectly, this changeover is concerned with the conversation's situation and tone. This switching is not limited to the insertion of one or two words, unlike the preceding type. Furthermore, the switching should occur between at least two phrases, which can also be two sentences.

Based on the tables 1 and 2, it is found that the inter-sentential type of code switching is 13 utterances out of 32 code switching utterances. This means that between Maudy Ayunda and Najwa Shihab do code switching between Indonesian and English in one clause or sentence of utterances. Some examples of utterances in this discussed as follows:

1) Data 1:

*“Tahu institusi mana yang mau dikejar di usia yang muda, **I think it’s something really cool.**”(00:03:39)*

In this utterance, code switching between sentences occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Najwa Shihab, in the bolded clause, namely “I think it is something really cool” which is categorized as inter-sentential code switching. Because of Najwa Shihab uses the next clause in the English form “I think it's something really cool” in one sentence to emphasize that he is praising Maudy Ayunda for thinking into the future at a young age, an utterance that is included in the context of repetition is used to clarify things and The speech is found in the 3rd minute of the 39th second in this video.

2) Data 2:

*“Ternyata kalau kita memberi energi positif terhadap impian kita **and we think about it which I did all the time it's more like can happen.**”(00:07:33)*

In this utterance, code switching between sentences occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Maudy Ayunda, in the bolded clause, namely "and we think about it which I did all the time it's more like can happen" which is categorized as inter-sentential code switching. Because of Maudy Ayunda uses the next clause in the English form "and we think about it which I did all the time it's more like can happen" in one sentence to emphasize that she always applies positive thoughts about what she will achieve, an utterance that includes in the context of repetition is used to clarify things and the utterance is found in the 7th minute of the 33rd second in this video.

3) Data 3:

*“Jadi aku percaya banget sama **power of good talk or think.**”
(00:07:36)*

In this utterance, code switching between sentences occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Maudy Ayunda, in the bolded clause, namely "power of good talk or think" which is categorized as inter-sentential code switching. Because of Maudy Ayunda uses the next clause in the English form "power of good talk or think" in one sentence to emphasize that he always applies positive thoughts about what she will achieve, an utterance that is included in the context of repetition is used to clarify

things and the speech is found in the 7th minute of the 36th second in this video.

4) Data 4:

*“Aku juga percaya banget sama omongan baik itu kalau **we believe it we can do it, sih.**” (00:07:49)*

In this utterance, code switching between sentences occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Najwa Shihab, in the bolded clause, namely "we believe it we can do it" which is categorized as inter-sentential code switching. Because of Najwa Shihab uses the next clause in the English form "we believe it we can do it" in one sentence to emphasize that she always applies positive thoughts about what she will achieve, an utterance that is included in the context of the intention of clarifying the speech content for the interlocutor and the utterance are found at the 7th minute of the 49th second in this video.

5) Data 5:

*“Aku merasa bahwa apapun yang aku pelajari, **there’s no limit to anyone of they wanna learn it.**” (00:17:00)*

In this utterance, code switching between sentences occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Maudy Ayunda, in the bolded clause, namely "there's no limit to anyone of they want to learn it" which is categorized as inter-sentential code switching. Because of Maudy Ayunda uses the next clause in the English form "there's no limit to anyone of they want to learn it" in one sentence to emphasize that she always applies the thought

that everyone can learn if there is an intention to learn it, an utterance that belongs to context expressing group identity and the speech is found in the 17th minute of this video.

c. Tag (Emblematic) Code Switching

Emblematic switching or tag switching are two terms used to describe this type of switching. In the other language, the switch is just an interjection, a tag, or a sentence filler that functions as an ethnic identification identifier.

Code-switching with sentence tags that before or follow a sentence is known as tag switching. This entails inserting a tag in one language into an otherwise totally in the other language speakers.

Based on the tables 1 and 2, it is found that the tag (emblematic) type of code switching is 4 utterances out of 32 code switching utterances. Some examples of utterances in this video discussed as follows:

1) Data 1:

"It's something wow! Like all the smart people go there and imagine how much I can learn, kaya gitu-gitu masih yang segitu aja jadi itu dilemanya." (00:03:57)

In this utterance, tag code switching occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Maudy Ayunda, in the bolded clause, "It's something wow! Like all the smart people go there and imagine how much I can learn" which is categorized as code switching between sentences using tags. Because Maudy Ayunda uses clauses in English and uses the tag "It's something

wow! Like all the smart people go there and imagine how much I can learn" in one sentence to emphasize that she is dreaming of smart people studying there, an utterance that includes the context of the interjection and the utterance is found in the 3rd minute of the 57th second of this video.

2) Data 2:

*"Aku mau dong ceritain buku ini, **Dear Tomorrow Note to My Future Self.**" (00:11:48)*

In this utterance, tag code switching occurs because in one sentence there is a change in 2 languages, namely Indonesian and English spoken by Najwa Shihab, in the bolded clause, namely "Dear Tomorrow Note to My Future Self" which is categorized as code switching between sentences. that uses tags. Because of Najwa Shihab uses clauses in English and uses the tag "Dear Tomorrow Note to My Future Self" in one sentence to indicate the title of the book written by Maudy Ayunda, an utterance that includes the context of expressing group identity and the utterance is found in the minute 11th and 48th seconds of this video.

