

**AN ANALYSIS OF INTRA-SENTENTIAL SWITCHING OF
INDONESIAN - ENGLISH IN YOUTUBE EPISODE BUKA KARTU:
JEROME POLIN DAN MAUDY AYUNDA SAMA-SAMA HOBI
SEKOLAH : SOCIOLINGUISTICS APPROACH**



An Undergraduate Thesis

*Submitted to The Faculty of Cultural Sciences Hasanuddin University
in Partial Fulfilment of the Requirements
to Obtain a Bachelor's Degree in English Language*

ANDI MANGGABARANI

F041191015

**DEPARTMENT OF ENGLISH
FACULTY OF CULTURAL SCIENCE
HASANUDDIN UNIVERSITY**

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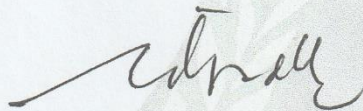
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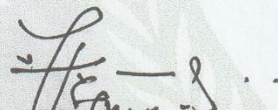
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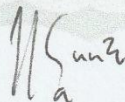
Prof. Dr. Noer Jihad Saleh, MA.
NIP. 195811101985031007



Drs. M. Husain Hasyim, M.Hum.
NIP. 196110281987031003

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The Thesis Organizing Committees

On Behalf of Dean
Head of English Literature Study Program



Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001

LEGITIMATION

THESIS

**AN ANALYSIS OF INTRA-SENTENTIAL SWITCHING OF INDONESIAN -
ENGLISH IN YOUTUBE EPISODE BUKA KARTU: JEROME POLIN DAN MAUDY
AYUNDA SAMA-SAMA HOBI SEKOLAH : SOCIOLINGUISTICS APPROACH**

BY

ANDI MANGGABARANI

Student ID Number: F041191015

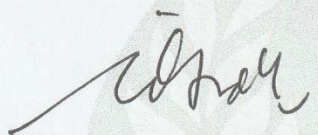
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Prof. Dr. Noer Jihad Saleh, MA.
NIP. 195811101985031007


Drs. M. Husain Hasyim, M.Hum.
NIP/196110281987031003

Dean of Faculty of Cultural Sciences
of Hasanuddin University

Head of English Literature Study Program


Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010


Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001

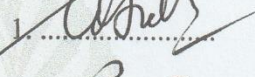
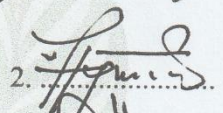
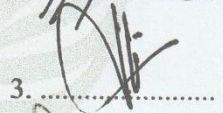
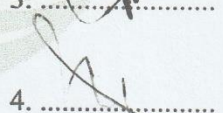
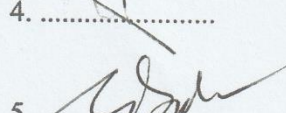
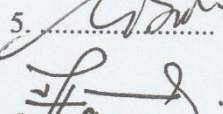
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AGREEMENT

On Friday, March 10th 2023, the Board of Thesis Examination has kindly approved a thesis by **ANDI MANGGABARANI** (F041191015) entitled “*An Analysis of Intra-Sentential Switching of Indonesian - English in Youtube Episode Buka Kartu: Jerome Polin dan Maudy Ayunda Sama-Sama Hobi Sekolah : Sociolinguistics Approach*” submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 10th March 2023

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DECLARATION

The thesis by **ANDI MANGGABARANI** (F041191015) entitled "*An Analysis of Intra-Sentential Switching of Indonesian - English in Youtube Episode Buka Kartu: Jerome Polin dan Maudy Ayunda Sama-Sama Hobi Sekolah : Sociolinguistics Approach*" has been revised as advised during the examination on Friday, March 10th 2023 and is approved by the Board of Undergraduate Thesis Examiners:

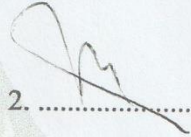
1. Dr. Sukmawaty, M.Hum.

First Examiner

1. 

2. Dr. Ayub Khan, M.Hum.

Second Examiner

2. 

STATEMENT OF ORIGINALITY

The undersigned:

Name : Andi Manggabarani

ID Number : F041191015

Department : English

Thesis Title : **AN ANALYSIS OF INTRA-SENTENTIAL SWITCHING OF
INDONESIAN - ENGLISH IN YOUTUBE EPISODE BUKA
KARTU: JEROME POLIN DAN MAUDY AYUNDA SAMA-
SAMA HOBI SEKOLAH : SOCIOLOGICAL APPROACH**

Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 10th March 2023

The Author,



Andi Manggabarani

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With the name of Allah, the most gracious, the most merciful

Praise and gratitude the author prays to the presence of Allah Subhanahu Wa Taala for the blessings of His abundance of grace, so that the writer can complete this thesis with the title “*An Analysis of Intra-Sentential Switching of Indonesian - English in Youtube Episode Buka Kartu: Jerome Polin dan Maudy Ayunda Sama-Sama Hobi Sekolah : Sociolinguistics Approach*” as one of the requirements to obtain an S.S degree (Sarjana Sastra) at the Faculty of Cultural Studies (FIB), Hasanuddin University (UNHAS). In addition, greetings and shalawat may be bestowed on our role model, the Prophet Muhammad Shallallahu Alaihi Wa Sallam, along with his family, friends and those who always strived to follow his missionary path until the end of time.

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ABSTRACT

ANDI MANGGABARANI. 2023. *An Analysis of Intra-Sentential Switching of Indonesian - English in Youtube Episode Buka Kartu: Jerome Polin Dan Maudy Ayunda Sama-Sama Hobi Sekolah : Sociolinguistics Approach* supervised by **Noer Jihad Saleh** and **Husain Hasyim**.

The principle purpose of this research are (1) to analyse the types of Intrasentential Switching used by Maudy Ayunda and Jerome Polin in the selected Youtube Video (2) to figure out the Metaphorical Function of Code Switching employed by Maudy Ayunda and Jerome Polin.

The study was conducted by the employment of Descriptive Qualitative Research to answer the problems in which previously the data obtained from the utterances of Maudy Ayunda and Jerome Polin contained Bahasa Indonesia – English switching. After that, the writer grouped the sentence in accordance to the types and the Metaphorical Function of Intrasentential Switching. Then, from 50 data gathered, the writer proceed using the selection sample from Isaac and Michael with 5% of error level, and obtained 44 data. At last, the writer selected the data using simple random sampling.

The result of the study shows that the dominant switching occurs in Intraphrasal Switching (38,09%), followed by Intraclausal Switching (32,14%), then, Interclausal Switching (15,48%), and the less, Intralexical Switching (14,29%). More than that, the Metaphorical Function of Switching occurred, namely, Nativasion Strategy (28,21%), Desire to Play English Expression, Lack of Set Indonesian Word/Expression (12,82%), Good Explicitness and Simplicity (10,26%), Repetiting the Message, Expression Neutralization (07,69), Tendency to Use English Integrated Words, Quotation, Lack of Good Indonesian Equivalent (05,13%), and, Anglicization, Message Qualification (02,56%).

Keywords: Code-Switching, Intrasentential Switching, Youtube, Maudy Ayunda, Jerome Polin.

ABSTRAK

ANDI MANGGABARANI. 2023. Analisis Intra-Sentential Switching Bahasa Indonesia – Bahasa Inggris di Youtube Episode Buka Kartu: Jerome Polin Dan Maudy Ayunda Sama-Sama Hobi Sekolah : Pendekatan Sociolinguistik dibimbing oleh **Noer Jihad Saleh** dan **Husain Hasyim**.

Tujuan utama dari penelitian ini adalah (1) untuk menganalisis jenis-jenis Intrasentential Switching yang digunakan oleh Maudy Ayunda dan Jerome Polin dalam Video Youtube yang dipilih, (2) untuk mengetahui Fungsi Metaforis dari Code Switching yang digunakan oleh Maudy Ayunda dan Jerome Polin.

Penelitian ini dilakukan dengan menggunakan Metode Deskriptif Kualitatif untuk menjawab masalah penelitian, dimana sebelumnya data yang diperoleh dari tuturan Maudy Ayunda dan Jerome Polin yang mengandung alih Bahasa Indonesia – Bahasa Inggris. Setelah itu, penulis mengelompokkan kalimat tersebut sesuai dengan jenis dan Fungsi Metafora dari Intrasentential Switching. Dari 50 data yang terkumpul, penulis melanjutkan dengan menggunakan aturan penentuan sampel dari Isaac dan Michael dengan tingkat kesalahan 5%, dan diperoleh 44 data. Terakhir, penulis memilih data menggunakan simple random sampling.

Hasil penelitian menunjukkan bahwa jenis alih kode yang dominan terjadi pada Intraphrasal Switching (38,09%), diikuti Intraclausal Switching (32,14%), kemudian Interclausal Switching (15,48%), dan yang paling sedikit adalah Intralexical Switching (14,29%). Lebih dari itu, terjadi Fungsi Metafora Switching yaitu, Nativasion Strategy (28,21%), Desire to Play English Expression, Lack of Set Indonesian Word/Expression (12,82%), Good Explicitness and Simplicity (10,26%), Repetiting the Message, Expression Neutralization (07,69%), Tendency to Use English Integrated Words, Quotation, Lack of Good Indonesian Equivalent (05,13%), and, Anglicization, Message Qualification (02,56%).

Kata Kunci: Alih Kode, Intrasentential Switching, Youtube, Maudy Ayunda, Jerome Polin.

CHAPTER I

INTRODUCTION

A. Background of the Study

As the language communicated in international activities, English has become a mandatory language to acquire in order to build cross-cultural communication with individuals from other nations. People whose first language are not English, universally acknowledged join the queue to learn the language with the aims of getting involved on a variety cultural level.

As the impact of learning English for non-native of the language, the phenomenon of being able to speak more than one language comes to happen, in which also known as bilingualism. The phenomenon of people having more than one code (language) called bilingualism and multilingualism (Wardhaugh, 1986, p.101). In this sophisticated era, not only people growing up in educated family can become bilingual, but everyone can reach to the level of mastering two or more languages by learning it through social media platform.

YouTube is an online video sharing software which provides services to watch and to upload videos. YouTube was created on 14th February 2005 by three former Paypal workers, Chas Hurley, Steve Chen, and Jawed Karim. It only took for a few months after the release of YouTube to bring the software into the top of the popularity and become a giant video software in the world as nowadays that we know.

In Indonesia, English has a status of a foreign language (FL). As the impact of such case, the use of English on the process of communication creates such a phenomenon called code-switching. It is when someone shifts one language to another language in one conversation. Bullock and Taribio (2009: 01) stated that code-switching is the ability on the part of bilinguals to alternate effortlessly between their two languages. Nowadays, not pretty hard to find someone performed code-switching in one conversation, especially Indonesian famous such as celebrities and/or youtubers, e.g Jerome Polin and Maudy Ayunda.

This research focuses on the intra-sentential switching found in selected YouTube video entitled “Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!”. The selected episode was chosen due to Jerome Polin and Maudy Ayunda are multilingual from Indonesian whose performing code-switching in their daily lives. Aside from that, the theory used by researcher are adopted from Poplack, and Yassi which is fitter to the object of the study.

B. Problem Statements

Based on the background of the studied provided, the researcher identifies the problems as follows:

1. A great amount of people unconsciously performs code-switching in their conversation.
2. People who perform intra-sentential switching do not know what type of intra-sentential code-switching they use.
3. There are a few kinds of metaphorical functions in code-switching that people perform which they use in one particular topic.

C. Scope of the Problems

According to what has been stated in the problem statement, the researcher will put focus of the study to the types of intra-sentential switching, and the analysis of metaphorical function of code-switching, with the object of the research focused on Maudi Ayunda and Jerome Polin in Youtube Episode “Buka Kartu: Jerome Polin dan Maudi Ayunda sama-sama Hobi Sekolah”.

D. Research Questions

The following are research questions that have been formulated from the background above:

1. What are the Types of Intra-sentential switching performed by Jerome Polin and Maudi Ayunda in Youtube Episode Buka Kartu: Jerome Polin dan Maudy Ayunda sama-sama Hobi Sekolah?
2. What are the Metaphorical Functions of code-switching performed by Jerome Polin and Maudi Ayunda in Youtube Episode Buka Kartu: Jerome Polin dan Maudy Ayunda sama-sama Hobi Sekolah?

E. Objective of the Study

The following are the objective of the study:

1. To reveal the Types of Intra-sentential switching performed by Jerome Polin and Maudy Ayunda in Youtube Episode Buka Kartu: Jerome Polin dan Maudy Ayunda sama-sama Hobi Sekolah.
2. To analyse the Metaphorical function of switching performed by Jerome Polin and Maudy Ayunda in Youtube Episode Buka Kartu: Jerome Polin dan Maudy Ayunda sama-sama Hobi Sekolah.

F. Significance of the Study

The result of the research is expected to be useful for both parties; the researcher and readers, in developing their understanding about the field of code-switching mainly focused on the type of intra-sentential switching. With the completion of the research, the researcher also expects that this can be such inspiration to carry out a more in-depth study about intra-sentential switching for the researcher on the future who interested on the field.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Within the topic of code-switching, several studies dealing with the field have been conducted that related to this research, they are as follows:

Zefanya (2020) carried out research entitled “Intra-sentential switching of Indonesian-English in Instagram caption (Sociolinguistics Approach)”. The writer used qualitative and quantitative method in describing the type of intra-sentential switching and identifying which type used the most by the users. The finding of the research shows that there are four types of intra-sentential: intra-clausal 40%, intra-phrasal 20%, intra-lexical 20%, and inter-clausal 20%.

Darmawan (2021) wrote research entitled “Code-Switching used in President Susilo Bambang Yudhoyono’s Speech at the Presentation of Garuda Wisnu Kencana Development: A Sociolinguistic Study”. The analysis of data used descriptive method to find out the type and the reason for code-switching. The writer collected the data from speech transcript, classified them according to the type of code-switching, and also categorised the sentences based on the reason for code-switching. In the finding, Intra-sentential switching is the only type of code-switching used by President Susilo Bambang Yudhoyono, while there are four reasons for code-switching: talking about particular object, repetition used for clarification, strengthening a command, and lexical need.

Primayanda (2018) conducted research entitled “The Role of Code-Switching Phenomena in Youtube Vlog: by Sacha Stevenson. Descriptive qualitative method was used in presenting the data. There are 14 inter-sentential code-switching, 15 intra-sentential code-switching, and 5 tag or emblematic code-switching found. From the data analysis, she performed code-switching to show and emotion or expression, emphasise messages, and replace some words that do not exist in English.

