



Strategic Code-Mixing in Maudy Ayunda's Educational YouTube Content.

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Corresponding Author: Efandi Yakob efandiyakob@gmail.com English Literature Study Program, Dhyana Pura University, Bali	<i>Code-mixing has become a strategic linguistic resource through which bilingual public figures construct social identities in digital environments. However, despite the growing number of studies on code-mixing in entertainment-oriented digital discourse, limited attention has been given to educational YouTube monologues as sites of intellectual identity construction. This study investigates the structural patterns of code-mixing employed by Maudy Ayunda in her educational YouTube content and explores how these patterns contribute to the construction of an intellectual digital identity, which refers to the projection of expertise, credibility, and intellectual authority through bilingual language practices. Drawing on Muysken's (2000) typology of code-mixing, this study adopts a qualitative descriptive approach using a structural sociolinguistic framework. The data consist of 70 instances of code-mixing extracted from the orthographic transcript of the video "The Power of Now: Stop Worrying, Start Being Present – Maudy Ayunda's Book List" (2026). The findings reveal three types of code-mixing, namely insertion (48 instances), alternation (16 instances), and congruent lexicalisation (6 instances), with insertion emerging as the dominant pattern. The frequent use of insertion indicates the speaker's tendency to maintain conceptual precision by incorporating English academic and psychological terminology into Indonesian discourse. The findings also demonstrate that code-mixing functions not merely as a linguistic phenomenon but as a strategic resource for constructing an intellectual and globally oriented persona in educational digital communication. Therefore, this study contributes to digital sociolinguistics by extending discussions of code-mixing beyond entertainment-oriented discourse and highlighting its role in identity construction within contemporary online educational environments.</i>

1. Introduction

In contemporary multilingual societies, language functions not only as a means of communication but also as a resource for constructing social identities. The rapid development of digital technologies has transformed linguistic practices, allowing bilingual and multilingual speakers to combine different linguistic resources in various online environments. Social media platforms such as YouTube have become important spaces where language is strategically employed to communicate ideas, engage audiences, and construct identities. According to Crystal (2006), the Internet has encouraged linguistic innovation and hybrid language practices, while Nasrullah (2022) argues that social media creates sociotechnological spaces in which linguistic variation naturally develops through digital interaction.

One of the most prominent manifestations of multilingual communication is code-mixing. Hoffmann (1991) defines code-mixing as the use of elements from two or more languages within the same discourse. Earlier studies by Poplack (1980) demonstrated that bilingual speakers naturally alternate linguistic elements according to communicative contexts, whereas Muysken (2000) proposed a structural typology consisting of insertion, alternation, and congruent lexicalisation. Beyond structural patterns, language choice is closely associated with social meanings and identity. Holmes (2013) explains that bilingual language practices often serve as markers of identity and communicative effectiveness. Similarly, Myers-Scotton (1993) argues that language choices are socially motivated and reflect speakers' attempts to negotiate particular identities, while Wardhaugh and Fuller (2015) emphasize that language variation represents social identities and communicative contexts in multilingual communities.

Previous studies consistently indicate that code-mixing in digital media functions as a strategy for communication, audience engagement, and identity expression. Research on TikTok content, YouTube videos, podcasts, and social media discourse reveals that bilingual speakers employ code-mixing to create accessibility and construct modern digital identities (Aslim, 2024; Nur et al., 2023; Pratiwi & Santika, 2025; Malo et al., 2025; Najuar et al., 2025). Similar findings were reported by Swandewi and Juniarta (2025), who found that insertional code-mixing dominated Cinta Laura's YouTube interview discourse, whereas Angul and Santika (2026) demonstrated that Bryan Domani's speech on YouTube reflected communicative flexibility and bilingual identity performance. Utari and Zulferdi (2026) also showed that code-mixing in podcast discourse functions as a strategy for maintaining audience engagement and expressing bilingual identity. Furthermore, Rahman et al. (2025) argue that bilingual language practices contribute to identity construction in social media, while Cholsy and Asteria (2026) highlight that flexible multilingual practices represent contemporary forms of digital self-presentation. Although these studies consistently emphasize the communicative and identity-related functions of code-mixing, they primarily focus

on conversational, entertainment-oriented, and highly interactive discourse.

