Analysing Bilingualism Utterances on Agatha Chelsea and Jerome Polin's Podcast

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ABSTRACT

Bilingualism is crucial in fostering global communication and cultural exchange. The study aims a) to analyze the bilingual utterances in a YouTube podcast of Agatha Chelsea and Jerome Polin, using Weinreich's framework to understand the interaction of language use in digital courses; b) to highlight how bilingualism manifests in informal, public communication, and to provide insights into the implications of bilingualism for society and education. This study employs a qualitative descriptive approach, which aims to describe and explain a phenomenon or situation using qualitative data. The data were collected through a document analysis technique. It comprises of three steps namely identifying the documents, transcribing the data, and categorizing & coding the data. Then the data are analysed to determine the types of bilingualism in speech and the reason beyond the structure of the utterances. The result indicates that 80.6% of the bilingual utterances are subordinate bilingualism, while 19.4% are compound bilingualism. This ratio highlights the predominance of blending languages for clarity and inclusivity in digital media. This article contributes to the discourse on bilingual communication in digital platforms emphasizing the importance of bridging linguistic and cultural divides while enriching linguistic studies with real-world applications.

Keywords: Bilingualism, Language, Communication, Compound, Subordinate, Podcast, Utterances, Linguistic

1. Introduction

Bilingualism is the ability to use two languages interchangeably in various contexts, and its development is often influenced by factors such as social environment, education, and personal interests. Bilingualism has influence or mutual influence between the first language (L1) and the second language (L2). L1 and L2 will have a balanced effect if the intensity of use is the same (Ma'arif & Lailia, 2022). Bilingualism can arise as a result of conscious or unconscious processes. For every individual to become bilingual, a diversity of motivation is needed. People are bilingual for several reasons such as the language used in the surrounding environment, in the family, or at school; the desire to explore the world globally; the willingness to develop diplomatic relations with other countries; and finally the personal desire to become bilingual (Özşen, et al, 2020).

Bilingualism refers to the presence of two language systems within an individual, in contrast to monolingualism. Today, many people around the world regularly use two or more languages, making them

bilingual. People often become bilingual because they want to learn a language that helps them communicate and access resources worldwide. English is an important language in this context (Sami, 2024). Beyond using two languages, bilingualism is complex and diverse. It usually means using two languages, but it also includes other aspects like biculturalism (being part of two cultures) and bidialectalism (using different dialects). In addition, (Özşen et al, 2020) agree that multiculturality of the region was the main reason behind the actions regarding the bilingual texts and education in that humans have had to find ways to deal with the multicultural societies throughout the history as they have been obliged to or have preferred to share the same environment and means. Furthermore, Language is connected to social contexts, so bilingualism allows us to explore many different experiences (Singh et al., 2024).

The development of bilingualism is supported by the existence of social media applications. Digital Virtual Tools support L2 learners to improve and develop their four language skills (Felcida & Parameswaran, 2024). In recent days, the advancements of the Internet have made communication possible among non-native speakers of English to upgrade their competency and accuracy in a foreign language, especially in English (Felcida & Parameswaran, 2024). The use of technology helps learners studying English feel less anxious and uneasy while also boosting their confidence (Khairat N, 2024). YouTube is a web-based file sharing service that allows individuals to build public profiles, to determine a list of other users to share videos and to see a list of connections/content made by others (Harianja & Fibriasari, 2019). YouTube is a social media that is widely used for information sharing (Setyarinie, 2023). YouTube is one of the media that displays a lot of content using bilingual communication. One of the ways bilingualism on YouTube is shown in podcast form. Podcasts are a popular form of media offering audiences authentic public discourse (Nurmukhamedov & Sharakhimov, 2023). Podcasts become an easy way to share information from a casual conversation. Podcasts are conducted by the host to run interviews and bring the topic to life. In this case, the host must be able to use language properly to make the interviews run smoothly. By using the proper language, the guest can easily understand the utterances and questions from the host, so the interview runs livelier (Pradina, 2021).