The thing that differentiates this research from previous researches above are the object of the study, and analysis of metaphorical function. This study discusses the type of intra-sentential switching, and metaphorical function of code-switching performed by Jerome Polin and Maudy Ayunda.

B. Theoretical Background

1. Sociolinguistics

The first definition of sociolinguistics comes from Gumperz (1971:223) has observed that sociolinguistics is an attempt to find correlations between social structure and linguistics structure and to observe any changes that occur. It can be said that sociolinguistics is a discipline studying how human in one society interpret the language and see the different interpretation it can cause.

The second definition of sociolinguistics is from Holmes (2001:01) who had a notion that sociolinguistics study the relationship between language and society. It reveals why human speak the language differently within social contexts, how the social function of the language is being identified, and the interpretation of the language in social meaning. The three aspect of sociolinguistic shows us how the

language works in one community and how the people in that community construct their identity through the language they speak.

The definitions about sociolinguistics may varied among scholars. However, they all agreed that the sociolinguistics deals with language and society. In top of that, the writer has a notion that sociolinguistics studies the relation of social background of the speaker and the language itself.

2. Bilingualism and Multilingualism

The phenomenon of bilingualism and multilingualism should no longer become surprising as we consciously or not have witnessed such phenomenon in around us. Both refers to the ability of someone mastering more than one language.

Bloomfield (1933:56) as cited in Yassi (2016:21) defined bilingualism as ‘native like control of two languages’. This implies that in order to be considered as a bilingual, the speaker should master the two given languages. Nowadays, many places around the world adopted more than one language used in their place, whether their mother tongue, second language, local language, or even foreign language one.

Aronin (2022:1) stated that the term multilingualism is used to refer to the use of three and more languages, and is distinguished, where appropriate, from bilingualism, the use of two languages. Sridhar (1996:50) as cited in Rianda (2017:10) says “multilingualism involving balanced, native like command and of all the language in the repertoire is rather in common)

From defenitions about bilingualism and multilingualism above, the main difference between the two terms is referring to the amount of language that

mastered. Bilingualism refers to two languages, while multilingualism refers to speak three or more languages.

3. Code-Switching

a. Definition of Code-Switching

Hoffmann (1991:113) as cited in Rahmaniah (2016:10) stated that code switching can occur quite frequently in an informal conversation among people who are familiar and have a shared educational, ethnic, and socio-economic background. It is avoided in a formal speech situation among people especially to those who have a little in common factors in terms of social status, language loyalty, and formality.

Milroy and Gordon (2003:209) have also argued that the term code switching can describe a range of language (or dialect) alternation and mixing phenomena whether within the same conversation, the same term, or the same sentence utterance.

From a couple of definitions about code-switching provided above, the writer has a notion that code-switching is an activity of speaking more than one language in one conversation which also affected by the situation.

b. Types of Code-Switching

According to Poplack, there are three types of code-switching, namely intra-sentential switching, inter-sentential switching, and tag switching. In other hand, in 2001, Yassi conducted an explorative study within perspective of Indonesian-English, and the findings revealed that about 96,8 % performed code-switching type intra-sentential coined to Poplack's theory.

Yassi (2016) classified code-switching into four types; intra-clausal (iracla), intra-phrasal (iraphra), intra-lexical(iralex), and inter-clausal.

- 1) Intra-clausal is defined as a switch that occurs within clause boundary. For example: Aku lagi ngga ada di rumah pas **you come here**.
- 2) Intra-phrasal is defined as a switch that occurs within phrase boundary. For example: Kayaknya gua lebih ke **fairytale book** gitu.
- 3) Intra-lexical is defined as a switch that occurs within a word boundary. For example: aku suka banget cara **speakingnya** itu
- 4) Inter-clausal is defined as a switch occurring between a clause boundary. For example: Aku ada kemampuan untuk baca pikiran orang lain, and ***I can read your mind too***.

c. Metaphorical Function of Code-Switching

Yassi (2016: 221) metaphorical function of code-switching concerns with the communicative, or rhetorical or the stylistic effect, such as emphasis, clarification, quotation, avoidance of repetition, request, or validations the speaker intends to convey by switching his/her code. The language switch in this situation is related to particular kind of topic or subject matter in conversation within the situation rather than the change in the social situation. In addition, Yassi divided metaphorical function into eleven different categories:

1) Message Repetition

The subjects to code-switch are mainly aimed to repeat the message which has just been mentioned, either literally or in a somewhat modified form. For

example: Perlu membentuk jaringan *networking* antar pelaku pariwisata (it requires to form networking among stakeholders).

2) Desire to Play with a Well-Known English Expression

The speakers code-switch to simply indicate the speaker's desire to employ certain well-known English expression in their utterances. For example: Ini mungkin *human error*, ya mungkin kelebihan muatan (this may be human error, yes, it may be overloaded).

3) Quotation

The subjects code-switch in order to quote something directly or indirectly such as some one's statement, a maxim, or a slogan, or a jargon. For example: Disini pepatah *silence is golden* ngga berlaku (in here, the proverb silence is golden is not applicable).

4) Lack of Set of Indonesian Words or Expression

The subjects code-switch is simply motivated by the absence of certain Indonesian words or phrases for certain expression in which English does. For example: Ini memberi peluang bagi para *stakeholders* (this provides opportunity for stakeholders).

5) Greater Explicitness and Simplicity in English

The subjects code-switched into English is likely to be motivated by the aspect of considering that the English expression are more explicit as far as meaning is concerned and much simpler from the view point of word number. For example: Adaji saya lihat Pak F yang *entrepreneurship*nya bagus (I find Mr F has an excellent entrepreneurship).

6) Lack of a Good Indonesian Equivalence

The subjects code-switched of the message in Indonesian version seem not to be equivalent enough compared to those in English version. For example: jadi itu semacam *institutional fee* yang dibayar ke jurusan (so, that serves as an institutional fee which pays to the department).

7) Expression Neutralization

The subject code-switched are aimed at neutralising or softening their utterances from the viewpoint of politeness or socio-cultural aspect. For example: **You** berstatus sebagai dosen fakultas sastra. Bukan orang di central (You have a status as Letters Faculty lecturers, not lay people).

8) Tendency to Use the Integrated Words

The subjects code-switched is motivated by the fact that given English expression have been either phonologically or morphologically integrated into Indonesian language. For example: itu sudah *inclusive* (It has been inclusive).

9) Anglicization

Anglicization is a process to anglicise, a tendency to make certain expression sound English, certain expression. For example: Kita juga ada di IDI *conflicting* (We in IDI also have one conflicting).

10) Message Qualification

In many instances, it is found that the subjects code-switched is to qualify messages. For example: *Tourism* pada pengembangan adalah marketing atau market yang akan kita tawarkan (In development is marketing or market which will be offered).

11) Nativisation Strategy

The inclusion or attachment of Bahasa Indonesia bound morpheme in English words is completely motivated by the aim to naturalise the sentence by nativising it. For example: Saya fikir *its way out* lebih baik dibagi dua (saya fikir jalan keluarnya lebih baik dibagi dua).

C. Youtube

YouTube is a software which allows the users to upload, watch, and share online videos. According to Thanissaro and Kulupana (2015) as cited in Sari and Kusumawardhani (2021), Youtube is one of the services of Google, facilitating its users to upload videos and can be accessed by different users of the world for free. Since its first year debuting in the early of 2005, YouTube gained a great amount of users which placed it as the third biggest most visited website after Google and Facebook. In *home* interface, YouTube shows the user some videos which have a lot of viewers in recent time and also offers the users similar type of their most watching videos. YouTube also now has *short* feature which allow the users to upload 60 seconds video in portrait mode. Aside from that, *subscription* icon has a function to show the list of channel videos that we have subscribed. Another one is *collection* icon, it allows the users to put videos on their playlist that they might watch later, and the list of watched and liked videos

D. Maudy Ayunda

Ayunda Faza Maudya or mostly known as Maudy Ayunda is an Actress, Model, Activist, Song-Writer, and Singer of Indonesia. She was born on December 19th, 1994, in Jakarta. Since she was a child, she has shown her high interested in

education by being the runner up in a speech competition at her school. Being raised in an educated family, Maudy Ayunda speaks 5 languages; English, Javanese, Bahasa Indonesia, Mandarin, and Spanish which make her become multilingual.

E. Jerome Polin

Jerome Polin Sijabat or well-known as Jerome is a Youtuber, Internet Celebrity, and Entrepreneur from Indonesia. He was born on May 2nd 1998, in Jakarta. Her name started to gain fame after his vlog on YouTube about teaching Japanese and Mathematics, and his life as Indonesian student in Japan. Jerome Polin is a multilingual for his ability of mastering four languages, which are Javanese, Bahasa Indonesia, English, and Japanese.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used a descriptive qualitative as the method of the research. The researcher has a notion that this is suitable to analyse the type and the metaphorical function of intra-sentential switching in the data that has been gathered in the forms of utterance. Creswell (2014) as cited in Widyawati (2020:20) stated that the qualitative research gets started from assumption and the use of interpretation design which forming or influencing the study about research problem deal with the meaning of individual or community concern on social or human problem. Aside from that Fraenkel and Wallen (1993:11) as cited in Datu (2009:20), descriptive study describes something as it is. In other words, the researcher does not have any control to manipulate what already existed. Therefore, qualitative descriptive method was used to reach the goal of the objective of the study.

B. The Source of Data

The data source in this research is a video from Maudy Ayunda's YouTube channel entitled "Buka Kartu: Jerome Polin dan Maudy Ayunda sama-sama Hobi Sekolah" (<https://youtu.be/PAw3EoOsK28>) within duration of 24:40 minutes.

C. Population and Sample

1. The Population

The population of this research is all the utterances which contained Intrasentential Switching in the dialogues between Jerome Polin and Maudy Ayunda in selected video entitled “Buka Kartu: Jerome Polin dan Maudy Ayunda sama-sama Hobi Sekolah”.

2. Sample

The sample of this research was certain utterances in the dialogue that contained code-switching. Simple random sampling was employed in this research. From 50 utterances contained Intrasentential Switching, the researcher selected as much 44 utterances as the data of the study.

D. Method of Data Collection

The process of collecting data started from:

1. Selecting the video on Youtube.
2. Downloading the selected video through website of savefrom.net.
3. Watching the video that has been downloaded many times.
4. Transcribing all the dialogues in the video through Microsoft Word
5. Selecting certain utterances that contained Intrasentential Switching.

E. Method of Data Analysis

After all data needed has been gathered, the researcher analysed the data through several steps:

1. The researcher re-read the collected data in order to understand the selected dialogues deeper.

2. The data is classified based on the type and metaphorical function of Intrasentential Switching.
3. Making explanations about the type and metaphorical function of Intrasentential Switching.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

As mentioned in the previous chapter, there are four types of intrasentential switching according to Yassi (2016); Intraclausal, Intraphrasal, Intralexical, and Interclausal. The findings of the study reveals that there are 50 sentences that contain Intrasentential switching in the selected video. However, from those 50 sentences categorised as the population of the research, the researcher chooses 44 sentences which followed the selection sample from Isaac and Michael with 5% of error level. This section will reveal the finding of the types of Intrasentential switching as well as the metaphorical function of code switching, as can be seen below:

1. The types of Intrasentential Switching

With the reference of the theory proposed by Yassi in 2016, in which he divided the types of Intrasentential Switching into 4 types category: Intrasentential Switching, Intraphrasal Switching, Intralexical Switching, and Interclausal Switching, the researcher presents the sentences that contained Intrasentential Switching from selected video, presented in the form of table.

Table 1

The types of Intrasentential Switching

No	Datum	Sentences	Iracla	Iraphra	Iralex	Intercl
1	Datum 1	Jerome: Tapi, berikutnya ada berita kalo Jepang tuh <i>closed border</i> (00:20 – 00:24)		✓		
2	Datum 2	Jerome: Sebenarnya januari balik, <i>plan</i> -nya. Karena aku kan emang <i>last year</i> kan di <i>university</i> (00:38 – 00:42)			✓	✓ ✓
3	Datum 3	Maudy: Kita ada ini, ini <i>stage</i> paling tinggi adalah <i>stage</i> pertanyaan. Kita akan <i>take turns</i> untuk ngambil (01:27– 01:32)		✓ ✓		
4	Datum 4	Maudy: Dan kamu ada dua kartu <i>wild card</i> . <i>Reverse</i> itu kalo kamu ngga suka pertanyaan		✓		

		yang aku kasih ke kamu (01:44 – 01:52)				
5	Datum 5	Jerome: Aku, <i>I can feel people</i> , dan seringkali itu bener. Maksudnya kayak, kayak baru pertama kali ketemu atau ga kenal banget tapi <i>I feel like</i> kayak <i>there is something wrong with him or her</i> gitu, baca iya baca (02:32-02:48)	✓			✓
6	Datum 6	Jerome: Bukan baca gimana ya, maksudnya bukan baca yang kayak maksudnya gini gini tapi yang kayak lebih apa ya, yang kayak ada <i>sense</i> -nya (02:59 – 03:04)			✓	
7	Datum 7	Jerome: Orang yang ngga aku kenal, tapi				

		<p>aku jarang kayak gitu.</p> <p>Kayak, <i>I feel something about him</i> gitu loh, yaudah kan kayak aku bikin video bareng waktu itu.</p> <p>Terus, dari bikin video bareng itu, aku, <i>I can feel something</i> gitu loh. Abis itu, aku ajak ngomong di rumah, gitu, ajak ngomong <i>deep talk</i> gitu lah.</p> <p>Akhirnya, bener gitu, kayak <i>something strong</i>. Terus, aku langsung mikir “apa yang <i>I can help</i>” gitu.</p> <p>Akhirnya, <i>one of the ways</i> itu dia jadi asisten aku (03:27 – 03:49)</p>	✓				
8	Datum 8	<p>Maudy: Dan itu, delapan puluh persen</p>					