Unlike conversational discourse, educational monologues require speakers to organize information systematically, explain abstract concepts, and maintain epistemic authority. Educational content is characterized by the delivery of knowledge rather than reciprocal interaction. Consequently, language choices in educational discourse are expected not only to facilitate communication but also to project expertise, credibility, and intellectual authority. In this context, bilingual expressions may serve as symbolic resources through which speakers establish intellectual identities in digital environments. In the present study, intellectual digital identity refers to the projection of expertise, credibility, and educational authority through strategic bilingual language practices in online communication.

The educational value of bilingual language practices has also been recognized in broader contexts. Agusalim et al. (2025) reported that code-mixing contributed to vocabulary development among junior high school students, suggesting that bilingual practices may facilitate comprehension and accessibility. However, despite the growing body of literature on code-mixing in digital communication, limited attention has been given to educational YouTube monologues as sites of intellectual identity construction. Existing studies mainly investigate conversational interactions, podcasts, and entertainment-oriented content, leaving long-form educational discourse relatively unexplored. This gap is significant because educational monologues require speakers not only to communicate information effectively but also to perform expertise and maintain intellectual credibility.

From a sociolinguistic perspective, language choices represent symbolic resources through which individuals negotiate identities in digital spaces. Through the use of academic terminology, bilingual expressions, and philosophical quotations, speakers may project expertise, global orientation, and intellectual authority. Therefore, code-mixing should be understood not merely as a linguistic phenomenon but also as a strategy of identity performance and digital self-presentation.

Based on these considerations, this study investigates the structural patterns of code-mixing employed by Maudy Ayunda in her educational YouTube content and examines how these patterns contribute to the construction of an intellectual digital identity. By applying Muysken's (2000) typology, this study contributes to digital sociolinguistics by extending discussions of code-mixing beyond entertainment-oriented discourse and highlighting the role of bilingual language practices in identity construction within contemporary educational digital communication. Specifically, the study aims (1) to identify the structural patterns of code-mixing used by Maudy Ayunda based on Muysken's typology and (2) to explain how these patterns contribute to the construction of intellectual digital identity in educational YouTube discourse.

2. Method

This study employed a qualitative descriptive design, which emphasizes the interpretation and description of linguistic phenomena rather than statistical generalization (Oranga & Matere, 2023). A structural sociolinguistic approach was adopted to analyze the patterns of code-mixing and their contribution to identity construction in digital educational discourse. The primary data source was the official YouTube video entitled *"The Power of Now: Stop Worrying, Start Being Present – Maudy Ayunda's Book List"* uploaded on Maudy Ayunda's official YouTube channel in 2026. The video was purposively selected because it contains philosophical and psychological discussions that naturally encourage the use of bilingual expressions and academic terminology. Such characteristics make the video suitable for examining how code-mixing functions in educational monologues and contributes to the construction of intellectual digital identity.

The data consisted of 70 instances of Indonesian-English code-mixing extracted from the orthographic transcript of the video. Data collection was conducted in three stages. First, the video was downloaded and transcribed verbatim into an orthographic transcript. Second, the video was repeatedly watched and listened to in order to capture contextual meanings, tone, and communicative intentions. Third, utterances containing Indonesian-English code-mixing were identified and selected as the data for analysis.

Data analysis followed the qualitative model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing. During the data condensation stage, all linguistic tokens were coded according to Muysken's (2000) operational criteria, which classify code-mixing into three structural patterns: insertion, alternation, and congruent lexicalisation. Insertions were identified when English lexical items or phrases were embedded into Indonesian grammatical structures. Alternation was identified when complete shifts between Indonesian and English clauses or sentences occurred. Congruent lexicalisation was identified when both languages interacted flexibly within a shared grammatical framework. Frequency distribution was used to determine the dominant pattern, while qualitative interpretation was employed to explain the sociolinguistic functions of code-mixing in relation to identity construction.

The construction of intellectual digital identity was interpreted through linguistic indicators associated with expertise, conceptual precision, academic terminology, quotation practices, and bilingual expressions that projected educational authority and credibility. Particular attention was given to how English lexical items and bilingual structures were strategically used to convey complex concepts and establish an intellectual persona within digital educational discourse.

To enhance the trustworthiness of the findings, repeated transcript verification was conducted throughout the analysis process. In addition, the coding results were independently reviewed by another researcher familiar with

sociolinguistic analysis. Differences in classification were discussed and re-examined until agreement was achieved. This cross-checking procedure was intended to improve the consistency and reliability of the classification process.