The theory of bilingualism proposed by Weinreich provides an important basis for understanding this phenomenon. Weinreich explains bilingualism as an interaction between two languages that can take various forms, such as compound bilingualism, where one language is significantly stronger than another, coordinative bilingualism, where an individual has equal provision in both languages, and subordinate bilingualism, where an individual uses L1 always enters L2, and vice versa (Weinreich, 1953). He emphasized that language choice is influenced by sociolinguistic factors, such as the communication context, audience, and the speaker's cultural identity. Compound bilinguals, it is thought, do not have an independent grammar for their second language. It is asserted that people can learn a second language in such a way that it will always be dependent on (i.e., com-pounded to) the first language Coordinate bilinguals. On the other hand, there would be those people who learned two languages in separate contexts; therefore, the grammar of their two languages would be completely independent (Driller, 1970). This bilingualism allows researchers to analyze how bilingual individuals navigate their linguistic environment and how language mixing and shifts occur in real-world interactions.

The choice of utterances between Jerome Polin and Agatha Chelsea was based on the fact that both of them are content creators who inspire the younger generation. Jerome Polin achieved his bilingualism in several ways. He was born in Indonesia, but he also has experience living abroad. The surrounding environment, both home and school, as well as his interest in language, culture, and education, contribute to his bilingual abilities. His experience allows him to master more than language well. Similar to Jerome, Agatha Chelsea also gained her bilingualism through various experiences, especially her educational background. Additionally, her involvement in the world of entertainment and social media also helped her interact with many people from different backgrounds, which increased her proficiency in Indonesian and English language. The experience of studying at an international school with English also contributed to her abilities.

The preceding related research, which was researched by Gita Indah Cahyani, Triana Rahma Wulandari, and Nuryani, is now a reference material in this research. This research used Weinrich's theory to analyze the data. The results showed that in the video, there are three types of bilingualism–coordinative bilingualism, subordinate bilingualism, and compound bilingualism.

In this research, the author uses Weinreich's theory to analyze the forms of bilingualism in the conversation between Agatha Chelsea and Jerome Polin. This research differs from previous research examining bilingualism in Boy William and Deddy Corbuzier's dialogue. Instead, this study focuses on types of bilingual speech that provide a fresh perspective on bilingual communication. This research is interesting because it provides insight into how bilingualism occurs in the digital world, particularly on platforms like YouTube, where viewers come from a variety of cultural and linguistic backgrounds.

This study explores bilingual utterances in Agatha Chelsea and Jerome Polin's YouTube podcast through Weinreich's (1953) framework of compound, coordinate, and subordinate bilingualism. In contrast to earlier research that examined other public figures such as Boy William and Deddy Corbuzier, this study focuses on how bilingualism emerges in informal digital conversations where Indonesian and English are frequently intertwined. The research addresses two key questions: (1) What forms of bilingualism occur in the podcast? and (2) Which type is most dominant? By answering these questions, the study aims to broaden our understanding of bilingual practices on digital platforms, with particular attention to the Indonesian sociolinguistic context.

2. Research Method

This research employs a qualitative descriptive approach, which is suitable for capturing the complexity of bilingual interactions without reducing them to numerical generalizations. Qualitative descriptive research methods make it easier for researchers to gain a deep understanding of the phenomenon being studied (Cahyani et al., 2023). The primary data are drawn from the YouTube video "Jerome Buka-Bukaan Soal Jepang, ke Disneyland Gak Perlu Bayar!? – Safe Space". Data collection followed three steps: (1) repeated viewing and listening of the podcast; (2) transcription of relevant utterances; and (3) categorization and coding of utterances according to Weinreich's (1953) typology of bilingualism. The analysis combined close reading of linguistic forms with interpretation of their sociolinguistic functions in context. To ensure reliability, coding was cross-checked among the authors, and interpretations were compared with prior research for consistency.

3. Result and Discussion

3.1. Result

The conversations between Agatha Chelsea and Jerome Polin demonstrate the different forms of bilingualism as outlined in Weinreich's theory. According to this theory, bilingualism can be categorized into three types: compound bilingualism, coordinative bilingualism, and subordinating bilingualism. Below is a summary of the findings:

Table 1. Types of bilingualism utterances on the video "JEROME BUKA-BUKAAN SOAL JEPANG, KE DISNEYLAND GAK PERLU BAYAR!? - SAFE SPACE".