	<p>kelasnya tuh, aku yang ngomong. Karena kalau di kelas aku tuh kelas <i>business class</i> itu suka kadang-kadang ada <i>role play</i> gitu loh. Dan itu tuh aku di-<i>grill</i> abis-abisan dan aku bener-bener kayak dites banget selama empat puluh lima menit. Ya, kamu bayangin aja itu kamu di depan temen-temen aku yang di mata aku tuh, aku <i>intimidated</i> banget sama mereka karena mereka tuh kayak pinter-pinter dan lain-lain dan itu, ya itu versi memalukan dan deg-degan buat aku sih</p> <p>(04:33 - 05:04)</p>		✓	✓	✓	✓
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9	Datum 10	<p>Maudy: Iya, iya, pagi banget, pagi banget. Jadi kalo muncul tuh bener-bener yang semuanya tuh masih yang ngga <i>alert</i> gitu. Dan itu harus yang kita udah harus langsung <i>alert</i> gitu loh karena professornya langsung. Disana tuh ngga <i>lecturer based</i> gitu loh (06:38 – 06:50)</p>	✓	✓		
10	Datum 11	<p>Maudy: Lebih ke iya, <i>case study</i>. Jadi kita udah harus dateng, udah siap dengan kita tau kasusnya terus dia tuh. Kayak Oke, <i>let's start</i> kayak <i>you</i> gitu, <i>cold calling</i> gitu (06:52 – 06:59)</p>	✓	✓	✓	

11	Datum 12	Maudy: Jajanan <i>favourite</i> di kantin dulu? (07:11 – 07:13)		✓		
12	Datum 13	Maudy: <i>Greed</i> itu, keegoisan, bener. Ada banyak banget masalah di dunia. Kalau pilih satu juga <i>I'm making very subjective</i> , apa ya, <i>judgement on what's most important</i> itu, dan itu sangat sulit sekali. Tapi kalo misalnya <i>greed</i> dan keegoisan itu ngga ada, aku yakin, masalah-masalah itu akan lebih cepat, apa ya? Lebih cepat ditangani atau lebih mudah ditangani karena orang-orang tuh kayak saling membantu gituh. Orang yang		✓		✓

		punya <i>resources</i> jadi pengen ngebantu ini, jadi pengen ini. Jadi, <i>people are</i> apa ya, <i>driven by self-interest</i> dan (08:26 – 08:59)	✓	✓		
13	Datum 15	Jerome: Tadi aku mikirnya kejahatan sih, <i>all all all</i> apa ya, <i>all kind of</i> kejahatan (09:23 – 09:28)		✓		
14	Datum 16	Jerome: Jadi kayak <i>being the smartest kid in the room</i> itu salah gitu (11:49-11:55)	✓			
15	Datum 17	Maudy: Jadi akhirnya mereka pun engga <i>self-improving</i> . Jadi kayak ngga atau <i>drive</i> -nya kayak hilang juga kan gituh (12:13-12:19)		✓	✓	
16	Datum 18	Maudy: Maksudnya ngga terlalu lancar lah				

		Tapi aku pindah ke <i>international school</i> waktu itu kayak SD (12:30-12:35)		✓		
17	Datum 19	Maudy: Aku mesti susah <i>catch-up</i> dan lain-lain atau aku <i>stay</i> di sekolahku yang dimana aku juga <i>ranking</i> dan dimana aku juga <i>perform</i> -lah gitu ya. (13:02-13:11)	✓		✓	✓
18	Datum 20	Jerome: Iya, kayak <i>comfort zone</i> ya, lebih ke <i>comfort zone</i> ya. (13:24 – 13:26)		✓		
19	Datum 21	Maudy: Itu tuh <i>not an enjoyable situation</i> , gitu. <i>So</i> , kayaknya penting sih gitu (13:32-13:38)	✓			
20	Datum 22	Jerome: Ke <i>growth zone</i> (13:41-13:42)		✓		

21	Datum 23	Maudy: Aku tuh orangnya <i>overthinker</i> gitu, <i>overthinker</i> . Jadi ada beberapa hal yang terlalu banyak aku pikirin sampe akhirnya aku bingung dan aku stress sendiri dan jadi itu sempet gitu. Aku ngga tau deh kamu orangnya kayak gitu ngga ya. Kek kamu orangnya lebih <i>go with the flow</i> ya? (14:11-14:26)	✓			
22	Datum 24	Maudy: Susah <i>make decision</i> yang bener bener yang prett gitu. Karena <i>overthinker</i> juga, <i>it makes it hard for me to</i> (14:33-14:41)	✓	✓		
23	Datum 25	Maudy: Jadi susah untuk di saat				

		<p><i>something, especially</i></p> <p>di fase-fase kayak dua tiga tahun terakhir ini kayak jadi krisis mulu isinya gitu loh. Aku tuh <i>quarter-life crisis</i> sebenarnya, Jerome. Kamu 23 tahun kan? Sebentar lagi. Kalo kamu tadi gimana? <i>Overthinker?</i> (14:45-15:05)</p>		✓		✓
24	Datum 27	<p>Jerome: Sampai akhirnya setahun itu, akhirnya aku tambah mikir “oke, aku coba dulu aja”. Coba mulai dulu, <i>from the easiest step</i>. Setelah itu, ternyata kayak <i>step</i> itu kebuka gitu loh. Tapi sebelum kita mulai, itu</p>	✓		✓	

		pikirannya itu kayak (15:30-15:45)				
25	Datum 28	Maudy: Bener, aku juga sangat percaya itu bahwa <i>at the end of the day</i> , mulai aja karena kalo kita ngga mulai, ya akhirnya ngga ada yang harus kita pikirin juga kan, gitu. Karena, karena ya mungkin kecenderungannya kalo <i>overthinker</i> juga agak, agak lebih perfeksionis juga gitu kan (15:46-16:00)	✓			
26	Datum 29	Jerome: Bener, bener. Jadi kayak pengen <i>perfect-in</i> semuanya, baru ini. Tapi kayak pikirannya untuk nge- <i>perfect-in</i> aja ngga mau mulai gitu karena aduh			✓	✓

		panjang nih prosesnya gitu (16:10 – 16:17)				
27	Datum 30	Maudy: Apa sih <i>tips</i> anti sedih dari kamu? (16:38 – 16:42)		✓		
28	Datum 31	Jerome: Ini mungkin <i>related</i> sama Kak Maudy (16:45 – 16:46)	✓			
29	Datum 33	Maudy: Kamu ada <i>tips</i> ngga yang kamu bisa <i>share</i> .(17:47 – 17:49)	✓	✓		
30	Datum 34	Maudy: Lebih gampang. Tapi <i>tips</i> -nya apa ya? Kalo aku, kalo aku harus menyendiri. Aku tuh <i>introvert</i> soalnya, jadi aku tuh memang harus apa ya, harus kayak ke kamar aku untuk selimutan terus kayak baca buku mungkin atau kayak gitu. Jadi, kalo aku	✓		✓	

		emang menyendiri, untuk di- <i>charged</i> lagi. (18:09 – 18:27)			✓	
31	Datum 35	Maudy: Aku ngga tau kenapa tapi <i>lowest</i> aku tuh selalu ada hubungannya dengan lulus sekolah.. (18:50 – 18:55)				✓
32	Datum 37	Jerome: Di Jepang <i>mostly maybe, based-</i> <i>nya ya, for other two</i> <i>years.</i> Abis itu aku mau lanjut S2. (20:32 – 20:39)	✓		✓	✓
33	Datum 38	Maudy: Enak ya dia udah punya <i>tagline</i> sendiri, jadi, jadi, jadi bisa pilih itu. Itu dari, itu, <i>sorry</i> ya aku tuh agak, aku tau banget kamu, cuman aku ngga tau itu mantapdjiwa	✓	✓		

		darimana (21:19 – 21:28)				
34	Datum 39	Maudy: Dan itu sekarang udah jadi <i>signature</i> kamu gitu ya? (21:38-21:40)		✓		
35	Datum 40	Maudy: Ini bukan <i>game</i> ya (21:51-21:51)	✓			
36	Datum 41	Maudy: Kayaknya judulnya akan kayak <i>the storyteller</i> atau apa gitu. (21:57-22:01)		✓		
37	Datum 43	Maudy: <i>Especially</i> dulu ya, sekarang <i>to be honest</i> aku tuh udah jarang <i>drill-drill</i> . Makanya nih aku bilang “jangan nge- <i>drill</i> aku” Tapi dulu tuh aku suka banget, aku suka banget sampe mamaku tuh cerita kalo dulu tuh aku kalo les matematika di rumah, itu aku yang semangat, lebih semangat dari	✓	✓	✓	

		gurunya. Dan matematika kalo menurut aku tuh <i>core of all</i> apa ya <i>logic</i> sebenarnya (22:45-23:05)				✓
38	Datum 44	Jerome: <i>Drilling, drilling</i> penting banget. Dulu aku buat olimpiade, iya kan, karena aku kan kayak <i>left out</i> gitu loh, kayak aku telat mulainya. (23:16-23:24)				✓
39	Datum 45	Jerome: <i>Drilling, drilingnya</i> tapi sampe kayak sedikit <i>anti-social</i> gitu, (23:38-23:41)		✓		
40	Datum 46	Jerome: Bukan, bukan gitu, kayak misalnya di sekolah pas lagi <i>break</i> , aku ke perpustakaan	✓			

		ngerjain soal (23:43-23:48)				
41	Datum 47	Jerome: Demi <i>something</i> ya? <i>True, true, true</i> (23:55-23:57)	✓			
42	Datum 48	Maudy: Kamu suka ngga main <i>game</i> -nya? (23:58-24:00)			✓	
43	Datum 49	Jerome: Tapi, <i>what I noticed</i> itu adalah kayak mau gimana pun pertanyaannya. Kayak kita itu ngga lepas dari sekolah ngga sih (24:04-24:11)	✓			
44	Datum 50	Jerome: Tapi ini seru banget sih. Karena kalo ngobrol gini kan ngga se- <i>random</i> ini gitu loh (24:14-24:20)			✓	

Based on data analysed above, the researcher provides a data distribution table of the four different types of Intrasentential Switching in the following:

Table 2

The Distribution of Types of Intrasentential-Swithing.

NO.	The type of Intrasentential Switching	Frequency	
		The Amount	Percentage
1	Intraclausal Switching	27	32,14 %
2	Intraphrasal Switching	32	38,09 %
3	Intralexical Switching	12	14,29 %
4	Interclausal Switching	13	15,48 %
Total		84	100 %

2. The Metaphorical Function of Code-Switching

From the selected video, Maudy and Jerome performed Intrasentential Switching with various kind of motives. According to Yassi (2016), there are eleven of metaphorical function of code switching: Repetiting the Message, Desire to Play English Expression, Quotation, Lack of set Indonesian Word or Expression, Good Explicitness and Simplicity, Lack of Good Indonesian Equivalent, Expression Neutralization, Tendency to Use English Integrated Words, Anglicization, Message Qualification, and Nativisation Strategy. From the analysis, there are 38 times in which the speakers employed switching with different kind of situation. Below is a table distribution of the metaphorical function of code switching.

Table 3

The Metaphorical Function of Code-Switching

NO.	Metaphorical Function of Code-Switching	Frequency	
		The Amount	Percentage
1	Repetiting the Message	3	07,69%
2	Desire to Play English Expression	5	12,82%
3	Quotation	2	05,13%
4	Lack of set Indonesian word/expression	5	12,82%
5	Good Explicitness and Simplicity	4	10,26%
6	Lack of Good Indonesian Equivalent	2	05,13%
7	Expression Neutralization	3	07,69%
8	Tendency to Use English Integrated Words	2	05,13%
9	Anglicization	1	02,56%
10	Message Qualification	1	02,56%
11	Nativisation Strategy	11	28,21%
Total		39	100 %

B. Discussion

This part shows the explanation of the result

1. Type of Intrasentential Switching

Datum 1

Jerome: Tapi, berikutnya ada berita kalo Jepang tuh *closed border* (00:20 – 00:24)

The datum above shows that Jerome just got the news that Japan is currently on closed border due to the prevention of the spread of coronavirus. With this context, closed border is a term that refers to prevention of movement of people from one country to enter a particular country. Jerome begins his conversation using Bahasa Indonesia and ends it with English. Since the switch from Bahasa Indonesia to English occurs within phrase boundaries, the datum belongs to the classification of Intraphrasal Switching.

Datum 2

Jerome: Sebenarnya Januari balik, *plan*-nya. Karena aku kan emang *last year* kan di *university* (00:38 – 00:42)

In this datum, there are two sentences in utterances performed by Jerome. The first sentence is “sebenarnya Januari balik, plan-nya” and the second sentence is “karena aku kan emang last year kan di university?”. The English root word “plan” in the first sentence, ends with Bahasa Indonesia suffix “-nya. In the second sentence, the word “last year” that he utters is supposed to be “final year”. It is a

term that refers to the final academic year of the students in the institution. He ends the utterance using English “university” rather than Bahasa Indonesia “universitas”.

The two sentences are roughly translated into “Actually, return to home in January, as it planned. Since I am a last year student at the university”. Since the first sentence shows that the switch occurs within lexical boundaries, it is classified into Intralexical Switching. Meanwhile in the second sentence, the phrase “last year” and “university” occur within phrasal boundaries; therefore, they are classified as Intraphrasal Switching.

Datum 3

Maudy: Kita ada ini, ini *stage* paling tinggi adalah *stage* pertanyaan. Kita akan *take turn* untuk ngambil (01:27– 01:32)

Maudy talks about the open card game and shows the one that has the highest stage in the game, which is the question stage, and they (Maudy and Jerome) will take turn to play the game. In this datum, there are a couple of sentences occur. The switching of the word “stage” in the first sentence occurs within phrasal boundary; therefore, it is classified into Intraphrasal Switching. Meanwhile, the second sentence, the switching “take turn” is a predicate of the subject “kita” with additional modal verb “akan”. It makes the switching occurs within clause boundary; thus, it is classified as Intraclausal Switching.

Datum 4

Maudy: Dan kamu ada dua kartu *wild cards*. *Reverse* itu kalo kamu ngga suka pertanyaan yang aku kasih ke kamu (01:44 – 01:52)

The datum above shows that Maudy informs Jerome that he has a couple of wild cards. In addition, she explains more that when Jerome does not like any particular question and refuses to answer that, he can say “reverse” as a sign that he would rather not answer the question. Notice when Maudy says “wild card” in the first sentence, the switching occurs within phrase boundary; therefore, this word is classified into Intraphrasal Switching. The switching of the word “reverse” that occurs in the second sentence is being dismissed due to that she switches from English to Bahasa Indonesia as the study focuses in the analysis of switching from Bahasa Indonesia to English.

Datum 5

Jerome: Aku, *I can feel people*, dan seringkali itu bener. Maksudnya kayak, kayak baru pertama kali ketemu atau ga kenal banget tapi *I feel like* kayak *there is something wrong with him or her* gituh, baca iya baca (02:32-02:48)

In this datum, he talks about his power to sense the people’s aura. According to his claims, through this spiritual strength, he is capable to know about individual’s personality even to those he never met before. In this datum, Jerome switches a couple of times in two sentences, one switching in each sentence. The switching “I can feel people” that occurs in the first sentence is classified into Intraclausal Switching. Meanwhile, the switching “I feel like there is something wrong with him or her” in the second sentence belongs to Interclausal Switching as it occurs between a clause boundary.