2. Dominant Type of Code Switching

This study classified the types of code switching and the contexts of the use of code switching by Hoffman's (2014) theory in the YouTube content video "Catatan Najwa" and Maudy Ayunda as the guest. This study chose Maudy Ayuda because of her expertise in code switching, mixing Indonesian and English languages because she has been studying for a long time to continue her undergraduate education abroad.

After conducting research on the YouTube video content "Catatan Najwa" by the writer, in table 1 the writer calculated the percentage of code switching types in the video with the acquisition of Intra-sentential 46.875%, Inter-sentential 40.625% and Tag 12.5%, it was found that thirty-two utterances data in table 2 showed that the most common types of code switching found in the utterances of the two speakers (Maudy Ayunda and Najwa Shihab) were Intra-sentential Code Switching found 15 data, Inter-sentential Code Switching found 13 data and Emblematic (Tag) Code Switching only found 4 data. Intra-sentential utterances found in data 1, 2, 4, 7, 8, 9, 12, 19, 20, 24, 25, 27, 30, 31, 32 can be categorized as Intra-sentential because it is possible to see that there is a transition in the sentence when the word, phrase or clauses from a foreign language come in sentences written in the base language. Inter-sentential utterances found in data 6, 10, 13, 14, 15, 16, 17, 18, 21, 23, 26, 28, 29 can be categorized as Inter-sentential because it is part of a phrase that can appear only in one language. Furthermore, for Emblematic (Tag) utterances found in data 3, 5, 11, 22, it depends on the use of tags or exclamations as implied or that sentences do not show tags, but can clarify the meaning of texts consisting of exclamations.

From the classification above, it can be seen that the dominant type of code switching is intra-sentential code switching with 15 data spoken between Maudy Ayunda and Najwa Shihab.

3. Contexts of Code Switching

According to Hoffman's 2014 theory, there are 10 contexts for the use of code switching, but the writer only found 8 contexts used in this video, namely: having a strong opinion about something, repetition used to clarify thing, the intention of clarifying the speech content for interlocutor, interjection, because of real lexical needs, expressing group identity, to soften or strengthen a request or command, to talking about a particular topic and lastly according to the table 2 that has been explained, there are two contexts not found in this video, namely quoting somebody else and to exclude others when comments are intended only for a limited audience. Some examples of the context of using code switching in this video discussed as follows:

a. Data 1:

*“Kalau yang Harvard itu mereka tidak terlalu ada arahan pokoknya lebih yang **“Why you wanna do program? Why you wanna do this?”** Bla bla bla....” (00:08:00)*

In this utterance includes inter-sentential code switching which is written in bold “Why do you want to do program? Why do you wanna do this?” what is spoken by Maudy Ayunda, and the context of the utterance is repetition is used to clarify things, which means the repetition of the previous clause to emphasize what the utterance means. And the purpose of the utterance is to repeat Maudy Ayunda's clause about the registration essay when enrolling at Harvard University. The utterance is found in the 8th minute of this video. The context code switching is repetition is used to

clarify thing this result is similar with the previous studies (Raes Sinaga & Hutahaean, 2020).

b. Data 2:

*“Menurut kamu, **He’s the one you think?**” (00:23:03)*

This utterance includes inter-sentential code switching which is written in bold "He's the one you think?" spoken by Najwa Shihab, and the context of the utterance is to soften or strengthen request or command which means asking to strengthen the previous clause. And the purpose of this statement is to strengthen Najwa Shihab's question about the Maudy Ayunda couple. The utterance is found in the 23rd minute of this video.

Then in table 2, the writer calculated the totals of contexts using code switching where having a strong opinion about something gets the highest gain, namely 9 data, then repetition is used to clarify thing gets the second highest gain, which is 7 data, then intention of clarifying the speech content for interlocutor others gets 4 data, then interjection, because of real lexical need and expressing group identity gain 3 data each other, then to soften or strengthen request or command gain 2 data, then talking about a particular topic gain 1 data, and the last according to the table that has been described, there are two contexts that are not found in this video, namely quoting somebody else and to exclude other people when a comment is intended for only a limited audience.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusions and suggestions. The conclusions show the data from the classification of types of code switching, dominant types of code switching, and classification of contexts using code switching. And suggestions indicate recommendations addressed to readers and future writers who are interested in this field.

A. Conclusion

The study conclusion is presented with the data which have been analyzed in the previous chapter. Three conclusion are drawn:

1. Types of Code Switching

The results of the analysis show that there are found 32 utterance of three types of code switching in the YouTube content video "Catatan Najwa" the conversation between Maudy Ayunda and Najwa Shihab. They are Intra-sentential Code Switching, Inter-sentential Code Switching and Emblematic (Tag) Code Switching.

2. Dominant Type of Code Switching

In this study, the writer found 32 data containing code switching. The writer found 15 data of intra-sentential (46.875%). Intra-sentential is a type of code switching that occurs in the same clause. In this study, 13 data of the inter-sentential type were found (40.625%). Inter-sentential is a type of code switching that occurs in different clauses. An emblematic

(tag) type is the insertion of a tag in one language into speech that is completely opposite in another. This type is a tag to make the other person interested in the conversation, the writer found 4 data (12.5%).