Types of bilingualism	Number	Percentage
Subordinate bilingualism	29	80,6%
Coordinate bilingualism	0	0%
Compound bilingualism	7	19,4%
Total	**36**	**100%**

The analysis reveals that subordinate bilingualism dominates the podcast conversation (80.6%), while compound bilingualism appears less frequently (19.4%), and no instances of coordinate bilingualism were identified. Frequently mixing L1 and L2 suggests an intent to engage a broader audience and convey modernity in conversation. An example of this type of bilingualism can be seen in the following conversation, where code-switching between Indonesian and English is used to maintain its appeal and modernity. Subordinate bilingualism is evident when Indonesian and English are blended within a single utterance, reflecting the speakers' comfort in switching codes fluidly. This type of bilingualism aligns with Weinreich's observation that sociolinguistic context and identity influence language choice. Compound bilingualism, meanwhile, occurs when English terms are inserted into predominantly Indonesian discourse, reflecting unequal proficiency between the two languages. The absence of coordinate bilingualism suggests that in casual,

informal conversations, speakers prioritize communicative efficiency over balanced mastery of both languages.

1) Subordinate Bilingualism
   Data 1
   Chelsea : "*Cuman kalau dari segi nilai* were you a high achiever *atau biasa aja?*"
   Jerome : "A high achiever *dulu.*"
   Chelsea : "*Emang* you Aim to achieve high *atau* not really?"

The conversation takes place in an informal and relaxed atmosphere. Code-switching between Indonesian (L1) and English (L2) is used to maintain interesting dialogue. Chelsea uses English phrases like "*Cuman kalau dari segi nilai* were you a high achiever *atau biasa aja?*" and "*Emang* you Aim to achieve high *atau* not really?" to emphasize the modern and relatable nature of the conversation. Jerome responded by mixing English and Indonesian in "A high achiever *dulu.*", showing the ease of switching languages in a casual exchange. The target audience is likely to be individuals who are familiar with Indonesian and English. This audience includes young viewers, especially those active on social media, where mixed-language communication is the norm. Jerome and Chelsea use a mixture of Indonesian and English, showing that they are comfortable in both cultural worlds which reflects their bilingual and bicultural identities. By using English terms, they make their conversations relatable to both Indonesian and bilingual or English speaking listeners.

Data 2
Chelsea : "*Nah*, let's say you got *misalnya* 88 *deh, kan beda dua lagi. Itu gimana? Kamu ngerasa?*"
Jerome : "*Lumayan sedih sih, ya. Lumayan kayak* down *gitu, cuma kayak ee... cara aku untuk ini adalah karena, apa ya, kan* average *yang diambil, nilai ujung nilai rapot kan* average. *Jadi, berarti, oh nilaiku sekarang 88 nih, berarti* average-*ku belum 9. Jadi aku harus gas di ujian berikutnya atau nggak*, final exam-*nya sih.*"

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Data 3
Jerome: "It's the same thing, *sebenarnya.*"
Chelsea: "The same *maksudnya secara* background-*nya sama?*"
Jerome: "*Sebenarnya sama. Makanya jangan ngelihat* Math *itu sebagai pelajaran yang susah, tapi ngelihat itu sebagai* challenge."
Chelsea: "I see."

The conversation occurs in an informal and casual setting. Code-switching between Indonesian (L1) and English (L2) is used to maintain an engaging dialogue. Jerome uses English phrases such as "It's the same thing, *sebenarnya.*" and "*Sebenarnya sama. Makanya jangan ngelihat* Math *itu sebagai pelajaran yang susah, tapi ngelihat itu sebagai* challenge" to emphasize the modern and relatable nature of the conversation. Jerome responds by mixing English and Indonesian, showing the ease of switching language in casual exchanges. The target audience is likely to be individuals who are familiar with Indonesian and English. This audience includes young viewers, especially those active on social media, where mixed-language communication is the norm. Jerome and Chelsea use a mixture of Indonesian and English, showing that they are comfortable in both cultural worlds which reflects their bilingual and bicultural identities. By using English terms, they convey

precise ideas, most likely influenced by their education and make their conversations relatable to both Indonesian and bilingual or English speaking listeners.