Datum 6

Jerome: Bukan baca gimana ya, maksudnya bukan baca yang kayak maksudnya gini gini tapi yang kayak lebih apa ya, yang kayak ada *sense*-nya (02:59 – 03:04)

In this datum, Jerome clarifies his previous claims that what it means by that is having intuitive to sense the traits of the people. The switching from Bahasa Indonesia to English occurs when he uses Bahasa Indonesia's suffix "nya" in the English word "sense". Since the switching occurs within lexical boundary, the datum is classified as Intralexical Switching.

Datum 7

Jerome: Orang yang ngga aku kenal, tapi aku jarang kayak gitu. Kayak, *I feel something about him* gitu loh, yaudah kan kayak aku bikin video bareng waktu itu. Terus, dari bikin video bareng itu, aku, *I can feel something* gitu loh. Abis itu, aku ajak ngomong di rumah, gitu, ajak ngomong *deep talk* gitu lah. Akhirnya, bener gitu, kayak *something strong*. Terus, aku langsung mikir "apa yang *I can help*" gitu. Akhirnya, *one of the ways* itu dia jadi asisten aku (03:27 – 03:49)

In this datum, Jerome adds more details on what he already said that it is unusual for him to be so trusting after just one meeting. Furthermore, he and the stranger have had recorded a video and until he has the chance to discuss a serious subject, and ended up by helping that stranger to be his assistant.

There are two types of switching occur in this datum. The first is Intraclausal Switching that occurs within clause boundaries, they are when he says "I feel something about him" in the second sentence, "I can feel something" in the third sentence, "I can help" in the sixth sentence, and "one of the ways" in the

seventh sentence. The second is Intraphrasal Switching that occurs within phrase boundaries, they are when he says “deep talk” in the fourth sentence, and “something strong” in the fifth sentence.

Datum 8

Maudy: Dan itu, delapan puluh persen kelasnya tuh, aku yang ngomong. Karena kalau di kelas aku tuh kelas *business class* itu suka kadang-kadang ada *role play* gitu loh. Dan itu tuh aku di-*grill* abis-abisan dan aku bener-bener kayak dites banget selama empat puluh lima menit. Ya, kamu bayangin aja itu kamu di depan temen-temen aku yang di mata aku tuh, aku *intimidated* banget sama mereka karena mereka tuh kayak pinter-pinter dan lain-lain dan itu, ya itu versi memalukan dan deg-degan buat aku sih (04:33 - 05:04)

In this datum, Maudy explains that she is the one who participated most in the class than other students. Specially the professor of the business class used to manage a role play learning method and Maudy was put to the test for 45 minutes. This is such an embarrassing moment as she felt intimidated being tested in front of a large group of intelligent students in the class.

In the second sentence, Maudy says “business class” and “role play” which the two switching occur within phrase boundary; therefore, they belong to Intraphrasal Switching.

In the third sentence, she switches an English word “di-grill”, which is embedded with Bahasa Indonesia prefix. From the context that she talks about how her professor ask her again and again. Since the switching occurs within lexical boundary, it is classified into Intralexical Switching.

In the fourth sentence, notice that she utters an incomplete clause, the clause lack of “to be” to support the predicate “intimidated”. The switching occurs between clause boundary; therefore, it belongs to Interclausal Switching.

Datum 10

Maudy: Iya, iya, pagi banget, pagi banget. Jadi kalo muncul tuh bener-bener yang semuanya tuh masih yang ngga *alert* gitu. Dan itu harus yang kita udah harus langsung *alert* gitu loh karena professoarnya langsung. Disana tuh ngga *lecturer based* gitu loh (06:38 – 06:50).

The datum is roughly translated “Yes, it (the class) is too early. So, when we come to the class, we all still feel half-alert. However, we should have been alerted because the professor will start the class as the time it should be. The class is not lecturer-based.

Notice that either the switching “alert” occurs in the second and the third sentence. The difference is only in its occurrence which also influence what type of Intrasentential they belong to. The second sentence occurs within clause boundary and automatically belongs to Intraclausal Switching; while another one is in between boundary and automatically classifies it as Interclausal Switching. The switching of English “lecturer based” in the fourth sentence occurs within phrase boundary; therefore it is classified as Intraphrasal Switching.

Datum 11

Maudy: Lebih ke iya, *case study*. Jadi kita udah harus dateng, udah siap dengan kita tau kasusnya terus dia tuh. Kayak, oke,, *let's start* kayak *you* gitu, *cold calling* gitu (06:52 – 06:59)

Through the datum above, Maudy implied that (the case) is more likely to a case study. The students should have been in the class and get ready with the given case. Through cold calling, the professor will choose the student to talk. The switching “case study” in the first sentence and the switching “cold calling” in the third sentence occur within clause boundaries; thus it belong to Intraphrasal Switching. In other hand, the words “let’s start, kayak, you” which translated “let’s start, like you” occurs within clause boundary although there is Bahasa Indonesia in between. Thus, it is classified as Intraclausal Switching.

Datum 12

Maudy: Jajanan *favourite* di kantin dulu? (07:11 – 07:13)

The datum above shows that Maudy was curious about Jerome's favorite meal at the high school cafeteria. The switching above occurs within phrase boundary; therefore, it is classified as Intraphrasal Switching.

Datum 13

Maudy: *Greed* itu, keegoisan, bener. Ada banyak banget masalah di dunia. Kalau pilih satu juga *I'm making very subjective*, apa ya, *judgement on what's most important* itu, dan itu sangat sulit sekali. Tapi kalo misalnya *greed* dan keegoisan itu ngga ada, aku yakin, masalah-masalah itu akan lebih cepat, apa ya? Lebih cepat ditangani atau lebih mudah ditangani karena orang-orang tuh kayak saling membantu gituh. Orang yang punya *resources* jadi pengen ngebantu ini, jadi pengen ini. Jadi, *people are* apa ya, *driven by self-interest* dan (08:26 – 08:59)

The datum above implies that since there are so many problems in the world, it is difficult to rank the types of problems in order of worst severity. However,

greed has been always been the main problem and can be on top top of the list. To overcome the problem, people should left their ego and start to help each other without any command from any party.

There are a number of switching occurred in this datum. The word “greed” in the first sentence is dismissed because all the switching started with English word is not counted in this analysis. The clause “I am making very subjective judgement on what is most important” is classified as Interclausal Switching, despite there is Bahasa Indonesia in between the word, which mainly influenced because Maudy needs to think for the upcoming words she about was about to utter. The switching “greed” in the fourth sentence is classified as Intraclausal Switching as it occurs within clause boundary. In the sixth sentence, the switching “resources” is classified as Intraphrasal Switching as it occurs within phrase boundary. Lastly, the switching “people are driven by self-interest” is classified as Intraclausal Switching as it occurs within clause boundary although there is Bahasa Indonesia in between the words.

Datum 15

Jerome: Tadi aku mikirnya kejahatan sih, *all all all* apa ya, *all kind of* kejahatan (09:23 – 09:28)

The datum above is translated “I was thinking about all kind of evil”. Notice when she repeated the word “all” for three times, and switching back to Bahasa Indonesia “apa ya”. It is because he barely even have a time to gather the thought he wants to say fully in English. The switching occurs within phrase boundary; therefore, it is classified as Intraphrasal Switching.

Datum 16

Jerome: Jadi kayak *being the smartest kid in the room* itu salah gitu (11:49-11:55)

The datum above is roughly translated “therefore, being the smartest kid in the room is a bad idea”. The switching “being the smartest kid in the room” occurs within clause boundary; therefore, it is classified as Intraclausal Switching.

Datum 17

Maudy: Jadi akhirnya mereka pun engga *self-improving*. Jadi kayak ngga atau *drive*-nya kayak hilang juga kan gituh (12:13-12:19)

In this datum, Maudy implies that Some individuals who believe themselves to be intelligent prefer not to acquire new things and are content with their current level of knowledge. They eventually became trapped and stopped improving themselves. The switching “self-improving” occurs within phrase boundary, making it classified as Intraphrasal Switching. Another switching with English base word “drive” and suffix “nya” is considered as Intralexical Switching as its occurrence within lexical boundary.

Datum 18

Maudy: Maksudnya ngga terlalu lancar lah Tapi aku pindah ke *international school* waktu itu kayak SD (12:30-12:35)

The datum above is roughly translated “I mean I am not really fluent (to speak English). However, I moved to an Internasional Elementary School”. The switching of the word “International School” occurs within phrase boundary; therefore, it is classified as Intraphrasal Switching.

Datum 19

Maudy: Aku mesti susah *catch-up* dan lain-lain atau aku *stay* di sekolahku yang dimana aku juga *ranking* and dimana aku juga *perform*-lah gitu ya. (13:02-13:11)

Through this datum, Maudy implied that it must have been hard to catch up to an international school curriculum. However, She could have stayed at government school, where she is generally a clever student, but she chose to attend an international school instead.. The switching “catch up” occurs within clause boundary; thus it belongs to the type of Intraclausal Switching. The switching of the word “stay” and “ranking” occur between clause boundaries; thus it belongs to Interlexical Switching. The last, the switching “perform-lah” with English base word and Bahasa Indonesia prefix “-lah” is categorised as Intralexical as it occurs within lexical boundary.

Datum 20

Jerome: Iya, kayak *comfort zone* ya, lebih ke *comfort zone* ya. (13:24 – 13:26)

The datum is roughly translated “yes, it is like a comfort zone, more likely to comfort zone”. She mentions “comfort zone” for twice in order to emphasise the delivered message. Since the switching “comfort zone” occurs within phrase boundary; it belongs to Intraphrasal Switching.

Datum 21

Maudy: Itu tuh *not an enjoyable situation*, gitu. *So*, kayaknya penting sih gitu (13:32-13:38)

The datum above is roughly translated “that is not an enjoyable situation. So, it is important (to out from comfortable zone). She recalls how she found it difficult to interact with her friends when she transferred from a government school to an international school due of language issues.. The datum contained a couple of switching, yet only the first sentence will be taken and the second sentence will be dismissed because the switching started from English to Bahasa Indonesia. The switching of “not an enjoyable situation” occurs within clause boundary; thus, it is classified as Intraclausal Switching.

Datum 22

Jerome: Ke *growth zone* (13:41-13:42)

The datum above implied that Jerome wants to make us aware of the significance of moving from a comfortable, where there are no challenges in life, to a uncomfortable zone, so that we can become the best versions of ourselves. Since the switching occurs within phrase boundary, it makes it classified as Intraphrasal Switching

Datum 23

Maudy: Aku tuh orangnya *overthinker* gitu, *overthinker*. Jadi ada beberapa hal yang terlalu banyak aku pikirin sampe akhirnya aku bingung dan aku stress sendiri dan jadi itu sempet gitu. Aku ngga tau deh kamu orangnya kayak gitu ngga ya. Kek kamu orangnya lebih *go with the flow* ya? (14:11-14:26)

The datum implied that Maudy is such an overthinker. She tends to overthink a lot of things, which makes her confused and causes her get stressed. Moreover, she is interested in Jerome Polin's personality. The word “overthinker”

in the first sentence is classified as Intraphrasal Switching as its occurrence within phrase boundary. The next switching “go with the flow” is a type of Intraclausal Switching for it occurs within clause boundary.

Datum 24

Maudy: Susah *make decision* yang benar benar yang prett gitu. Karena *overthinker* juga, *it makes it hard for me to* (14:33-14:41)

In this datum, Due of her tendency to overthink things, Maudy finds it hard to make the right choice. Maudy switches from Bahasa Indonesia to English in the words “make decision” which occurs within clause boundary making it categorized as Intraclausal Switching. The word “overthinker” itself occurs within phrase boundary; therefore, it is classified as Intraphrasal Switching.

Notice when Maudy tried to say “it makes it hard for me to”, this clause does not provide us a clear information of the action because it is lack of “to infinite”. This is due to Jerome having interrupted Maudy when she tried to speak. But when Jerome instructed Maudy to "make a decision" in an effort to assist her in finding the right words to use, Maudy acknowledged that this is what she would have said. The switching occurs between clause boundary; thus, it is classified as Intraclausal Switching.

Datum 25

Maudy: Jadi susah untuk di saat *something, especially* di fase-fase kayak dua tiga tahun terakhir ini kayak jadi krisis mulu isinya gitu loh. Aku tuh *quarter-life crisis* sebenarnya, Jerome. Kamu 23 tahun kan? Sebentar lagi. Kalo kamu tadi gimana? *Overthinker?* (14:45-15:05)

In this datum, According to Maudy, her tendency to overthink things has put her in difficult situations, particularly at certain times, like the past two or three years.. The switching “something” occurs within phrase boundary; thus, it is classified as Intraprasal Switching. Meanwhile, the switching “especially” is the type of Intersentential switching as its occurrence between clause boundary.

Maudy continues that she is on her quarter-life crisis in the moment, and then asks how old Jerome Polin is, trying to spread a myth that people in their 20s will go through this phase. The switching “quarter-life crisis” is a type of Intraprasal Switching because the switching occurs within phrase boundary. The switching “overthinker” in this datum is dismissed as it stands as a single word with no predicate followed and do not fulfill a criterion to be considered as a clause.

Datum 27

Jerome: Sampai akhirnya setahun itu, akhirnya aku tambah mikir “oke, aku coba dulu aja”. Coba mulai dulu, *from the easiest step*. Setelah itu, ternyata kayak *step* itu kebuka gitu loh. Tapi sebelum kita mulai, itu pikirannya itu kayak (15:30-15:45)

In this datum, Jerome implies that It takes him a year to begin producing video for YouTube. He convinces himself to start with the simplest step and give it a try. Contrary to what he had been expecting all along, things unexpectedly became easier.. The switching “from the easiest step” occurs within clause boundary; thus it is classified as Intraclausal Switching. Meanwhile “step it” which is translated to “that step” classified as Intraprasal Switching as its occurrence in the phrase boundary.

Datum 28

Maudy: Bener, aku juga sangat percaya itu bahwa *at the end of the day*, mulai aja karena kalo kita ngga mulai, ya akhirnya ngga ada yang harus kita pikirin juga kan, gitu. Karena, karena ya mungkin kecenderungannya kalo *overthinker* juga agak, agak lebih perfeksionis juga gitu kan (15:46-16:00)

In this datum, what implied by Maudy's words is that people should simply begin what they wish to do. Because if they do not, there is nothing for them to consider. She tends to overthink everything, which makes Maudy perfectionists as well.. The switching "at the end of the day" occurs within clause boundary; thus it is classified as Intraclausal Switching. Another one is the swithing "overthinker", it is a type of Intraphrasal switching because it occurs within phrase boundary.