3. Contexts of Code Switching

Based on the analysis, there are ten contexts of code switching by the video. They are talking about a particular topic, quoting somebody else, having a strong opinion about something, interjection, repetition is used to clarify things, intention of clarifying the speech, expressing group identity, to soften or strengthen request or command, because of real lexical need and to exclude other people. The writer calculated the data of contexts using code switching where having a strong opinion about something gets the highest gain namely 9 data, then repetition is used to clarify thing gets the second highest gain which is 7 data and others, according to the table that has been described, there are two contexts that are not found in this video, namely quoting somebody else and to exclude other people when a comment is intended for only a limited audience.

B. Suggestion

The writer would like to give some suggestions to the next writer or whoever who want to take the same topic, analysis code switching in the video, as mentioned below:

1. Other writer could find more other sources more than YouTube, because there are so many trending platforms that use code switching in their contents.

2. Using code switching is helpful if they are needed and use it to a good or positive reason. But, we must be carefully and use it minimize in informal situation.

3. This study is expected to give a better understanding about code switching and it's used in the conversation. In addition, it is also hoped to give the reader an idea of applying the alternative code in conveying the message.

4. The study should prepare all of thing that is needed to do study property to minimize the mistake that may happen.

5. In the future writer can develop this research by including related aspects of code switching.

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APPENDICES

Link “Catatan Najwa” YouTube channel: <https://youtu.be/c0-4kWWU94Q>





Catatan Najwa bersama Maudy Ayunda | Catatan Najwa

Isnaeni Pangestuti
@isnapt

Replying to @andihiyat

Maudy ayunda:
Dilema mau pilih lanjut S2 di Harvard atau Stanford

Aku:
Dilema mau minjem duit apa kagak. Kalo minjem ntar susah nagihnya. Kalo kagak minjem ntar gw dihujat sama temen sendiri

10:11 PM - 3 Mar 2019

1,232 Retweets 1,787 Likes

22 1.2K 1.8K

Scroll untuk mengetahui detailnya





DIALOGUE SCRIPT

Najwa: “Halo ketemu lagi di Mata Najwa dan sekarang saya bersama the one and only yang tersayang Maudy Ayunda.”

Maudy: “Haloooo.”

Najwa: “Halo seneng banget akhirnya kita bisa ketemu.”

Maudy: “Iya mbak, seneng banget.”

Najwa: “Yang lagi ramai kemarin soal pilihan kampus – masih galau atau sudah menemukan mana ini yang mau dipilih – kemarin ramai soal itu kan”

Maudy: “Sekarang sih sebenarnya aku udah punya kecenderungan ke salah satu pilihan itu ya cuma mungkin nanti di revealnya, tapi sebetulnya udah milih...”

Najwa: “Sebetulnya udah milih... tapi kan sebetulnya hardvard itu kamu apply nya pendidikan education kalau yang stanford business administration ya, ee memang pilihannya waktu itu pilih major yang berbeda di dua kampus yang berbeda itu pertimbangannya apa?”

Maudy: “Ini bakalan bocor juga sih LOL, jadi aku tu sebenarnya dari awalnya dari dulu tu punya mimpi ambil MBA standford itu tapi karena susah banget masuknya acception rate nya tu kecil terus kalau setiap aku browsing itu ceritanya serem-serem pokoknya kaya you never get in lah harus nilai segini-segini kaya takut banget gitu so I also apply di harvard.”

Najwa: “Tapi itu mimpi dari dulu sebenarnya?”

Maudy: “Emm mimpi dari S1 sebenarnya tu mulai kepingin gitu.”

Najwa: “Whats special about it?”

Maudy: “Its because...”

Najwa: “Apa karena masuknya susah jadi tertantang atau ada something yang lain?”

Maudy: “Emm ada something yang lain sih sebenarnya teman aku ada beberapa lulusan situ dan dari cerita-cerita mereka the feel like they really grown dari that experience terus aku memang interest di bisnis juga and business technology dan gitu gitu and studying deket banget dari sillicon valley terus abis itu its exposure to inspirational speaker and approachnya stanford itu sangat experience based dan apa ya dia juga very good educational school dan aku bisa ambil banyak banget educational school nya”

Najwa: “Jadi walaupun major nya itu, tapi you can choose and pick and choose from other schools ya?”

Maudy: “Yaaa jadi aku very drown to that tapi aku juga selalu tahu bahwa i want do something to do with education jadi kalau misalnya itu ga diterima karena

susah banget gitu ya mm.. aku juga apply to some education programs ceritanya gitu.”

Najwa: “Jadi harvard itu pilihan kedua sebetulnya... lol.. gila kurang keren apa coba harvard itu backup.”

Maudy: “Lol programnya....”

Najwa: “Duluan keterima yang mana?”

Maudy: “Yang stanford, jadi itu sudah selesai lah urusan ketika dapet itu. tapi mbak sebenarnya harvard itu impian aku dari dulu dari SD, the schools yaa jadi makanya itu yang jadi dilema.”