Data 4
Jerome: "*Mungkin kalau kamu enggak dikejar anjing, kamu larinya ya biasa aja, dan kamu mikir tuh udah* maximum. *Tapi kalau kamu dikejar anjing, kamu bakal lari jauh lebih cepat daripada yang pernah kamu bayangin kamu bisa.*"
Chelsea: "*Benar, benar.* So, actually we're more capable than we think."
Jerome: "*Benar, dan itu* the part of belief. *Di awal, ketika udah* believe '*oh pasti bisa*,' *ya udah.*"
Chelsea: "Change your mindset *dan juga* change your behavior. *Kita itu yang…*"

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Data 5
Jerome: "*Sebelum ketemu aku, itu mereka enggak ada kepikiran buat kayak nge-*YouTube *atau* doing something *yang* out of the ordinary, *gitu. Jadi, masyarakat Jepang, dari teman-teman aku, kebanyakannya itu kayak* 'Kamu kalau mau masuk ke perusahaan yang bagus, kamu harus dapat kampus yang bagus. Kalau mau kampus yang bagus, berarti kamu harus dapat SMA yang bagus.' Mereka sudah tahu nih road map-nya."
Chelsea: "I see. *Kalau lihat dari* posting-*an kamu tuh, kayaknya kamu menularkan jiwa pengin belajar itu ke adik kamu. Itu gimana sih ceritanya sampai dia akhirnya jadi ada kesukaan ke matematika? Atau dia malah enggak suka?*"
Jerome: "*Sebenarnya aku sama kakak aku dan adik aku itu enggak pernah dipaksa, kan, sama orang tua. Cuma orang tua itu selalu kayak—dan ini* parenting *yang pengin aku tiru juga sih—melihat potensi anak.* J*adi mungkin diajarin ini, diajarin itu, nah anak ini potensinya di mana, gitu, dan sukanya di mana. Di situ yang dimaksimalin. Adik aku, dia enggak terlalu suka* math *sebenarnya,* not into math. *Jadi dia kalau di* posting*an-posting*an *aku nanya itu karena dia enggak ngerti, gitu, bukannya kayak ambis.* T*api dia pintar banget di* chemistry. *Terus pas aku bilang*, 'Kamu kuliahnya teknik kimia aja,' *atau kayak* chemistry, *dia bilang dia mau, karena dia cuma bisa doang, tapi dia enggak suka. Terus ternyata dia punya... apa namanya... punya* interest *di* programming. *Dia pengin* computer science, coding. *Jadi ya udah, menurut aku, ya udah ambil aja itu. Ambil yang suka.*"

The conversation occurs in an informal and casual setting. Code-switching between Indonesian (L1) and English (L2) is used to maintain an engaging dialogue. Jerome uses English phrases such as "*atau* doing something *yang* out of the ordinary" and "*Terus ternyata dia punya... apa namanya... punya* interest *di* programming. *Dia pengin* computer science, coding. *Jadi ya udah, menurut aku, ya udah ambil aja itu. Ambil yang suka.*" to emphasize the modern and relatable nature of the conversation. Chelsea responds by mixing English and Indonesian, showing the ease of switching language in casual exchanges. The target audience is likely to be individuals who are familiar with Indonesian and English. This audience includes young viewers, especially those active on social media, where mixed-language communication is the norm. Jerome and Chelsea use a mixture of Indonesian and English, showing that they are comfortable in both cultural worlds which reflects their bilingual and bicultural identities. By using English terms, they convey precise ideas, most

likely influenced by their education and make their conversations relatable to both Indonesian and bilingual or English speaking listeners.

2) Compound Bilingualism

Data 1

Jerome : "*Jadi, aku dulu sekolah di sekolah yang* middle-high, *tapi aku di situ karena aku beasiswa anak pendeta*, not because I'm smart. *Jadi, kayak karena aku anak pendeta, jadinya sekolah di situ kayak hampir* free *gitu, kan*."

Chelsea : "*Oke.*"

Jerome : "And then *ya, karena* middle-high, *jadi teman-temanku* mostly *kalau liburan ya ke luar negeri dan sebagainya*. And then *ya, karena mereka ke luar negeri terus, kayak ke* Disneyland, *makanya cerita-cerita kan kayak* Disneyland *seru banget* and stuff. *Aku kayak, oh pengen juga ke* Disneyland."