Datum 29

Jerome: Bener, bener. Jadi kayak pengen *perfect-in* semuanya, baru ini. Tapi kayak pikirannya untuk nge-*perfect-in* aja ngga mau mulai gitu karena aduh panjang nih prosesnya gitu (16:10 – 16:17)

The datum above is roughly translated "So, I want to make everything perfect. Yet, the idea of making it to be perfect before uploading the contents to Youtube makes us not get this started, because the process is kind of long. Notice that the switching in the first sentence "perfect-in" occurs by using English word "perfect" and Bahasa Indonesia suffix "in". The suffix used is not even existed in Bahasa Indonesia; instead, it is Bahasa Indonesia suffix "-kan" which has modified into informal suffix "-in" such as in Bahasa Indonesia's example "kerjakan" to "kerjain". The next is the switching "nge-perfect-in" using prefix Bahasa Indonesia

“nge” and suffix “in”. Since the suffix “in” has been explained previously; thus, only its prefix will be made clearer in this explanation. Prefix “nge-” is an informal prefix of Bahasa Indonesia; a shorten prefix of “me-nge”. Such example in Bahasa Indonesia “mengerjakan” which has modified into “ngerjain” because it is faster to say the shorten form of affix instead following the correct form. The both datums occur within lexical boundaries; thus, it belongs to Intralexical Switching.

Datum 30

Maudy: Apa sih *tips* anti sedih dari kamu? (16:38 – 16:42)

The datum above shows that Maudy is curious about how to deal with sadness based on Jerome’s version. The switching of the word “tips” occurs within phrase boundary; thus, it is classified as Intraphrasal Switching.

Datum 31

Jerome: Ini mungkin *related* sama Kak Maudy (16:45 – 16:46)

The datum above is roughly translated “this is probably related to you”. The switching of the word “related” occurs within clause boundary; thus, it belongs to Intraclausal Switching.

Datum 33

Maudy: Kamu ada *tips* ngga yang kamu bisa *share?*.(17:47 – 17:49)

The datum above is roughly translated “Do you have any tips that you can share?”. There are two switching occurred in the datum. The switching of the word “tips” occurs within phrase boundary; therefore, it belongs to Intraphrasal Switching. Meanwhile, the switching of the word “share” occurs within clause boundary; thus, it is classified as Intraclausal Switching.

Datum 34

Maudy: Lebih gampang. Tapi *tips*-nya apa ya? Kalo aku, kalo aku harus menyendiri. Aku tuh *introvert* soalnya, jadi aku tuh memang harus apa ya, harus kayak ke kamar aku untuk selimutan terus kayak baca buku mungkin atau kayak gitu. Jadi, kalo aku emang menyendiri, untuk di-*charged* lagi. (18:09 – 18:27)

The datum above is roughly translated “it is easier. But what is the tips for it?. Personally, I should have a me-time. I am an introvert, so I should go go bedroom, have a blanket on, then maybe read a book or something like that. So, I should have a me-time to recharged again (from dealing with a bad mood).

The switching “tips-nya” and “di-charged” in the second and fifth sentence using Bahasa Indonesia suffix “-nya” and “prefix “di”, and use English root word in each sentence. The switching in both word occurs within lexical bounday; thus, it makes it as Intralexical Switching. Meanwhile, the swithing that occurs in the third sentence in the word “introvert” classified as Intraphrasal Switching as it happens within phrase boundary.

Datum 35

Maudy: Aku ngga tau kenapa tapi *lowest* aku tuh selalu ada hubungannya dengan lulus sekolah. (18:50 – 18:55)

In this datum, For Maudy, being apart from her peers has always been a source of sadness, so graduation is always associated with her lowest moment. Notice when Maudy says “lowest”, this word belongs to adjective and should have required a noun following. However, Maudy simply used this word to refer to “titik

terendah”; thus, it is gramatically incorrect. Since the switching occurs between clause boundary; therefore, it is classified as Interclausal Switching.

Datum 37

Jerome: Di Jepang *mostly, maybe, based*-nya ya *for other two years*. Abis itu aku mau lanjut S2. (20:32 – 20:39)

In this datm, he suggests that the most of his time after graduation was spent in Japan for two years prior to applying for his post-graduate education.. There are some switching in this datum. Jerome used a couple of adverbs, notice in the word “mostly” and “maybe”. It is because he was unsure if he would actually stay there for two years long after graduation or not. Therefore, in this matters, either “mostly” and “maybe” belong to Intraclausal Switching. He also switches “based-nya” using English word and put Bahasa Indonesia prefix “-nya” making the switching occurs within lexical boundary; thus, it belongs to Intralexical Switching. Lastly, the switching “for other two years” occurs between clause boundary; thus, it is the type of Interclausal Switching.

Datum 38

Maudy: Enak ya dia udah punya *tagline* sendiri, jadi, jadi, jadi bisa pilih itu. Itu dari, itu, *sorry* ya aku tuh agak, aku tau banget kamu, cuman aku ngga tau itu mantapdjiwa darimana (21:19 – 21:28)

In this datum, Maudy implies that he is very fortunate to have a tagline that allows people to remember him, and he is free to pick that. Maudy has previously questioned whether he had a tagline or not that helped people recognize him. Maudy proceeded by saying that although she has known him for a very long time, she does

not understand the significance of his tagline.. The word “tagline” occurs within phrase boundary, and therefore, it is classified as Intraprasal switching. Another switching occurs in the second sentence, the word “sorry” occurs within clausal boundary; therefore, it belongs to Intraclausal Switching.

Datum 39

Maudy: Dan itu sekarang udah jadi *signature* kamu gitu ya? (21:38-21:40)

The datum is roughly translated “and that has been become your signature, is not it?”. Since the switching occurs within phrasal boundary, this can be classified as Intraprasal switching.

Datum 40

Maudy: Ini bukan *game* ya? (21:51-21:51)

The datum is roughly translated “this is not a game, is not it? The switching occurs within phrase boundary; therefore, it belongs to Intraprasal switching.

Datum 41

Maudy: Kayaknya judulnya akan kayak *the storyteller* atau apa gitu. (21:57-22:01)

The datum is roughly translated “Probably, the title will be like “the storyteller” or what else”. Maudy implies that if her life could be put into a movie, its title would be “the storyteller”. In the datum, the switching occurs withing phrasal boundary; therefore, it is classified as Intraprasal Switching.

Datum 43

Maudy: *Especially* dulu ya, sekarang *to be honest* aku tuh udah jarang *drill-drill*. Makanya nih aku bilang “jangan nge-*drill* aku”. Tapi dulu tuh aku suka

banget, aku suka banget sampe mamaku tuh cerita kalo dulu tuh aku kalo les matematika di rumah, itu aku yang semangat, lebih semangat dari gurunya. Dan matematika kalo menurut aku tuh *core of all* apa ya *logic* sebenarnya (22:45-23:05)

In this datum, Maudy mentions that she no longer studies mathematics. She then instructs him not to challenge her in a math test. However, the way she says “drill-drill” is grammatically incorrect. She repeats the predicate of English word twice to emphasize that she refuses to get tested by Jerome. Instead, she could have been said “practice” to replace “drill-drill”, referring to the context that she talks about. She also switches “jangan nge-drill aku” with Bahasa Indonesia prefix “nge-”, yet such prefix is a modification of Bahasa Indonesia prefix “men-” to “nge-”. According to her, back in the days, when she was on maths home tutoring, she was the one who feel more eager than her tutor. She adds that maths is a core of all logic.

The first word “especially” is dismissed due to the switching starts from English to Bahasa Indonesia, not Bahasa Indonesia to English. The switching occurs in the English words “to be honest”, and “drill-drill” located in the first sentence, and in the English words “core of all logic” in the fourth sentence are classified as Intraclausal Switching as it occurs within clause boundary. Another switching occurs in the second sentence “nge-drill” is classified as Intralexical switching as the switching occurs within lexical boundary.

Datum 44

Jerome: *Drilling, drilling* penting banget. Dulu aku buat olimpiade, iya kan, karena aku kan kayak *left out* gitu loh, kayak aku telat mulainya. (23:16-23:24)

In this datum, Jerome reveals that he practiced maths so hard because he left out to start; meanwhile, he prepared himself for maths Olympiad. The switching that occurs in the first sentence is being dismissed as the study focuses on the analysis of Switching from Bahasa Indonesia to English. The switching “left out” occurs between clause boundary that makes it belongs to Interclausal Switching.

Datum 45

Jerome: *Drilling, drilingnya* tapi sampe kayak sedikit *anti-social* gitu, (23:38-23:41)

The datum is translated “drilling that makes me to be a bit anti-social”. The switching that occurs in the first second words are being dismissed as the study focuses on the analysis of Switching from Bahasa Indonesia to English. Therefore, what left is “anti-social” that occurs within phrasal boundary, it belongs to Intraphrasal Switching.

Datum 46

Jerome: Bukan, bukan gitu, kayak misalnya di sekolah pas lagi *break*, aku ke perpustakaan ngerjain soal (23:43-23:48)

In this datum, Jerome clarifies that he is not as antisocial as Maudy thinks he is; instead, he merely tries to make the most of the class break by doing math exercise in the library.. Since the switch occurs in the clause boundary, the switching belongs to Intraclausal Switching.

Datum 47

Jerome: Demi *something* ya? *True, true, true* (23:55-23:57)

The datum above is translated “for something, right?”. The switching occurs within phrase boundary; therefore, it belongs to Intraphrasal Switching. The English switching in the second sentence is dismissed due to the study focuses on the analysis of Switching from Bahasa Indonesia to English, rather than English to Bahasa Indonesia.

Datum 48

Maudy: Kamu suka ngga main *game*-nya? (23:58-24:00)

The datum above is roughly translated as “Do you like the game or not?”. The sentence starts with Bahasa Indonesia and ends with English “game” followed by Bahasa Indonesia suffix “-nya”. As the switching occurs within lexical boundary, it is classified as Intralexical Switching.

Datum 49

Jerome: Tapi, *what I noticed* itu adalah kayak mau gimana pun pertanyaannya. Kayak kita itu ngga lepas dari sekolah ngga sih (24:04-24:11).

In this datum, Jerome says that the questions in the card game is about questions that the correlation to education matters. The switching occurs within clause boundary, making it classified as Intraclausal Switching.

Datum 50

Jerome: Tapi ini seru banget sih. Karena kalo ngobrol gini kan ngga *se-random* ini gitu loh (24:14-24:20)

In this datum, Jerome informs Maudy that the game is really intriguing because each player is asking the other a question that corresponds to the question on the card.. The switching occurs from Bahasa Indonesia to English word with

Bahasa Indonesia prefix “se-” and English main word “random”. Therefore, it is classified as Intralexical Switching.

2. The Metaphorical Function of Intrasentential Switching

a. Message Repetition

To emphasize their points and ensure that their audiences understood them, the speakers utilized some words from Bahasa Indonesia that have the same meaning in English which also has been mentioned previously, and vice versa. From the selected video, either Maudy and Jerome conveyed a number of message repetition, the following are the message repetitions performed by the speakers:

Datum 4: Maudy: Dan kamu ada dua kartu *wild card*....

Datum 5: Jerome: Aku, *I can feel people*, dan seringkali itu bener...

Datum 8: Maudy: Karena kalau di kelas aku tuh kelas *business class* itu suka kadang-kadang ada *role play* gitu loh....

Have a look to datum 4, and 8, she switches the language unconsciously using Bahasa Indonesia word and adds an English noun phrase afterwards. The translation of the word “kartu” is “card” and the meaning is already in the English phrase “wild card”. So does in Bahasa Indonesia word “kelas” which followed by the English phrase “business class”, the word “class” in the noun phrase uttered is the translation of the word “kelas”. Another case happens to datum 5, in which the speaker wants to emphasize the message in English. He starts the utterance with Bahasa Indonesia subject “aku”, then switches with complete idea of the sentence “I can feel people” in English.

b. Desire to Play with a Well-Known English Expression

In order to convey to the audiences their familiarity with an expression, speakers sometimes use well-known expressions from another language.. From the analysis, there are some sentences only where Maudy and Jerome speak to play with a well-known English expression. The following are the example of desire to play with a well-known English expression.

Datum 2: Jerome: ...Karena aku kan emang *last year* kan di university.

Maudy 8: Maudy: ...Karena kalau di kelas aku tuh kelas *business class* itu suka kadang-kadang ada role play gitu loh...

Datum 10: Maudy: ...Disana tuh ngga lecturer based gitu loh.

Datum 11: Maudy: Lebih ke iya, case study. Jadi kita udah harus dateng, udah siap dengan kita tau kasusnya terus dia tuh. Kayak Oke, let's start kayak you gitu, cold calling gitu.

Datum 41: Maudy: Kayaknya judulnya akan kayak the storyteller atau apa gitu.

In the datum 2, 8, 10, and 11, the speakers employ English expression that has something to do with education matters in which both of them relate to and understands such terms. Another thing that they can relate to is the English word “the story teller” in the datum 41, it is a term refers to an art when they both talking about film industry.

c. Quotation

The speakers switch the language to employ a quotation that has come from somebody else, proverb, and any other exact statements. Below are the example of quotations performed by Maudy and Jerome:

Datum 23: Maudy: ...Kek kamu orangnya lebih go with the flow ya?

Datum 28: Maudy: Bener, aku juga sangat percaya itu bahwa at the end of the day, mulai aja karena kalo kita ngga mulai, ya akhirnya ngga ada yang harus kita pikirin juga kan, gitu...

In the datum 23, Maudy switch the language with the English Idiom. Meanwhile the datum 28 shows a jargon in which the speaker wants to show the importance of something, and he ended up by committing the thing he wanted to do.

d. Lack of Set Indonesian Words or Expression

Because certain terms or expression do not exist in Bahasa Indonesia but they do in English expression, the Maudy and Jerome preferably employ English words prompted by this reason: From the research that has been analysed, below are the example of lack of set Indonesian words or expression:

Datum 1: Jerome: Tapi, berikutnya ada berita kalo Jepang tuh closed border (00:20 – 00:24)

Datum 4: Maudy: Dan kamu ada dua kartu wild cards....