Najwa: “Anak SD sekarang mimpinya... tapi keren sih you know what you want to do tahu mau ngapain pada usia muda gitu, tahu institusi mana yang mau di kejar di usia yang muda, i think it something really cool.”

Maudy: “Tapi waktu SD itu belum se-clear itu tapi cuman mungkin emm lihat poster-poster harvard masih yang cuman lihat intitusinya aja gitu it’s something woow like all the smart people go there and imagine how much i can learn kaya gitu-gitu, masih yang segitu aja jadi itu dilemanya.”

Najwa: Dilemanya itu... tapi dilemanya itu bikin jadi ada bahan seru loh di sosial media ini kita liat nih, ini yang bikin heboh dan bikin kegalauan versi maudy dan versi netizen, kita lihat....”

Najwa: “Dan yang ng retweet itu sampe 2rb an.”

Maudy: “Sempet jadi trending gitu lho mbak.”

Najwa: “Seru yaa”

Maudy: “Seru banget”

Najwa: “Kamu sempet baca gak sih yang lucu gini?”

Maudy: “Sempet soalnya dikirimin teman-teman atau di grup keluarga dikirimin pakde bude yaampun lucu-lucu banget.”

Najwa: “Kamu sempet nyangka nggak responnya akan gini?”

Maudy: “Emm nggak soalnya awalnya aku cuman mau sharing inspiratif lah atau bisa bikin orang tergerak itu pasti aku share jadi awalnya aku cuma itu aja dan story telling how I felt about it karena itu bener-bener perjalanan banget bayangin dua tahun yang lalu aku kesana terus akhirnya keterima itu terus awalnya gitu terus aku juga abis ngepost trus hpnya aku tinggal bentar gitu and I went on it my day ya udah mulai abis itu kayak yang wahh tiba-tiba ada yang heboh tapi aku bener-bener ketawa banget kaya tim aku juga banyak banget yang mungkin dikirimin dari temen-temennya jadi banyak yang ngasih tau aku aduh lucu-lucu banget sih dan disitu aku sadar kaya wow netizen itu sangat amat kreatif.”

Najwa: “Jadi kamu dari dua tahun lalu udah lihat sekolah disana yang mana stanford atau harvard?”

Maudy: “Yang harvard, aku belum pernah ke stanford, jadi yang aku pengen itu harvard trus kau juga belum terlalu tahu soal stanford, dateng kesana lagi ujian ngebela-belain PP (pulang pergi) lagi dari New York waktu itu terus tetep aja walaupun hujan dan sangat agak depressing sih waktu itu namanya bosan ya tapi emm masih aja terkesima dengan like the rain brake and everything and akhirnya dari situ aku foto ada aku gapernah upload foto itu sebenarnya karena aku selalu ngerasa hmm ini nanti kalau diterima aku post pakai foto ini terus kaya kesampaian emm foto yang aku post itu sebenarnya foto yang aku foto dua tahun lalu tapi kaya post gak ya tapi ntar aja deh siapa tahu diterima eh ternyata bener jadi kaya ternyata kalau kita memberikan energy terhadap impian kita and we think about it which i did all the time it’s more like can happen jadi aku percaya banget power of good talk or think.”

Najwa: “Aku juga percaya banget sama omong-omongan baik itu kalo we believe it we can do it sih, walaupun akhirnya ke stanford juga...LOL.”

Maudy: “Ini eksklusif lho disini....LOL”

Najwa: “Ini ada yang nanya sambil nyambung pertanyaan ya “gimana cara buat motivation letter terbagus biar diterima di kampus bergengsi kaya mbak maudy?” lama gak bikin motivation letternya?”

Maudy: “Lama banget kaya aku itu meluangkan waktu sebulan lebih untuk ngerjain resume nya doang sebulan lebih lagi beda lagi untuk ngerjain essay nya aja emm jadi kalau essay itu tergantung programnya dan tergantung kampusnya karena yang mereka ingin tahu itu beda-beda kalau yang harvard itu mereka gak terlalu ada arahan pokoknya lebih yang why you wanna do program? Why you wanna do this? Blablabla... kala yang stanford itu pertanyaannya adalah what matter most to you and why jadi apa hal terpenting dalam hidupmu bagi kamu dan kenapa itu.”

Najwa: “Boleh aku tahu gak apa jawabannya itu or it’s personal?”

Maudy: “Boleh jadi kalau yang matter most to you itu aku bilang authenticity jadi kaya kejujuran dalam berkarya itu yang aku anggap penting jadi disitu sebenarnya isinya aku curhat tentang bagaimana dulu aku memulai karir aku sebagai musisi dari sangat muda aku merasa bahwa kejujuran kalau dalam berkarya itu dulu nggak pernah tebungkam karena ku masih kecil mungkin ya pada saat itu aku ikuti industri banget terus banyak lagu-lagu yang aku keluarin bukan yang aku tulis sendiri jadi kaya I was telling the story about that and how my struggle bagaimana aku berkarya sekarang atau trying to berkarya sekarang dan juga apa yang ingin aku perubahan yang aku ingin bahwa karen itu jadi beda-beda gitu kalau yang harvard essaynya lebih runtun terstruktur kalau yang stanford ini memang lebih kaya curhat dan aku sempet nulis draft berkali-kali karena kaya yang aku bilang the most important thing for me is education atau the most important for me itu sampai draftnya banyak sekali sampai akhirnya yang bantu baca itu teman-teman terdekat si, orang tua, adik aku juga, terus temen aku