3. Result

Based on Muysken's (2000) typology, three types of code-mixing were identified in Maudy Ayunda's educational YouTube discourse, namely insertion, alternation, and congruent lexicalisation. A total of 70 instances of Indonesian-English code-mixing were found in the data. The distribution of each type is presented in Table 1.

Table 1. Distribution and Communicative Functions of Code-Mixing Types

Type of code-mixing	Freq uency	Percentage	Communicative function
Insertion	48	68.4%	Maintaining conceptual precision through academic and psychological terminology
Alternation	16	22.8%	Preserving quotations and emphasizing rhetorical authority
Congruent	6	8.8%	Creating flexible bilingual expression and conversational engagement
Lexicalisation			
Total	70	100%	

(Source: Research data, 2026)

The findings reveal that insertion is the most dominant pattern, accounting for 48 instances (68.4%) of the total data. Alternation appears 16 times (22.8%), whereas congruent lexicalisation occurs only 6 times (8.8%). These results indicate that Indonesian remains the primary matrix language, while English lexical items are strategically incorporated into the discourse. In addition to their structural characteristics, each type of code-mixing performs different communicative functions. Insertions mainly preserve conceptual precision, alternation emphasizes quotations and rhetorical authority, and congruent lexicalisation creates a more flexible and conversational bilingual style.

Insertion Patterns

Insertion emerged as the dominant type of code-mixing in the monologue. English lexical items and noun phrases were frequently embedded into Indonesian sentence structures without altering the overall grammatical framework. This pattern enables the speaker to maintain conceptual clarity and express ideas

commonly associated with academic and psychological discourse.

Data 1

*"Karena sering tanpa kita sadar kita tuh ngejalanin hidup kayak di mode **autopilot**". (00:00:07)*

English translation: Often, without realising it, we go through life as if we are in *autopilot* mode.

The expression *autopilot* is inserted into an Indonesian sentence while the grammatical structure remains Indonesian. According to Muysken's (2000) typology, this example represents insertion because the English lexical item functions as a noun phrase embedded within the matrix language. The use of the term also helps convey a psychological concept that is widely recognized in contemporary discourse.

Data 2

*"Buku klasik yang udah jadi semacam panduan spiritual untuk jutaan orang di seluruh dunia, buku ini mengajarkan kita gimana cara melepaskan diri dari jeratan **mental noise**". (00:00:43)*

English translation: The classic book, which has become a spiritual guide for millions of people around the world, teaches us how to free ourselves from the trap of *mental noise*.

The phrase *mental noise* is inserted into the Indonesian grammatical structure without affecting the sentence pattern. This example illustrates insertion because the English phrase functions as a lexical unit embedded into Indonesian discourse. The expression is retained to preserve the conceptual meaning commonly associated with psychological terminology.

These findings suggest that insertion is frequently used to maintain conceptual precision and facilitate the explanation of abstract ideas in educational discourse.

Alternation patterns

Alternation occurs when the speaker completely shifts from Indonesian to English clauses or sentences. This pattern mainly appears when philosophical statements or quotations from books are presented in their original form.

Data 3

*"Padahal kata Eckhart, **nothing ever happened in the past; it happened now**". (00:01:17)*

English translation: According to Eckhart, *nothing ever happened in the past; it happened in the now*.

This utterance demonstrates alternation because the speaker shifts entirely from Indonesian to an English clause. The quotation is preserved in its original language, allowing the intended meaning and rhetorical force to remain intact.

Data 4

*"Aduh ada satu quote yang enak banget: **the ego tends to equate having with being. I have therefore I am, and the more that I have, the more that I am**". (00:04:52)*

English translation: There is a quote that I really like: *the ego tends to equate having with being. I have therefore I am, and the more that I have, the more that I am.*

This example also represents alternation because a complete shift from Indonesian to English occurs. The quotation is maintained in its original linguistic form to preserve its philosophical meaning and rhetorical authority.

These findings indicate that alternation is primarily used to retain the authenticity and emphasis of quotations within educational discourse.

Congruent lexicalisation patterns

Congruent lexicalisation appears less frequently than the other two patterns. Nevertheless, it demonstrates a flexible interaction between Indonesian and English within the same discourse stream.