Datum 7: Jerome: ...Terus, dari bikin video bareng itu, aku, *I can feel something* gitu loh. Abis itu, aku ajak ngomong di rumah, gitu, ajak ngomong deep talk gitu lah.

Datum 38: Maudy: Enak ya dia udah punya tagline sendiri, jadi, jadi, jadi bisa pilih itu. Itu dari, itu, sorry ya aku tuh agak, aku tau banget kamu, cuman aku ngga tau itu mantapdjiwa darimana.

Datum 39: Maudy: Dan itu sekarang udah jadi signature kamu gitu ya?

All the datums above show that the reason why the speakers preferably switch the code to English because they want to use particular English expression in which Bahasa Indonesia does not have. The datum 4 cannot be translated literally to “kartu liar” because what it means by this is the type of cards contained a question the addressee does not want to answer. The next is the datum 7 as the word “deep talk” seems meaningless when being translated as “bicara mendalam”, while what is mean by “deep talk” in this context is the conversation about a serious topic. And likewise, the English expression in datum 1, 38, and 39, which are meaningless in Bahasa Indonesia.

e. Greater Explicitness and Simplicity in English

The subjects code-switched into English is likely to be motivated by the aspect of considering that the English expression are more explicit as far as meaning is concerned and much simpler. The following are the example of greater explicitness and simplicity in English found in the data:

Datum 6: Jerome: Bukan baca gimana ya, maksudnya bukan baca yang kayak maksudnya gini gini tapi yang kayak lebih apa ya, yang kayak ada sense-nya (02:59 – 03:04)

Datum 8: Maudy: ...Dan itu tuh aku di-grill abis-abisan dan aku bener-bener kayak dites banget selama empat puluh lima menit

Datum 17: Maudy: Jadi akhirnya mereka pun engga self-improving...

Datum 44: Jerome: ... Dulu aku buat olimpiade, iya kan, karena aku kan kayak *left out* gitu loh, kayak aku telat mulainya.

The English expression in datum 17 refers to an activity which improve the value of someone. This expression is not only fitting to the point that the speaker intend to refer to, but also simpler in term of number of word consisted, compared to its translation in Bahasa Indonesia “melakukan aktivitas yang bisa meningkatkan keahlian diri kita”. And likewise in others datums in this category, which are capable to provide its simplicity and straight to the point of things the speaker intended to refer to, compared to their Bahasa Indonesia’s expression.

f. Lack of a Good Indonesian Equivalent

As compared to those in the English version, the message's code-switched subjects in the Indonesian version don't seem to be equal enough. Below are the examples of lack of a good Indonesian equivalent from research conducted:

Datum 2: Jerome: ...Karena aku kan emang *last year* kan di university.

Datum 10: Maudy: Iya, iya, pagi banget, pagi banget. Jadi kalo muncul tuh bener-bener yang semuanya tuh masih yang ngga *alert* gitu. Dan itu harus yang kita udah harus langsung *alert* gitu loh karena professornya langsung...

The examples above indicate that the speakers employ the switching due to the expression does not provide a good idiomatic in Bahasa Indonesia. The datum 2 as the word “last year” sounds pretty weird if the speaker expresses in Bahasa Indonesia as “tahun terakhir” because from the point of view of Indonesia, we normally use “semester akhir” in referring to the completion of study in college. In the datum 10, the word “alert” refers to the situation in which the students should be well-prepared for the possibility of being addressed a question by the lecturer.

The speaker preferably employs the English word “alert” rather than “waspada” because this Bahasa Indonesia word does not fully specify what the speaker intend to say.

g. Expression Neutralization

According to etiquette or sociocultural considerations, the topic codes are intended to neutralize or soften their statements. Such example of expression neutralization can be seen below:

Datum 11: Maudy: ..*let's start* kayak you gitu...

Datum 13 : Maudy: ...Orang yang punya resources jadi pengen ngebantu ini, jadi pengen ini.

Datum 19: Maudy: ..dimana aku juga perform-lah gitu ya.

In the datum 11, the speaker employs the switching “you” in order to refer to western culture’s point of view, in which the English pronoun “you” suitable to all ages, following its politeness strategy. In the case of datums 13 and 19, the speaker switches the code with the intention of showing a positive image and not being too arrogant as what their Bahasa Indonesia’s translation have. Thus, instead of employing Bahasa Indonesia “kekayaan” and “mempertunjukkan”, the speaker rather switches the code.

h. Tendency of Use the Integrated Words

Given English expressions have been incorporated into Indonesian phonologically or morphologically, which is what led to the subjects' code-switching. The following are the example of tendency of use the integrated words from the research:

Datum 34: Maudy: ...Aku tuh *introvert* soalnya, jadi aku tuh memang harus apa ya, harus kayak ke kamar aku untuk selimutan terus kayak baca buku mungkin atau kayak gitu..

Datum 45: Jerome: Jerome: Drilling, drilingnya tapi sampe kayak sedikit *anti-social* gitu, (23:38-23:41)

All the switching above has either phonologically or morphologically has been integrated into Bahasa Indonesia and the users find it familiar in daily life. Such the word “introvert” to “introver”, and “anti-social” to “anti sosial”.

i. Anglicization

Anglicization is the process of making a word or phrase seem English. A code flip brought on by the subjects' propensity to anglicize particular expressions notwithstanding the danger of doing so in violation of an English grammatical rule. The following are the example of anglicization:

Maudy 8: ... Karena kalau di kelas aku tuh kelas *business class* itu suka kadang-kadang ada role play gitu loh...

Despite the datum has been explained in repeating the message section for the speaker repeats the word “kelas” and “class” in the noun phrase “business class”, the anglicization occurs in the phrase “business class” in which the speaker follows the English grammatical rules of phrase order mainly affected by the tendency of the speaker to sound English.

j. Message Qualification.

In many cases, it is discovered that the subjects code-switched is to qualify communications. Below is the example of message qualification from the research:

Datum 15: Jerome: Tadi aku mikirnya kejahatan sih, *all all all* apa ya, *all kind of* kejahatan

The datum above shows that he employ English word with the intention of making the previous message much clearer. He said in Bahasa Indonesia the word “kejahatan” and switch “all kind of” with the intention of elaborating that what he thinks about is all type of evil.

k. Nativisation Strategy

The goal of nativising the sentence is what drives the inclusion or attachment of Bahasa Indonesia bound morphemes in the English words. Below are the examples:

Datum 2: Jerome: Sebenarnya januari balik, *plan*-nya...

Datum 6: Jerome: ... tapi yang kayak lebih apa ya, yang kayak ada *sense*-nya.

Datum 8: Maudy: ...Jadi, kalo aku emang menyendiri, untuk di-*charged* lagi

Datum 17: Maudy: ...Jadi kayak ngga atau *drive*-nya kayak hilang juga kan gituh.

Datum 29: Jerome: Bener, bener. Jadi kayak pengen *perfect*-in semuanya, baru ini. Tapi kayak pikirannya untuk nge-*perfect*-in aja ngga mau mulai gitu karena aduh panjang nih prosesnya gitu.

Datum 34: Maudy: Lebih gampang. Tapi *tips*-nya apa ya? Kalo aku, kalo aku harus menyendiri. Aku tuh *introvert* soalnya, jadi aku tuh memang harus apa ya, harus kayak ke kamar aku untuk selimutan terus kayak baca

buku mungkin atau kayak gitu. Jadi, kalo aku emang menyendiri, untuk di-
charged lagi

Datum 37: Jerome: Di Jepang *mostly maybe, based-nya ya, for other two years.*

Datum 43: Maudy: ...Makanya nih aku bilang “jangan nge-*drill* aku”...

Datum 48: Maudy: Kamu suka ngga main *game*-nya?

Datum 50: Jerome: ... Karena kalo ngobrol gini kan ngga se-*random* ini gitu loh.

Notice in Datum 34 which has two switching with the function of nativisation strategy- the words “tipsnya” and “dicharged”, it makes the data counted as 11 data in total, instead of only 10 data. All of the datums above contain Bahasa Indonesia suffix “-nya” in which they play an important role in their base English words. Therefore, when such suffix attached in the base word is eliminated, they will risk the meaning of the word. Such as in datum 2 “ sebenarnya januari balik, *plan*-nya” cannot be only written “sebenarnya januari balik, plan” because it must have been ruined the meaning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

In accordance to the result of the analysis of Intrasentential Switching performed by Maudy Ayunda and Jerome Polin in the selected video, the researcher presents the conclusions of the study as follows:

1. The researcher concluded that Maudy Ayunda and Jerome Polin performed Intrasentential Switching underlying by the reason of delivering them as a communication strategy in the selected video within 24:40 minutes of duration. From 44 data that has been analysed, the researcher found that there are four types of Intrasentential Switching with the percentage presented by their frequency in order: Intraclausal (27 data), Intraphrasal (32 data), Intralex (12 data), and Interclausal (13 data).
2. The study revealed that the speakers employed the switching with various kind of purposes. The first is repetiting the message; used when the speaker intend to make their points clear and guarantee that their audiences understood them. The second is desire to play english expression; used when the speakers want to show their familiarity with English expression. The third is quotation; used when the speaker employed a proverb or using someone's statement. The fourth is lack of set indonesian word or expression, used for certain expression in which Bahasa Indonesia does not have. The fifth is good explicitness and simplicity; used when the speakers find it straightforward to something they referred to- compared to its Bahasa Indonesia translation. The sixth is lack of

good Indonesian equivalent, expression neutralization; used when the speakers find Bahasa Indonesia does not equal enough to English word. The seventh is tendency to use English integrated words; used when certain English word phonologically or morphologically have been incorporated into Bahasa Indonesia. The ninth is Anglicization; used when the speakers employed certain words with the intention of making it to sound English. The tenth is message qualification; used when the speakers want to make the preceding statement in more detail. The last is nativisation strategy; employed when the speakers want to employ English words naturally and meaningfully by the attachment of Bahasa Indonesia affix.

B. SUGGESTIONS

Below are the suggestions for future researcher, mainly regarding to the research about Intrasentential Switching which seems to be more suitable to Indonesian.

1. From the result of the research, the researcher found that there are still many possibilities for more in-depth research regarding the field of code switching, mainly those who want to conduct a research using the point of view of Indonesian. They can refer to Yassi's theory (2016) who conducted a study within the point of view of Indonesian with the result of Indonesian tend to perform code switch within Intrasentential boundary.
2. Since the research only focus with the types of Intrasentential Switching and Metaphorical Function of Code Switching using a Youtube Video from celebrity and content creator, the next researcher may employ the subject of the research

toward English students of Hasanuddin University and analyse them using the Congruence Analysis as it founded in a book witten by Yassi in 2016.

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APPENDIX

00.05

Maudy: Hai teman-teman, lihat aku dengan siapa?

00.08

Jerome: Siapa ya?

00.10

Maudy: Apa kabar, Jerome?

00.12

Jerome: Baik

00.13

Maudy: Gimana, kamu dah seneng gak di Jakarta? Balik ke Indonesia, kamu udah udah 2 tahun, kan?

00.16

Jerome: Udah 2 tahun, 2 tahun gak pulang, tapi

00:19

Maudy: Tapi?

00:20

Jerome: Tapi, berikutnya ada berita kalo Jepang tuh closed boarder

00.24

Maudy: Iya? Aku tuh waktu zaman-zaman pandemi yang close boarder gituh, aku tuh stress banget sih karena aku tuh waktu itu

00:30

Jerome: Ngga bisa ketemu keluarga?

00:31

Maudy: Ngga bisa ketemu keluarga, terus bingung takut gabisa balik ke sana.

00:35

Jerome: Yes, yes, yes

00:36

Maudy: So, kamu sekarang plannya stay in Indo, dong berarti?

00.38

Jerome: Sebenarnya januari balik plannya. Karena aku kan emang last year kan di university. kayak skripsi gituh, ngga skripsian, tapi kayak presentasi terakhir, terus wisuda. Wisuda pun, keluargaku gak bisa ke Jepang.

00:50

Maudy: Oh iya, bener

00:51

Jerome: Jadi, aku pun wisuda sendirian

00:52

Maudy: Nanti bisa dibikin buat-buatan wisuda disini kok

00:55

Jerome: Siap, siap

00:56

Maudy: Nanti aku yang, nanti aku yang ngaturin gimana caranya ada graduation

Jerome Polin disini, Ok?

1:03

Jerome: Waduh, ok.

01:06

Maudy: So, ini adalah, apa ya? Ide-idean aku

01:10

Jerome: Ok.

01:11

Maudy: Ok, kita hari ini akan main buka kartu

01:14

Jerome: Ok

01:15

Maudy: Dimana kita akan mengupas rahasia-rahasia Jerome Polin dan juga mengupas rahasia aku. Jadi, ini kita saling menanyakan

01:24

Jerome: Oke, siap, siap

01:25

Maudy: Aku jelasin gamenya, ok?

1:26

Jerome: Ok

01:27

Maudy: Kita ada ini, ini stage paling tinggi adalah stage pertanyaan, kita akan take turns untuk ngambil, terus aku akan nanya pertanyaan ke kamu dan kamu nanya pertanyaan ke aku, ok?

01:37

Jerome: Ok!

01:37

Maudy: Dan kita, ini punya beberapa kartu. Kamu ada dua kartu reverse, aku juga

01:44

Jerome: Main UNO, guys, UNO.

01:44

Maudy: Dan kamu ada dua kartu wild card. Reverse itu kalo kamu ngga suka pertanyaan yang aku kasih ke kamu

01:52

Jerome: Bisa aku balik

01:53

Maudy: Kamu bisa balik ke aku, ok?

01:54

Jerome: Ok!

01:55

Maudy: Wild card, kalo kamu ngga suka pertanyaan yang kamu mau berikan ke aku, kamu bisa ganti pertanyaan kamu sendiri, ok?

02:03

Jerome: Ok, ok, siap

02:05

Maudy: Aku mulai duluan. Wow

02:12

Jerome: Iya?

02:13

Maudy: Jerome, ceritakan kejadian horror di sekolah!

02:17

Jerome: Nggak pernah

02:18

Maudy: Yah

02:21

Jerome: Entah ga pernah atau aku yang ngga sadar, gitu ya

02:25

Maudy: Ok. Apa bakat terpendam kamu

02:28

Jerome: Ok, sebenarnya bukan bakat, cuman aku sadar gitu. Aku, I can feel people, dan seringkali itu bener. Maksudnya kayak, kayak baru pertama kali ketemu atau ga kenal banget tapi I feel like kayak there is something wrong with him or her gitu, baca iya baca

02:48

Maudy: Kamu bisa baca aku, ngga?