juga yang diterima di stanford MBA juga dia kasih prespektif dia terus orang itu menulis apa aja sebenarnya dan akhirnya aku merasa ini yang aku bikin waktu itu bisa bikin aku agak pengen nangis and my friend like taught on me and thats the one gitu if there closest to me jadi gitu si motivation letter, triknya adalah apa yaa be very genuine kayanya kita bener-bener harus meluangkan waktu dan energi untuk melihat kedalam dan bener-bener evaluate dan reflek soalnya banyak yang mengira itu kaya teori aja strukturnya harus begini-begini tapi menurut aku sebenarnya even aku gak diterima pun aku merasa pada proses application itu aku belajar banyak banget dari diri aku gitu.”

Najwa: “Padahal baru diawal ya?”

Maudy: “Exactly, makanya itu juga bikin aku gila si stanford aja udah di sisi application udah make me grow the process gitu so ya...”

Najwa: “Aku mau dong ceritain buku ini dear tomorrow note to my future self ini aku pikir yang baru ternyata yang ini buku anak-anak, mau dong ceritain dear tomorrow”

Maudy: “Boleh, jadi dear tomorrow ini sebenarnya lebih kaya give expression kalau ditanya buku ini tentang apa terus aku bilang ini buku reflection gitu lho isinya tu cerita-cerita tentang hal-hal yang pernah aku alami terus pelajaran-pelajaran yang aku ambil dari pengalaman-pengalaman itu yang siapa tahu juga bisa relevant untuk kehidupan anak muda lainnya yang kebetulan baca buku ini.”

Najwa: “Kamu lama gak bikin ini? Berapa lama?”

Maudy: “Prosesnya sebenarnya a year tapi ada dimana masa-masa aku intensif nulis dan karena isinya itu banyak yang kaya puisi lagu terus essay-essay pemikiran aku tentang women empowerment tentang hal-hal seperti itu juga sebenarnya banyak proses bertapanya.”

Najwa: “Oke disini juga ada kutipan apersepsi orang gitu lalu kamu pernah mispersepsi gitu gak?”

Maudy: “Ya waktu itu ada yang bilang jangan terlalu celebrate soalnya maudy kan punya privilege gitu, aku juga gak bisa I don’t want to deny that the fact you know my background it’s a lot role nya juga cukup besar lah that bringing me here gitu, cuman yang paling lucu justru lebih ke sisi karena aku artis gitu aku bisa diterima gitu dimana in my point of view itu justru bikin jadi susah banget karna untuk program yang aku apply ini sebenarnya applicant lainnya itu kaya official banker, consultant and all these people kaya role aku tuh sebagai musisi actually be challenge waktu aku membuat resume karena aku harus bekerja kaya 10x lipat untuk i am capable doing the world and i am really passionate about this karna sebenarnya bidang aku beda itu salah satu hal yang kemaren sempet bahasan.”

Najwa: “Terus kalau embel artis bisa membuat orang wah kalau artis enak nya aja mengandalkan fisik aja dan sebagainya sering kali itu ya.”

Maudy: “Iya dan juga banyak yang even waktu aku galau dua tahun lalu saat memilih karir itu kaya oo ngapain jadi artis udah sekolah tinggi-tinggi kaya gitu seakan-akan itu dua hal yang gak bisa dilakukan atau itu sesuatu yang misalnya artis itu kaya sesuatu yang nggak intelektual gitu and I dont agree karena sebenarnya temen-temen musisi berkarya they produce music and lyrics atau misalnya didunia perfilm an yang orang-orang membuat karya itu sangat-sangat intelektual gitu lho.”

Najwa: “Tapi pendidikan selalu jadi hal kaya bagian jadi maudy yang sangat penting ya.”

Maudy: “Iya karena aku itu cinta banget belajar dan sangat enjoy ini terdengar hal aneh sih....LOL”

Najwa: “Nggak kok nggak aneh....LOL”

Maudy: “Ooh nggak aneh yaa, yaudah...LOL”

Najwa: “Sama si kalau aku juga saking anehnya mungkin kalau mau dianggap aneh ya aku kalau ujian malah seneng....LOL”

Maudy: “Iya sama, sebenarnya ada degdegannya tapi itu dedegan yang aku enjoy gitu karena kaya ada tantangan baru dan aku merasa bahwa apapun yang aku pelajari theres no limite to anyone of the wanna learn it ada something yang very powerfull gitu jadi aku tu bisa baca buku seharian aja aku betah.”

Najwa: “Jadi harta paling berharga itu keluarga dan buku ya... Ok ini pertanyaan selanjutnya “punya mimpi apa saja si yang belum tercapai?” iya kata aku kita kalau punya mimpi jangan nanggung, apa mimpinya maudy ayunda?”