Data 5

*"Hari ini aku mau bahas buku **The Power of Now** karya Eckhart **Tolle. This book list is for you**". (00:00:30)*

English translation: today I want to discuss *The Power of Now* by Eckhart Tolle; *this book list is for you.*

This utterance represents congruent lexicalisation because Indonesian and English elements coexist naturally within the same discourse. Both languages contribute to meaning construction without a rigid separation between linguistic systems.

Data 6

*"**Now, so what, wow, The Power of Now** tuh rasanya bukan buku yang sekali baca terus sudah cukup". (00:05:49)*

English translation: *Now, so what, wow, The Power of Now* feels like a book that cannot be fully understood after just one reading.

The utterance combines English discourse markers with an Indonesian sentence. The flexible integration of linguistic elements from both languages illustrates congruent lexicalisation and reflects a fluid bilingual communication style.

Overall, the findings demonstrate that the three types of code-mixing perform different communicative functions within educational discourse. Insertion predominantly facilitates conceptual precision, alternation preserves quotations and rhetorical emphasis, whereas congruent lexicalisation contributes to a more flexible and engaging bilingual style. These patterns suggest that code-mixing in educational YouTube discourse is employed strategically rather than randomly.

4. Discussion

Insertion as a Strategy for Conceptual Precision and Intellectual Credibility

The findings indicate that insertion is the dominant pattern of code-mixing, accounting for 68.4% of the total data. According to Muysken (2000), insertion occurs when lexical items from one language are embedded into the grammatical structure of another language that functions as the matrix language. In the present study, Indonesian serves as the primary grammatical framework, while English lexical items such as *autopilot* and *mental noise* are incorporated to express concepts that are widely recognized in psychological and educational discourse.

The predominance of insertion suggests that code-mixing is employed strategically rather than randomly. The use of English terminology enables the speaker to maintain conceptual precision and avoid semantic loss that may occur through literal translation. Moreover, English lexical items often carry academic associations and global meanings that are familiar to bilingual audiences. Holmes (2013) argues that bilingual speakers frequently use code-mixing to achieve communicative effectiveness and express social identity. Therefore, the insertion pattern found in this study can be interpreted as a linguistic strategy through which the speaker projects expertise and intellectual credibility in digital educational discourse.

From the perspective of identity construction, the frequent use of English academic terminology contributes to the performance of an intellectual digital identity. In this study, intellectual digital identity refers to the projection of expertise, credibility, and educational authority through strategic bilingual language practices. The findings demonstrate that code-mixing functions not merely as a linguistic phenomenon but also as a symbolic resource for presenting knowledge and intellectual competence to broader audiences.

Alternation as a Rhetorical Strategy

Alternation appears when the speaker completely shifts from Indonesian to English clauses or sentences. This pattern is particularly evident when philosophical quotations are cited in their original language. According to Muysken (2000), alternation involves a clear transition between two linguistic systems and usually reflects discourse-level functions rather than isolated lexical borrowing.

In Data 3 and Data 4, English quotations are preserved in their original form to maintain authenticity, rhetorical force, and philosophical meaning. Hoffmann (1991) explains that bilingual speakers often switch languages when particular expressions possess stronger semantic and expressive values in their original linguistic forms. Consequently, the use of alternation in this study functions not only as a structural phenomenon but also as a rhetorical strategy that reinforces the authority and educational value of the discourse.

The preservation of English quotations may also contribute to the speaker's intellectual image. Quoting philosophical statements in their original language

signals familiarity with international references and enhances the perception of expertise. Therefore, alternation can be understood as a strategy for maintaining authenticity while simultaneously strengthening intellectual authority within educational communication.

Congruent Lexicalisation and Modern Bilingual Identity

Although congruent lexicalisation occurs less frequently, it represents the most flexible form of bilingual communication found in the data. Indonesian and English elements interact within the same discourse stream without strict separation between grammatical systems. Muysken (2000) argues that congruent lexicalisation commonly appears in bilingual communities where linguistic boundaries become increasingly fluid.

Expressions such as *This book list is for you* and discourse markers like *Now, so what, wow* illustrate how English and Indonesian coexist naturally within educational discourse. This pattern creates a conversational tone and makes complex discussions more accessible to audiences. Similar findings have been reported by Rahman et al. (2025), who argue that bilingual communication on digital platforms often functions as a means of constructing globally oriented identities. Likewise, Cholsy and Asteria (2026) explain that flexible multilingual practices reflect contemporary identity performances within digitally connected communities.