02:49

Jerome: Ngga bisa

02:50

Maudy: Kenapa? Aku pengen tau

02:51

Jerome: Terlalu terang

02:58

Maudy: Aduh, bisa banget

02:59

Jerome: Bukan baca gimana ya, maksudnya bukan baca yang kayak maksudnya gini gini tapi yang kayak lebih apa ya, yang kayak ada sense-nya

03:05

Maudy: Kayak contohnya?

03:06

Jerome: Contohnya asisten aku disini, aku ketemu di Tokyo. Jadi dia tinggalnya di prefecture line di Jepang Dia lagi liburan ke Tokyo, ketemu, dia bawa koper kan. Terus aku nanya “kenapa kamu ngga bawa koper”, “kenapa kamu bawa koper”. Terus dia bilang kayak “ngga ada tempat tinggal” gitu. Terus aku bilang “yaudah tinggal sama aku aja” gitu. Tinggal sama aku selama di Tokyo

03:24

Maudy: Orang yang ngga kamu kenal, wow.

03:27

Jerome: Orang yang ngga aku kenal, tapi aku jarang kayak gitu. Kayak I feel something about him gitu loh, yaudah kan kayak aku bikin video bareng waktu itu, terus dari bikin video bareng itu, Aku, I can feel something gitu loh. Abis itu, aku ajak ngomong di rumah, gitu ajak ngomong deep talk gitu lah. Akhirnya, bener gitu kayak something strong. Terus aku langsung mikir “apa yang I can help gitu”, akhirnya one of the way itu dia jadi asisten aku

03:50

Maudy: Wow, that's such a story. Wow, ok. Baguslah nanti kamu kalo pacaran, kamu punya pacar, ngga?

03:59

Jerome: Ngga.

04:00

Maudy: Oh, kalo kamu punya pacar berarti ngga bakal ngambek karena kamu udah tau, kamu udah langsung tau “kamu ngambek nih”, ok

04:05

Jerome: Ngga gitu juga sih, hahaha. Gantian guys.

04:11

Maudy: Gantian

04:12

Jerome: Ah ini seru nih. Kejadian lucu atau memalukan di kelas sebagai mahasiswa dan siswa berprestasi. Ya, apa gitu

04:21

Maudy: Kayaknya ngga ada yang memalukan-memalukan amat. Tapi waktu apa ya, di kuliah aku kemaren ada satu momen dimana kelasku itu isinya kayak delapan puluh orang gitu. Dan itu, delapan puluh persen kelasnya tuh, aku yang ngomong. Karena kalau di kelas aku tuh kelas business class itu suka kadang-kadang ada role play gitu loh dan itu tuh aku digrill abis-abisan dan aku bener-bener kayak ditest banget selama empat puluh lima menit. Ya, kamu bayangin aja itu kamu di depan temen-temen aku yang di mata aku tuh, aku intimidated banget sama mereka karena mereka tuh kayak pinter-pinter dan lain-lain dan itu, ya itu versi memalukan dan deg-degan buat aku sih. Kenapa?

05:06

Jerome: Ngga memalukan sih itu, sebenarnya

05:07

Maudy: Itu memalukan karena aku ngerasa juga kayak aduh banyak salah ngga ya, gitu-gitu. Kurang memalukan, ya?

05:13

Jerome: Oh, I see. Beda memaukan ama aku

05:15

Maudy: Kayak gimana dong, kalo kamu apa?

05:16

jerome: Aku duduk di kelas, kan. Terus aku mikir “gurunya dateng kok beda”, gini karena temenku tuh beda dan ternyata aku salah kelas. Itu tuh memalukan

05:26

Maudy: Oh, aku pernah, tapi ini aku juga agak malu juga sih. Ceritain gak ya, certain deh

05:30

Jerome: Salah kelas

05:31

Maudy: Bukan salah kelas. Jadi aku ngga tau kenapa alarm aku ngga bunyi dan aku ketiduran dan aku missed kelas aku dan itu kelas yang ngga boleh missed. Intinya kayak if you missed, you failed gitu. Jadi aku tuh bener-bener langsung dateng ke professornya aku bilang kayak “I dont know how that happened, really like I dont know how that happened” kayak aku minta maaf banget terus abis itu dia bilang yaudah you come to the next class. Jadi, agak mirip, aku akhirnya berada di kelas

yang apa, gurunya dan anak-anaknya beda tapi aku dapet, ya at least dapat creditnya deh

06:04

Jerome: Iya, yang penting itu kan ya

06:07

Maudy: Kamu pernah ngga ketiduran?

06:10

Jerome: Lumayan

06:12

Maudy: Jadi mungkin orang ya, ok

06:14

Jerome: Kalo di Amerika atau di waktu itu aku di sport ya, itu

06:18

Maudy: Ini Stanford yang aku ketiduran

06:19

Jerome: Itu Stanford ya? Itu apa namanya, paginya tuh jam berapa, kelas pagi atau kelas masuk pertama

06:24

Maudy: Sejujurnya kelas pertama tuh 7:50 gitu, 7:50 gitu, ada. Itu pagi ngga?

06:32

Jerome: Jepang kelas pertama jam 9, dan itu pun aku kadang kadang ketiduran. Jam 7:50 tuh gila sih

06:38

Maudy: Iya, iya, pagi banget, pagi banget. Jadi kalo muncul tuh bener-bener yang semuanya tuh masih yang ngga alert gitu dan itu harus yang kita udah harus langsung alert gitu loh karena professornya langsung, disana tuh ngga lecturer based gitu loh

06:51

Jerome: Lebih ke study apa? Case study?

06:52

Maudy: Lebih ke iya, case study. Jadi kita udah harus dateng, udah siap dengan kita tau kasusnya terus dia tuh kayak Ok, lets start kayak you gitu, cold calling gitu

07:00

Jerome: Langsung kayak gitu

07:01

Maudy: Iya

07:02

Jerome: Kalo aku disitu udah ngompol kali ya. You! Iya pak

07:09

Maudy: Ok

07:10

Jerome: Ok

07:11

Maudy: Jajanan favourite di kantin dulu?

07:14

Jerome: Aku? Kantin mana nih?

07:18

Maudy: Disini dan di Jepang

07:19

Jerome: Kalo di SMA, aku SMA Negeri, yang favourite, mie instan, pake cabe, minumannya es teh manis

07:28

Maudy: Pake telur?

07:29

Jerome: Pake telur

07:30

Maudy: Aduh, enak banget sih

07:31

Jerome: Ada ngga di sekolahnya dulu?

07:32

Maudy: Aku ngga ada mie instan cuman

07:35

Jerome: Bawa bekal?

07:36

Maudy: Aku tuh suka kayak kabur sama beberapa teman aku terus aku kayak beli batagor jalanan dan itu enak yang di plastik itu loh. Kamu pernah ngga sih makan batagor yang di plastik gitu. Emang di plastik ya?

07:43

Jerome: Oh, I see I see. Pasti sih, negeri, anak negeri

07:46

Maudy: Iya, dan itu tuh kayak taro sambel-sambel gitu terus, enak banget ya. Dan itu pernah abis itu orang tua orang tua pada marah-marah

07:54

Jerome: Iya orang tua pasti pada marah. Jangan, jangan, gitu

07:58

Maudy: Jangan, gitu. Oke, Jepang

07:59

Jerome: Jepang, ya karage bento, bento, bento, kayak bento-bento gitu

08:04

Maudy: Ih enak banget

08:05

Jerome: Ramen

08:06

Maudy: Giliran siapa ya? Oh iya, kamu

08:09

Jerome: Wah, asik ini. Jika kamu bisa mengeliminasi satu hal di dunia, apakah itu?

Wow.

08:22

Maudy: Greed

08:23

Jerome: Greed? Maksudnya kayak

08:24

Maudy: Greed atau kayak ke apa ya

08:26

Jerome: Keegoisan?

08:26

Maudy: Greed itu, keegoisan, bener. Ada banyak banget masalah di dunia, kalau pilih satu juga I'm making very subjective, apa ya, judgement on what's most important itu, dan itu sangat sulit sekali. Tapi kalo misalnya greed dan keegoisan itu ngga ada, aku yakin, masalah-masalah itu akan lebih cepat, apa ya? Lebih cepat ditangani atau lebih mudah ditangani karena orang-orang tuh kayak saling membantu gituh. Orang yang punya resources jadi pengen ngebantu ini, jadi pengen ini. Jadi, people are apa ya, driven by self-interest dan

09:00

Jerome: Setuju, setuju banget

09:01

Maudy: Kalo kamu, apa?

09:02

Jerome: I think greed itu akar dari semua masalah

09:05

Maudy: Iya, iya

09:06

Jerome: Akar dari, kayak orang misalnya, orang nyuri gitu, itukan juga greed

09:10

Maudy: Iya, iya, right, like crime and all these things atau inequality, iya kan?

Dalam bentuk apapun itu juga greed gitu

09:19

Jerome: Iya, True. Jawaban yang bagus sih, greed.

09:22

Maudy: Jawaban tiga puluh detik. Kamu dong?

09:23

Jerome: Tadi aku mikirnya kejahatan sih, all all all apa ya, all kind of kejahatan

09:29

Maudy: Kejahatan juga bagus. Tapi kejahatan itu sampe titik mana ya? Kalau orang

09:34

Jerome: Iya iya, true true

09:35

Maudy: Kalo orang selingkuh, itu jahat, ngga? (Both laughing). Ngga, maksudnya itu, itu dalam kategori kejahatan ngga buat kamu?

09:45

Jerome: I mean like kejahatan as in ehh

09:48

Maudy: Evil ya? Are you turned about like

09:49

Jerome: Evil. Ya, selingkuh jahat kalau ada yang tersakiti gitu. Jadi kayak menghilangkan segala bentuk tindakan yang menyakiti orang lain.

09:59

Maudy: Wow

10:01

Jerome: Wadidaw

10:04

Maudy: Ok

10:04

Jerome: Kamu tau kan itu greed udah selingkuh.

10:06

Maudy: Iya sih sebenarnya, bener, bener

10:06

Jerome: Kayak udah sama cewek, tapi kayak, aduh pengen lagi nih gitu, pengen yang lain nih, yang lain, greed juga, ujung-ujungnya greed sih

10:13

Maudy: Ujung-ujungnya greed ya, greed aint good.

10:16

Jerome: Wah, jadi serius gini nih omongannya, asik.

10:18

Maudy: Cukup bangga juga aku sama Jerome. Ok, Wow. Jerome, apa peristiwa yang sangat menampar dan menjadi titik balik dalam hidup kamu?

10:32

Jerome: Wow, misalnya banyak lah hal yang di hidup aku cuman yang ini cukup aku inget banget. Di SMP, aku di kelas, aku cukup apa ya, excellent gitu lah, aku dibanding temen-temanku yang lain yang selalu ranking satu gituh. Terus aku dipanggil guru aku, satu, aku di kelas di kelas tiga SMP, aku dipanggil guru aku, terus ditanya “Jer, kamu ngerasa ngga kamu yang paling pinter disini?” gitu. Aku bilang, “Iya ngerasa” gitu maksudnya, aku bukan ngerasa sombong tapi aku ngerasa kayak karena nilaiku lebih bagus dari yang lain. Disitu aku dimarahin sama guruku. Kamu ngga boleh merasa kamu yang paling pinter. Terus aku diem. Terus dia bilang gini “pinter di sekolah bukan berarti kamu pinter di luar sana” ngomongnya kayak gitu. Kamu boleh nilai matematika tinggi di sekolah tapi kamu belum buktiin kalo kamu itu bener-bener pinter matematika kalo kamu ngga ikut lomba-lomba, kalo kamu ngga prove di luar sekolah kamu juga pinter. Ngomongnya kayak gitu

11:26

Maudy: Setelah itu?

11:27

Jerome: Setelah itu, guru itu ngomong kayak gitu, aku itu kayak, pulang trus kayak ok, aku mau buktiin ke guru ini sebenarnya. Tapi ya, itu mengubah hidup aku di SMA aku memutuskan untuk apa namanya, fokus ikut olimpiade dan ternyata bener, di kelas sepuluh aku belajar, di kelas sepuluh aku kayak ikut ikut lomba, ngga ada menang satu pun. Kayak aku merasa “oh iya ternyata banyak banget di luar sana yang jauh lebih pinter daripada aku” jadi kayak being the smartest kid in the room itu salah gitu

11:55

Maudy: Aku, aku sebenarnya appreciated juga sih maksudnya sama guru kamu bisa mendorong kamu dengan cara itu, karena aku ngerasa bahwa apa ya salah satu kelemahan orang itu biasanya pada saat mereka justru sudah ngerasa cukup atau mereka sudah merasa kayak oh gua sudah cukup paling pintar ini di dalam situasi ini dan apa. Jadi akhirnya mereka pun engga self-improving jadi kayak ngga atau drive-nya kayak hilang juga kan gitu. Kayak aku tuh dulu waktu hal yang paling menjadi titik balik adalah pada saat aku pindah sekolah, terus aku tuh dulu ngga bisa ngomong bahasa Inggris. Maksudnya ngga terlalu lancar lah tapi aku pindah ke international school waktu itu kayak SD sampai si gurunya bilang kayak “Maudy boleh pindah ke sini tapi karena Bahasa Inggrisnya yang ngga terlalu bagus, nanti ada kemungkinan loh ngga naik kelas, gitu. Dan itu, itu adalah risiko yang aku dan orang tuaku terima, mamaku bilang” gimana kak?” dan di titik itu entah kenapa aku memilih jalur yang lebih sulit. Jadi aku ngeliat kayak “Oke, ini ada situasi ada yang bilang aku mungkin ngga naik kelas karena aku bahasanya ngga memadai, gitu kan. Aku mesti susah catch-up dan lain-lain atau aku stay di sekolahku yang dimana aku juga ranking and dimana aku juga perform-lah gitu ya. Dan di titik itu aku milih yang yang lebih susah, jadi yang lebih karena kayaknya ini ngga tau dan itu aneh ya sebenarnya aku kayak waktu kecil mamaku selalu bilang apa ya “anak lain mungkin akan memilih yang lebih nyaman” atau apa yang “ngapain kamu milih sesuatu yang kamu ngga punya temen”, aku ngga bisa komunikas, Jerome. Itu tuh not an enjoyable situation, gitu. So, kayaknya penting sih gitu.

13:24

Jerome: Iya, kayak comfort zone ya, lebih ke comfort zone ya.

13:38

Jerome: Penting untuk keluar dari comfort zone

13:40

Maudy: Iya, bener.