Maudy: “Iya mbak iya betul, sebenarnya mimpi jangan nanggung tercapai itu yang ini keterima bener-bener ngerasa aku gak akan keterima karena honestly aku merasa itu perjalanan yang sangat jauh lah terus aku pengen nantinya masuk ke dunia pendidikan emang I have just some idea ada yang aku pengen bikin kaya some type of edutainment start up thing jadi itu impiannya atau misalnya mimpi aku bikin sekolah juga jadi itu sih impian-impian terbesar aku terus apa lagi yaa kayanya itu deh untuk sekarang.”

Najwa: “Jadi punya sekolah bikin start up edutainment I think its very achievable sih”

Maudy: “Loh harus lebih tinggi lagi dong tapi segitu dulu deh...LOL”

Najwa: “Eh kamu mau nikah kapan? Dalam waktu dekat gak?”

Maudy: “Pokoknya pasti berangkat S2 dulu.”

Najwa: “Kamu pacaran udah berapa lama sekarang?”

Maudy: “Eeee 3 tahun lebih mau 4 tahun.”

Najwa: “Waktu itu baru lulus oxford atau masih disana si?”

Maudy: “Emm ketemu waktu aku magang disini di consulting firm gitu iya ketemu disini.”

Najwa: “Padahal ini kegiatannya udah banyak banget.”

Maudy: “Waktu mbak nana pacaran berapa lama?”

Najwa: “Aku langsung kawin gak gak aku pacaran dulu sih ini bagian ini dicut ya ntar, tapi gitu ya he’s the one you think?”

Maudy: “Pokoknya kita memang nyambung banget karena kayak obrolannya tu nyambung terus visi misi nya juga sama aku juga sama banget sama cara berfikirnya dia juga gitu, I dont know answer your question tadi tapi ya we enjoy the process gitu karena dia tipenya juga yang sangat orangnya banyak mau juga in a way orangnya self growth banget gitu dari banyak sisi hidupnya dia itu nggak gampang puas mau itu dari fitnessnya dari sisi karir atau social lifenya gitu aku ngerasa jadi terpacu juga sama cara berfikirnya seperti itu, kalau mbak nana?”

Najwa: “Apa aku udah 20th nikah dan memang aku percaya saling belajar proses grow nya bareng-bareng itu yang membuat hubungan jadi kuat sih saling belajar satu sama lain.”

Maudy: “Aku bakal banyak bertanya sama mbak nana ini.”

Najwa: “Satu pertanyaan terakhir ini apa sih ketakutan terbesar seorang maudy ayunda?”

Maudy: “Ketakutan terbesar aku takut mengecewakan orang karena mungkin aku tidak sadari waktu mem post dua hal ini adalah pertama responnya sangat supportif tapi juga aku merasa ekspektasi yang juga dimana wah aku merasa langsung this is privilege this is i have to opportunity nya dan i have to do something about this ya terus bener-bener kembali ke indonesia dan do something berkontribusi dan ada a little bit of that emm dimana aku jadi takut aja kalau orang kecewa sama orang nantinya itu setelah aku lulus dalam proses ini gitu aja sedikit ada perasaan seperti itu.”

Najwa: “Kayanya ngga deh baru sekarang aja kita udah bangga banget punya maudy ayunda.”

Maudy: “Thank you mbak..”

Najwa: “Thank you udah datang, thank you udah nonton bye guys.”

Table of Utterances, Types of Code Switching and Contexts

No	Utterance	Speaker	Code-Switching	Context
1.	Halo ketemu lagi di “Mata Najwa” dan sekarang saya bersama the one and only yang tersayang Maudy Ayunda. (00:00:19)	Najwa Shihab	Intra-sentential Code Switching	Expressing group identity.
2.	Kecenderungan ke salah satu pilihan itu ya cuma mungkin nanti di- reveal nya. (00:00:37)	Maudy Ayunda	Intra-sentential Code Switching	Having a strong opinion about something (express solidarity)
3.	Kalau setiap aku <u>browsing</u> itu ceritanya serem-serem pokoknya kaya you never get in lah! Harus nilai segini-segini kaya takut banget gitu. (00:01:32)	Maudy Ayunda	Emblematic (Tag) Code Switching	Interjection
4.	What’s special about it? Apa karena masuknya susah jadi tertantang atau ada <u>something</u> yang lain? (00:01:44)	Najwa Shihab	Intra-sentential Code Switching	Having a strong opinion about something (express solidarity)
5.	Dari cerita-cerita mereka they feel like they’ve really grown dari <u>that experience</u> . (00:01:58)	Maudy Ayunda	Emblematic (Tag) Code Switching	Talking about a particular topic
6.	<u>And approachnya</u> Stanford itu sangat	Maudy	Inter-sentential	Because of real lexical