The findings suggest that congruent lexicalisation contributes to the construction of a modern bilingual identity characterized by flexibility, accessibility, and global orientation. Through this linguistic strategy, educational discourse becomes less formal and more engaging while still maintaining intellectual substance. Consequently, bilingual communication enables speakers to combine expertise with relatability, thereby strengthening their digital presence.

Audience Expectations and Platform Conventions

Besides linguistic competence, code-mixing practices may also be influenced by audience expectations and platform conventions. Contemporary YouTube audiences are increasingly accustomed to bilingual expressions, particularly in educational and self-development content. The integration of English terminology may therefore serve not only academic purposes but also audience preferences and communicative accessibility.

As a digital platform, YouTube encourages conversational and audience-oriented communication. Content creators are expected to explain complex ideas in ways that are informative yet engaging. Under such conditions, code-mixing becomes an effective strategy for bridging global concepts and local audiences. Educational background and international exposure may also influence the speaker's language choices. Consequently, code-mixing should be understood not solely as an indicator of bilingual competence but also as a response to broader sociocultural and technological contexts.

Code-Mixing and Digital Self-Presentation

From the perspective of digital self-presentation, language functions as a symbolic resource through which individuals negotiate and perform identities in online environments. Bilingual expressions, academic terminology, and philosophical quotations can be interpreted as markers of expertise, cosmopolitanism, and educational authority. Therefore, code-mixing in Maudy Ayunda's educational discourse represents a form of identity performance rather than merely a structural linguistic phenomenon.

The findings suggest that bilingual language practices contribute to the construction of an intellectual digital identity characterized by credibility, global orientation, and accessibility. Through strategic code-mixing, complex concepts become easier to understand while the speaker simultaneously projects an image of competence and intellectual sophistication. Thus, code-mixing serves both communicative and symbolic functions in contemporary educational discourse.

Limitations of the Study

Several limitations should be acknowledged. First, the study analyzed only one YouTube video, which limits the generalizability of the findings. Different videos or content themes may exhibit different code-mixing patterns and identity performances. Second, the study focused primarily on structural patterns and qualitative interpretations without investigating audience responses. Consequently, the findings reflect the speaker's linguistic practices rather than audience perceptions of intellectual identity. Future studies are recommended to employ larger datasets and incorporate audience reception analysis to provide a broader understanding of code-mixing and identity construction in digital educational discourse.

5. Conclusion

This study investigated the structural patterns of code-mixing employed by Maudy Ayunda in her educational YouTube content and examined how these patterns contribute to the construction of an intellectual digital identity. Based on Muysken's (2000) typology, three types of code-mixing were identified, namely insertion, alternation, and congruent lexicalisation, with insertion emerging as the dominant pattern. The predominance of insertion indicates that English lexical elements are strategically embedded into Indonesian discourse to maintain conceptual precision and facilitate the explanation of academic and psychological concepts.

The findings demonstrate that code-mixing in educational discourse serves functions beyond linguistic combination. Insertion mainly contributes to conceptual accuracy, alternation preserves the authenticity and rhetorical authority of quotations, whereas congruent lexicalisation creates a flexible and

engaging bilingual style. These patterns suggest that bilingual language practices are employed strategically to balance educational substance with communicative accessibility.

Furthermore, the findings reveal that code-mixing functions not merely as a linguistic phenomenon but also as a symbolic resource for constructing an intellectual digital identity characterized by expertise, credibility, and global orientation. Through the strategic use of bilingual expressions, academic terminology, and philosophical quotations, speakers are able to project intellectual authority while maintaining accessibility for broader audiences in digital educational environments.

Therefore, this study contributes to digital sociolinguistics by extending discussions of code-mixing beyond entertainment-oriented interactions and demonstrating how bilingual language practices function as resources for identity construction in educational digital discourse. The study also highlights the importance of examining language use as a form of digital self-presentation within contemporary online communication.

Nevertheless, this study was limited to a single YouTube video and focused primarily on qualitative interpretations of code-mixing patterns. Future research is recommended to employ larger datasets, incorporate audience reception analysis, and investigate other digital platforms such as TikTok, Instagram Reels, or podcasts to provide broader insights into the relationship between bilingual communication, digital discourse, and identity construction in contemporary media.

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