The dialogue takes place in a casual conversation setting. This context encourages the use of informal and natural language, allowing Jerome to freely alternate between Indonesian (L1) and English (L2). His statements "*Jadi, aku dulu sekolah di sekolah yang* middle-high, *tapi aku di situ karena aku beasiswa anak pendeta*, not because I'm smart. *Jadi, kayak karena aku anak pendeta, jadinya sekolah di situ kayak hampir* free *gitu, kan*." and "And then *ya, karena* middle-high, *jadi teman-temanku* mostly *kalau liburan ya ke luar negeri dan sebagainya*. And then *ya, karena mereka ke luar negeri terus, kayak ke* Disneyland, *makanya cerita-cerita kan kayak* Disneyland *seru banget* and stuff. *Aku kayak, oh pengen juga ke* Disneyland." shows comfort by blending languages to convey thoughts fluently without worrying about strict grammatical correctness. Informal settings support language mixing as a way to express nuanced ideas or emotions that may resonate differently in one language versus another. The use of English terms shows how Jerome's exposure to global education and culture influences his language. English phrases add a sense of modernity and sophistication, reflecting their global perspective and education. Meanwhile, Indonesian phrases maintain their connection to local culture, grounding the conversation in their Indonesian heritage.

Data 2

Jerome : "*Oke, jadi ini juga motivasi yang aku punya dari dulu. Karena gini, aku pengen, apa ya*, survive *di lingkungan yang seperti itu, tapi aku nggak bisa* survive *atau* stand out secara financially"

Chelsea : "*Ngerti, jangan merasa ke*-limit *karena…*"

Jerome : "*Barang-barang yang kamu pakai, gitu. Tapi* achievement-*nya yang bisa kamu saingi, bersaing di* achievement-*nya. Jadi di situ sih. Jadi, ya supaya aku enggak direndahin* in a way… *aku kayak* try to be excellent *di situ. Jadi, ya enggak bisa di*-look down *sama orang-orang*."

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Data 3

Chelsea: "*Oh*, *oke*. Even higher."

Jerome: "Even higher *kalau SMA. Karena aku merasa kayak*, eh, *sulit juga ya SMA ini. Dan aku kan di SMA itu mulai ikut olimpiade. Jadi aku mulai fokus ke* Math *doang*, *kan*? *Dan* I spend a lot of time

untuk Math. *Sedangkan pelajaran-pelajaran di SMA kan sudah lebih susah lagi*. D*an aku belajarnya kepotong sama* Math *ini, jadinya... ee... aku harus nurunin standar sih. Jadi*, 90 *ke atas, gitu*. 90."
Chelsea: "It's still high. 90 is still high."
Jerome: "It's high, *iya*."

The dialogue takes place in a casual conversation setting. This context encourages the use of informal and natural language, allowing Jerome to freely alternate between Indonesian (L1) and English (L2). His statement, "Even higher *kalau SMA. Karena aku merasa kayak, eh, sulit juga ya SMA ini. Dan aku kan di SMA itu mulai ikut olimpiade. Jadi aku mulai fokus ke* Math *doang, kan*? *Dan* I spend a lot of time *untuk* Math. *Sedangkan pelajaran-pelajaran di SMA kan sudah lebih susah lagi*. D*an aku belajarnya kepotong sama* Math *ini, jadinya... ee... aku harus nurunin standar sih. Jadi*, 90 *ke atas, gitu*. 90." shows comfort by blending languages to convey thoughts fluently without worrying about strict grammatical correctness. Informal settings support language mixing as a way to express nuanced ideas or emotions that may resonate differently in one language versus another. The audience is most likely familiar with Indonesian and English. The use of English phrases is intended for an audience that understands the application of English terms. The use of English can also improve relationships with younger audiences who may find English modern and aspirational. English phrases add a sense of modernity and sophistication, reflecting their global perspective and education. Meanwhile, Indonesian phrases maintain their connection to local culture, grounding the conversation in their Indonesian heritage.

Data 4
Chelsea: "Read, you do research."
Jerome: "*Ya*, read research, *apa lihat video YouTube, dan sebagainya. Dan kamu nggak nganggap itu sebagai suatu beban. Kamu kayak*, '*Oh ya udah, aku suka ini*,' *gitu*."
Chelsea: "I see."

The dialogue takes place in a casual conversation setting. This context encourages the use of informal and natural language, allowing Jerome to freely alternate between Indonesian (L1) and English (L2). His statement "*Ya*, read research, *apa lihat video YouTube, dan sebagainya. Dan kamu nggak nganggap itu sebagai suatu beban. Kamu kayak*, '*Oh ya udah, aku suka ini*,' *gitu*" show scomfort by blending languages to convey thoughts fluently without worrying about strict grammatical correctness. Informal settings support language mixing as a way to express nuanced ideas or emotions that may resonate differently in one language versus another. The audience is most likely familiar with Indonesian and English. The use of English phrases is intended for an audience that understands the application of English terms. The use of English can also improve relationships with younger audiences who may find English modern and aspirational. English phrases add a sense of modernity and sophistication, reflecting their global perspective and education. Meanwhile, Indonesian phrases maintain their connection to local culture, grounding the conversation in their Indonesian heritage.