	<p>experience based dan apa ya dia juga have a very good educational school.</p> <p>(00:02:30)</p>	Ayunda	Code Switching	need
7.	<p>Jadi walaupun <u>major</u>-nya itu, you can choose and pick and choose from other schools ya?</p> <p>(00:02:35)</p>	Najwa Shihab	Inter-sentential Code Switching	Intention of clarifying the speech content for the interlocutor
8.	<p>Aku juga selalu tahu bahwa I want do something to do with education, jadi kalau misalnya itu ga keterima karena susah banget gitu ya.</p> <p>(00:02:48)</p>	Maudy Ayunda	Intra-sentential Code Switching	Having a strong opinion about something (express solidarity)
9.	<p>Tapi keren sih, you know what you want to do, tahu mau ngapain pada usia muda gitu.</p> <p>(00:03:30)</p>	Najwa Shihab	Intra-Sentential Code Switching	Having a strong opinion about somethig (express solidarity)
10.	<p>Tahu institusi mana yang mau dikejar di usia yang muda, I think it's something really cool.</p> <p>(00:03:39)</p>	Najwa Shihab	Inter-sentential Code Switching	Repetition is used to clarify things
11.	<p>It's something wow! Like all the smart people go there and imagine how much I can learn, kaya gitu-gitu masih yang segitu aja jadi itu dilemanya.</p>	Maudy Ayunda	Emblematic (Tag) Code Switching	Interjection

	(00:03:57)			
12.	Jadi awalnya aku cuma itu aja dan story telling how I felt about it , karena itu bener-bener perjalanan banget. (00:05:56)	Maudy Ayunda	Intra-sentential Code Switching	Having a strong opinion about something (express solidarity)
13.	Ternyata kalau kita memberi energi positif terhadap impian kita and we think about it which I did all the time it's more like can happen. (00:07:33)	Maudy Ayunda	Inter-sentential Code Switching	Repetition is used to clarify things
14.	Jadi aku percaya banget sama power of good talk or think. (00:07:36)	Maudy Ayunda	Inter-sentential Code Switching	Repetition is used to clarify things
15.	Aku juga percaya banget sama omongan baik itu kalau we believe it we can do it , sih. (00:07:49)	Najwa Shihab	Inter-sentential Code Switching	Intention of clarifying the speech content for the interlocutor
16.	Kalau yang Harvard itu mereka tidak terlalu ada arahan pokoknya lebih yang “Why you wanna do program? Why you wanna do this?” Bla bla bla.... (00:08:00)	Maudy Ayunda	Inter-sentential Code Switching	Repetition is used to clarify things
17.	Kalau yang Stanford itu pertanyaannya adalah “What	Maudy Ayunda	Inter-sentential Code	Repetition is used to clarify

	<p>matter most to you and why?" , jadi apa hal terpenting dalam hidupmu bagi kamu dan kenapa itu.</p> <p>(00:08:15)</p>		Switching	things
18.	<p>Boleh aku tahu apa jawabannya or it's personal?</p> <p>(00:08:50)</p>	Najwa Shihab	Inter-sentential Code Switching	To soften or strengthen request or command
19.	<p>Lagu-lagu yang aku keluarin bukan yang aku tulis sendiri jadi kaya I was telling the story about that and how my struggle bagaimana aku berkarya sekarang.</p> <p>(00:09:41)</p>	Maudy Ayunda	Intra-sentential Code Switching	Repetition is used to clarify things
20.	<p>Bisa bikin agak pingin nangis and my friend like taught on me and that's the one gitu si <u>motivation letter</u>-nya.</p> <p>(00:10:49)</p>	Maudy Ayunda	Intra-sentential Code Switching	Having a strong opinion about something (express solidarity)
21.	<p>Makanya itu juga bikin aku gila si Stanford aja udah di sisi <u>application</u> udah make me grow the process.</p> <p>(00:11:30)</p>	Maudy Ayunda	Inter-sentential Code Switching	Intention of clarifying the speech content for the interlocutor.
22.	<p>Aku mau dong ceritain buku ini, Dear Tomorrow Note to My Future Self.</p>	Najwa Shihab	Emblematic (Tag) Code Switching	Expressing group identity

	(00:11:48)			
23.	Aku juga nggak bisa, I don't want to deny that fact that you know my background it's a lot role-nya cukup besar lah. (00:13:46)	Maudy Ayunda	Inter-Sentential Code Switching	Repetition is used to clarify things
24.	Aku harus bekerja kaya 10 kali lipat untuk I am capable the word and I'm really passionate about this. (00:15:12)	Maudy Ayunda	Intra-sentential Code Switching	Having a strong opinion about something (express solidarity)
25.	Sesuatu yang misalnya artis itu kaya sesuatu yang nggak intelektual gitu and I dont agree! (00:15:58)	Maudy Ayunda	Intra-sentential Code Switching	Interjection
26.	Aku merasa bahwa apapun yang aku pelajari, there's no limit to anyone of they wanna learn it. (00:17:00)	Maudy Ayunda	Inter-sentential Code Switching	Expressing group identity
27.	Ada yang aku ingin bikin kaya some type of edutainment start up thing , jadi itu impiannya. (00:21:03)	Maudy Ayunda	Intra-sentential Code Switching	Having a strong opinion about something (express solidarity)
28.	Jadi ingin punya sekolah, make start up edutainment, I think it's very achievable for	Najwa Shihab	Inter-sentential Code Switching	Intention of clarifying the speech content for the