13:41

Jerome: Ke growth zone. Luar biasa

13:45

Maudy: Luar biasa banget tadi ceritanya

14:50

Jerome: Aku kan, kak?

13:51

Maudy: Oh iya

13:53

Jerome: Oh, asik ini. Kak Maudy kan terkenal kayak wih gitu kan, main film, nyanyi, apa namanya, kuliahnya juga ok, pendidikannya juga ok. Apa kelemahan kamu? Asik.

14:11

Maudy: Aku tuh orangnya overthinker gitu, overthinker. Jadi ada beberapa hal yang terlalu banyak aku pikirin sampe akhirnya aku bingung dan aku stress sendiri dan jadi itu sempet gitu. Aku ngga tau deh kamu orangnya kayak gitu ngga ya. Kek kamu orangnya lebih go with the flow ya?

14:27

Jerome: Ngga juga.

14:28

Maudy: Ngga juga? Ok. Nanti aku mau tanya abis ini. Aku juga, terakhir, terakhir, dan ini nih ya. Susah make decision yang bener bener yang prett gitu. Karena overthinker juga, it makes it hard for me to

14:39

Jerome: Itu nge-effect sih itu

14:42

Maudy: Nge-effect, ngefek

14:43

Jerome: Overthinker jadi susah untuk di saat-saat tepat

14:45

Maudy: Jadi susah untuk di saat something especially di fase-fase kayak dua tiga tahun terakhir ini kayak jadi crisis mulu isinya gitu loh. Aku tuh quarter-life crisis sebenarnya, Jerome. Kamu 23 tahun kan? Sebentar lagi. Kalo kamu tadi gimana?

Overthinker?

15:06

Jerome: Overthinker.

15:08

Maudy: Overthinker ada juga?

15:09

Jerome: Aku tipe overthinker juga sih. Mikir terus emang aku suka mikir kan dari kecil. Cuman kayak hobi mikirnya itu jadi dibawa-bawa sampe apa ya kayak

masalah, kayak misalnya youtube, aku punya ide untuk mulai Youtube tuh dari setahun lalu gitu, ngga, setahun lalu sebelum aku mulai, setahun sebelum aku mulai Youtube. Jadi, for one year, aku tuh mikir terus

15:29

Maudy: Aduh aku more related banget

15:30

Jerome: kayak aduh, aku ngga bisa edit, ngga bisa ini ngga bisa itu.

15:32

Maudy: Aduh aku related banget

15:33

Jerome: Sampai akhirnya setahun itu, akhirnya aku tambah mikir “ok, aku coba dulu aja”. Coba mulai dulu, from the easiest step. Setelah itu, ternyata kayak step itu kebuka gitu loh. Tapi sebelum kita mulai, itu pikirannya itu kayak

15:46

Maudy: Bener, aku juga sangat percaya itu bahwa at the end of the day, mulai aja karena kalo kita ngga mulai, ya akhirnya ngga ada yang harus kita pikirin juga kan, gitu. Karena, karena ya mungkin kecenderungannya kalo overthinker juga agak, agak lebih perfeksionis juga gitu kan

16:01

Jerome: true, true, true, true, true, true, true, true

16:02

Maudy: Lebih kayak kalo belum bisa ngedit kayak ngga usah, iya kan? Iya kan?

16:10

Jerome: Bener, bener. Jadi kayak pengen perfect-in semuanya, baru ini, tapi kayak pikirannya untuk nge-perfect-in aja ngga mau mulai gitu karena aduh panjang nih prosesnya gitu

16:18

Maudy: Bener

16:19

Jerome: Bener, bener, bener, true, true, true, true, true, perfeksionis banget, aku banget.

16:24

Maudy: Ternyata kita punya kesamaan, muka juga perfeksionisme juga

16:29

Jerome: Komen ya guys ya, mirip ngga sih. Soalnya banyak yang bilang mirip

16:34

Maudy: Ok, yang ini, yang ini seru juga. Ini penting banget, aku mau nanya, apa sih tips anti sedih dari kamu? Nih pas banget buat Jerome

16:45

Jerome: Ini mungkin related sama Kak Maudy

16:46

Maudy: Ok

16:47

Jerome: Aku sedih waktu nilai aku jelek, related ngga?

16:51

Maudy: Related

16:53

Jerome: Wah ini orang orangnya, wahh

16:55

Maudy: Kesel pasti. What?

16:57

Jerome: Kayak aku sedih ketika nilai aku jelek

16:59

Maudy: Nilai kamu jelek. Sampe sekarang pun?

17:02

Jerome: Sekarang udah lebih ngga sedih.

17:03

Maudy: Ok

17:04

Jerome: Kalo soal yang, kalo yang lain sih jarang sedih sih

17:08

Maudy: Oh ya? Itu gimana, makanya aku pengen tau

17:10

Jerome: Maksudnya yang bikin sedih apa emang?

17:12

Maudy: Ya banyak ya, misalnya kamu dimarahin orang tua, atau misalnya kamu suka sama seseorang terus dia ngga naksir balik, atau misalnya

17:22

Jerome: Kalo yang itu dari dulu udah biasa sih

17:25

Maudy: Oh, jadi udah ngga sedih lagi

17:26

Jerome: Udah ngga sedih. Suka sama, suka sama orang yang ngga suka, tapi ngga suka sama orang yang suka. Related ngga?

17:35

Maudy: Related

17:36

Jerome: Kayak yang suka itu, ada lah, gitu. Cuman aku ngga suka ya sama mereka, gitu.

17:39

Maudy: Kamu orangnya bisa bete ngga?

17:42

Jerome: Bisa, bisa, bisa banget, bisa banget

17:42

Maudy: Atau bisa kayak kesel, oh jadi bisa ya kesel ya

17:45

Jerome: Tapi I just don't show it

17:47

Maudy: Kamu ada tips ngga yang kamu bisa share. Apa itu emang kamu emang tipe orangnya yang ngga terlalu

17:54

Jerome: Kayaknya yang ngga terlalu sih

17:55

Maudy: Emang ngga terlalu. Itu, itu hebat banget sih

17:58

Jerome: Emang?

17:59

Maudy: Kalo aku kali bete ya, aku juga bisa bete, aku bisa sedih,

18:02

Jerome: Aku juga bisa itu. Cuman

18:04

Maudy: Iya, iya, kayak cuman

16:05

Jerome: Ngga gampang aja sih kayaknya

18:06

Maudy: Kayaknya aku lebih gampang deh

18:08

Jerome: Gitu ya

18:09

Maudy: Lebih gampang, tapi tipsnya apa ya, kalo aku, kalo aku harus menyendiri. Aku tuh introvert soalnya, jadi aku tuh memang harus apa ya, harus kayak ke kamar aku untuk selimutan terus kayak baca buku mungkin atau kayak gitu. Jadi, kalo aku emang menyendiri, untuk dicharged lagi

18:28

Jerome: I see, I see. Wild card,

18:33

Maudy: Wowwww, aduh deg-degan nih, apaan

18:39

Jerome: Ok, aku mau nanya, ini sedih banget. Kayak ke aku juga. Lowest point of your life? And how you apa ya, overcome?

18:50

Maudy: Aku ngga tau kenapa tapi lowest aku tuh selalu ada hubungannya dengan lulus sekolah. Jadi kalo buat temen-temen yang lulus dan merasa disitu ada kegalauan, disitu selalu ada

19:01

Jerome: Oh gitu, abis lulusan galau gitu? Why? Kenapa?

19:07

Maudy: Karena itu kan masa-masa transisi dalam hidup ya, dan setelah lulus itu, kombinasi ekspektasi terbesar, tapi juga kebingungan terbesar. Ekspektasi both dari orang lain dan diri kamu sendiri. Tapi juga kamu lagi paling bingung-bingungnya nih, gua mau kemana karena ngga ada ngga ada jalan yang clear gitu. Jadi sebelum lulus yang kemaren ini, lowest point aku lulus SMA karena waktu itu aku udah

keterima S1 cuman aku ngga boleh, aku ngga dibolehin berangkat dulu sama orang tua aku dan pada saat itu aku ngerasa ketinggalan banget. Untuk anak-anak yang pada saat itu, aku anak-anak ambis gitu kayak itu tuh big deal banget gitu. Yang terakhir, lumayan low point juga waktu kemaren aku lulus karena kombinasi pandemi. Aku balik ke sini lagi pandemi-pandeminya dan mungkin disini aku ngga bisa too much information tapi ada banyak hal pada saat itu, decision-decision yang aku harus buat tentang karir, tentang apa, tentang itu, yang berat, berat banget gitu for some reasons.

20:20

Jerome: Aku kebayang sih karena sebelum lulus pun aku udah kayak kepikiran kayak, kayak udah ngerasain gitu

20:25

Maudy: Kamu bakalan kerja dimana sih Jerome abis lulus

20:27

Jerome: Aku abis lulus mau ngeyoutube dulu

20:29

Maudy: Eits, maksudnya kamu bakalan di Jepang atau di Indonesia?

20:32

Jerome: Di Jepang mostly maybe, basednya ya for other two years. Abis itu aku mau lanjut S2. Mengikuti jejak panutan saya

20:42

Maudy: Jadi kamu Youtube dulu tuh kamu di Jepang, terus kamu S2 di Jepang juga?

20:46

Jerome: Mau di Amerika

20:48

Maudy: Kamu mau, kamu udah tau ngga mau ngambil apa?

20:51

Jerome: Apa? Udah tau

20:52

Maudy: Apa?

20:52

Jerome: Kayak Harvard, education

20:57

Maudy: Seriously? Good luck, pasti diterima lah. Apan sih ini, oh, ini lucu. Kalo hidup kamu adalah film, judulnya apa?

21:09

Jerome: Wow, oh, udah tau sih ini

21:12

Maudy: Apa

21:13

Jerome: Mantap jiwa

21:19

Maudy: Enak ya dia udah punya tagline sendiri, jadi, jadi, jadi bisa pilih itu. Itu dari, itu sorry ya aku tuh agak, aku tau banget kamu, cuman aku ngga tau itu mantap jiwa darimana

21:29

Jerome: Eh, kalo ngga salah aku pernah denger, ya, entah pernah denger atau entah keluar dari mulut aku, pokoknya sejak itu aku ngomong terus, ngomong terus

21:38

Maudy: Dan itu sekarang jadi udah jadi kayak signature kamu gitu ya, mulai ya

21:40

Jerome: jadi signature aku

21:41

Maudy: Iya

21:42

Jerome: Mantapdjiwa. Artinya apa, ngga tau juga, apaan mantapdjiwa. Aduh, aku pengen nanya nih ke Kak Maudy yang sama, kalo film, apa?

21:51

Maudy: Ini bukan game ya

21:53

Jerome: Kan, karena aku kan ga pernah main film, nah kalo sebagai pemain film

21:57

Maudy: Kayaknya judulnya akan kayak the storyteller atau apa gitu. Karena gini, aku tuh sering banget ditanyain orang. Kayak, “Maudy, lu tuh sebenarnya mau ngerjain apa sih kok kayak serabutan banget gitu loh”, banyak,

22:08

Jerome: Serabutan?

22:09

Maudy: Iya, kan? Maksudnya kayak film atau apa gitu kayak aku tuh kayak orang galau dan aku selalu bilang kayak I think benang merahnya disini adalah that I like to tell stories gitu, mau itu lewat musik, mau itu lewat film, kalau aku sekolah pun aku tuh paling suka nulis juga gitu like I love writing essays atau like these things. Jadi itu kayaknya jadi kayak identity aku

22:31

Jerome: Ok

21:32

Maudy: Ok

22:33

Jerome: Oh, aku ya?

22:33

Maudy: Kamu

22:33

Jerome: Ok, terakhir. Ah

22:37

Maudy: Kurang asik ya?

22:38

Jerome: Ngga asik. Wild card, wild card

22:40

Maudy: Wild card, ehem.

22:41

Jerome: Apa pendapat Kak Maudy mengenai matematika!

22:44

Maudy: Suka!

22:45

Jerome: Suka?

22:46

Maudy: Especially dulu ya, sekarang to be honest aku tuh udah jarang drill-drill. Makanya nih aku bilang “jangan ngedrill aku” Tapi dulu tuh aku suka banget, aku suka banget sampe mamaku tuh cerita kalo dulu tuh aku kalo les matematika di rumah, itu aku yang semangat, lebih semangat dari gurunya dan matematika kalo menurut aku tuh core of all apa ya logic sebenarnya

23:04

Jerome: Iya, logic, true

23:05

Maudy: Dan matematika juga salah satu yang kalo menurut aku sangat memerlukan konsistensi sih, kayak emang harus ada elemen drilling tuh emang beneran

23:16

Jerome: Drilling, drilling penting banget. Dulu aku buat olimpiade, iya kan, karena aku kan kayak left out gitu loh, kayak aku telat mulainya. Ketika aku SMA, kelas 1, aku memutuskan untuk ngehabisan, ngehabisin pelajaran SMA di kelas 10 itu, kerja di buat soal kayaknya, di kelas 10 itu aku beli 8 buku, aku kerjain tiap hari

23:36

Maudy: Bener-bener drilling banget, dong?

23:38

Jerome: Drilling, driliingnya tapi sampe kayak sedikit anti social gitu, kayak

23:41

Maudy: Oh, kamu ngga mau keluar rumah dan kamu

23:43

Jerome: Bukan, bukan gitu, kayak misalnya di sekolah pas lagi break aku ke perpustakaan ngerjain soal

23:50

Maudy: Kita sama-sama ada elemen ansos ya, demi, demi belajar

23:55

Jerome: Demi something ya? True, true, true

23:57

Maudy: Yeay, gimana, kamu suka ngga main gamenya?

24:00

Jerome: Iya seru banget, seru banget, seru banget, seru banget, seru banget. Tapi, tapi, what I noticed itu adalah kayak mau gimana pun pertanyaannya, kayak kita itu ngga lepas dari sekolah ngga sih

24:11

Maudy: Oh iya

24:12

Jerome: Ngga lepas dari sekolah, kan

24:14

Maudy: Parah banget

24:15

Jerome: Tapi ini seru banget sih karena kalo ngobrol gini kan ngga serandom ini gitu loh

24:20

Maudy: Iya, ini agak random

24:20

Jerome: Iya nih kan karena random banget, jadi kayak seru gitu

24:24

Maudy: Ok, terima kasih. Itu adalah game buka kartu bersama Jerome Polin. Ok

24:29

Jerome: Mantapdjiwa

24:29

Maudy: Mantapdjiwa

24:32

Maudy: Dah

24:33

Jerome: Bye