	Maudy Ayunda. (00:21:36)			interlocutor
29.	Menurut kamu, He's the one you think? (00:23:03)	Najwa Shihab	Inter-sentential Code Switching	To soften or strengthen request or command
30.	Visi misi-nya juga sama banget cara berfikirnya dia juga gitu, I dont know answer your question tadi tapi we enjoy the process. (00:23:31)	Maudy Ayunda	Intra-sentential Code Switching	Having a strong opinion about something (express solidarity)
31.	Aku merasa langsung this is privilege this is I have the opportunity and I have to do something about this. (00:25:25)	Maudy Ayunda	Intra-sentential Code Switching	Because of real lexical need
32.	Thank you udah datang, thank you udah nonton. Bye guys. (00:25:55)	Najwa Shihab	Intra-sentential Code Switching	Because of real lexical need



BERITA ACARA UJIAN SKRIPSI

Pada hari ini Kamis 18 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Rahmawati Sukmaningrum, S.Pd.,M.Pd
Jabatan : Anggota (Penguji I)
4. Nama : Dr. AB Prabowo KA, S.Pd, M.Hum
Jabatan : Anggota (Penguji II)
5. Nama : Faiza Hawa, S.Pd, M.Hum
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Chlaresa Larasati Fakultas : FPBS
N.P.M : 18420140 Program Studi : Pendidikan Bahasa Inggris
Program Pendidikan : Strata 1

Judul Skripsi :
THE ANALYSIS OF CODE SWITCHING USED BY MAUDY AYUNDA IN "CATATAN NAJWA" YOUTUBE CHANNEL

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,

Rahmawati Sukmaningrum, S.Pd.,M.Pd

Penguji II,

Dr. AB Prabowo KA, S.Pd, M.Hum

Penguji III,

Faiza Hawa, S.Pd, M.Hum

Mengetahui,
Dekan,

Dr. Asropah, M.Pd.
NPP/NIP 936601104



YAYASAN PEMBINA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
JALAN GAJAH RAYA NO. 40 SEMARANG

USULAN TEMA DAN PEMBIMBING SKRIPSI

Yth. Ketua Program Studi *)

1. Pend. Bahasa dan Sastra Inggris
2. Pend. Bahasa dan Sastra Jawa di Semarang

Dengan hormat,


Yang bertanda tangan dibawah ini,

N a m a : CHLARESA LARASATI

N P M : 18920190

bermaksud mengajukan tema skripsi dengan judul :

THE ANALYSIS OF CODE SWITCHING ^{USED} BY MAUDY AYUNDA
IN "CATATAN NAJWA" YOUTUBE CHANNEL

Aee. 
24/11 2021

Selanjutnya, dosen pembimbing skripsi kami serahkan sepenuhnya kepada Ketua Prodi., dengan keputusan pembimbing :


1. Rahmawati Sukmaningrum, M.Pd
2. Dr. AB Prabowo KA, M.Hum

Menyetujui,
Ketua Program Studi,

NIP./NPP.

Semarang, 22 Desember 2021

Yang mengajukan,


Chlaresa . L



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Chlaresa Larasati
NPM : 18420140
FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
DOSEN PEMBIMBING I : Dr. Rahmawati Sukmaningrum, M.Pd
DOSEN PEMBIMBING II : Dr. AB Prabowo KA, M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
1.	24/11 - 2021	Judul = Acc.	R	
2.	26/12 - 2021	Proposal = Revisi	R	
3.	22/12 - 2021	Proposal = Revisi	R	
4.	24/12 - 2021	Proposal = Acc	R	
5.	10/1 - 2022	Ch 1-3 = Revisi	R	
6.	14/1 - 2022	Ch 1-3 = Revisi	R	
7.	9/2 - 2022	Ch 1-3 = Revisi	R	
8.	15/2 - 2022	Ch 1-3 = OK	R	
9.	25/2 - 2022	Ch 4-5 = Revisi	R	
10.	14/3 - 2022	Ch 4-5 = Revisi	R	



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DOSEN PEMBIMBING II : Dr. AB Prabowo KA, M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
11.	15/3 - 2022	ch 4-5 = Revisi	R.	
12.	20/4 - 2022	ch 4-5 = Revisi	R.	
13.	27/4 - 2022	ch 4-5 = OK	R.	
14.	20/7 - 2022	Kelengkapan = OK	R.	
15.	04/8 - 2022	Siap dsuzikan	R.	
16.	4/8 - 2022	Artikel : OK	R.	
17.				
18.				
19.				
20.				



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DOSEN PEMBIMBING II : Dr. AB Prabowo KA, M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
1.	24 - 11 - 2021	Pengajuan judul : ACC		
2.	22 - 12 - 2021	Pengajuan proposal		
3.	24 - 12 - 2021	Revisi proposal		
4.	10 - 01 - 2022	Revisi Proposal		
5.	14 - 01 - 2022	Proposal : ACC		
6.	09 - 02 - 2022	Pengajuan BAB 1-3		
7.	15 - 02 - 2022	Revisi BAB 1-2		
8.	25 - 02 - 2022	Revisi BAB 1-2		
9.	15 - 03 - 2022	Revisi BAB 3		
10.	20 - 04 - 2022	Pengajuan BAB 4-5		



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DOSEN PEMBIMBING II : Dr. AB Prabowo KA, M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
11.	27-09-2022	Revisi BAB 4-5		
12.	25-07-2022	Revisi BAB 4-5		
13.	08-08-2022	ACC		
14.	09-08-2022	Kelengkapan . Ok		
15.				
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