Data 5
Jerome: "*Dari kecil, aku suka kayak-kayak gitu terus, tapi aku ada di fase di mana* I don't like Math *karena susah, ya, kayak enggak nyampai aja gitu, kan*? *Tapi my mom itu bilang, kayak, coba kamu anggap* Math *itu sebagai kayak* puzzle *aja gitu. Kalau misalnya kamu enggak bisa cara A, coba cari cara B, cara C, sampai, kan*? *Kalau kita main* maze *itu, kan, pasti kayak gitu. Iya, benar-benar, benar. Kita main* game *apapun, dulu aku main* game *Pokémon, ya kan*? *Kayak, pasti cari-cari terus, kan, caranya gitu*."
Chelsea: "*Bener, ya*."
Jerome : "*Tapi kenapa kalau misalnya kita main* game *kita bisa semangat, tapi* Math *kita nyerah*?"
Chelsea: "*Bener, iya*."

The dialogue takes place in a casual conversation setting. This context encourages the use of informal and natural language, allowing Jerome to freely alternate between Indonesian (L1) and English (L2). His statement "*ada di fase di mana* I don't like Math *karena susah, ya, kayak enggak nyampai aja gitu, kan*?" shows comfort by blending languages to convey thoughts fluently without worrying about strict grammatical correctness. Informal settings support language mixing as a way to express nuanced ideas or emotions that may resonate differently in one language versus another. The audience is most likely familiar with Indonesian and English. The use of English phrases is intended for an audience that understands the application of English terms. The use of English can also improve relationships with younger audiences who may find English modern and

aspirational. English phrases add a sense of modernity and sophistication, reflecting their global perspective and education. Meanwhile, Indonesian phrases maintain their connection to local culture, grounding the conversation in their Indonesian heritage. English phrases add a sense of modernity and sophistication, reflecting their global perspective and education. Meanwhile, Indonesian phrases maintain their connection to local culture, grounding the conversation in their Indonesian heritage.

3.2. Discussion

Based on the analysis, the most common type of bilingualism found in this study is subordinate bilingualism. Subordinate bilingualism appears to be used more widely in the data we collected. In this context, Chelsea and Jerome show that they understand each other in the use of two languages when L1 (Indonesian) is entered into L2 (English) and vice versa well because they use both languages in their daily lives. The use of subordinate bilingualism is when speakers mix languages in one conversation, reflecting their comfort and proficiency in both. On the other hand, in our observations of compound bilingualism, it is when one language is significantly stronger than another. Chelsea and Jerome often use both languages in different capacities. They seemed more comfortable using Indonesian in conversation and used English for certain terms, indicating the dominance of their mother tongue. This shows that their communication is not completely equal in the use of both languages, with one language being dominant. The results of the analysis show that in this video, Chelsea and Jerome use more subordinate types of bilingualism compared to previous studies, which tend to be equal in all types of bilingualism. The subordinating type is dominant because they often mix Indonesian and English in one sentence. This is done to reach a wider audience and make the content more interesting.

The dominance of the use of subordinate bilingualism is based on informal situations. This causes speakers to blend two languages, so that their message can be received by a bilingual audience. In contrast, compound bilingualism reflects different language proficiency, where L2 complements L1 for certain terms or expressions. The absence of coordinative bilingualism suggests that equal proficiency in both languages is less relevant in casual conversational situations. The use of this bilingual type is in line with Weinreich's statement that bilingualism is influenced by sociolinguistic factors, including the communication context and speaker identity. Subordinate bilingualism serves as an easy-to-understand linguistic strategy, especially on digital platforms such as YouTube, which aims to engage and entertain diverse audiences. As stated by Pradina, (2021) by the proper language use, the aim of the interview will be reached. The guest can understand every utterance and question correctly, so the interview becomes livelier. Thus, all of that will lead to the listeners. They do not have to think really hard to understand the conversation.In other research, it is also stated that bilingual intercultural relationships are built on the challenges they face and the language problems they overcome together (Stępkowska & Buczek, 2023). Language shift can occur when a person does not have a good sense of function as a reason for using the language (Ramadhan, Maizan, Rachman, & Panich, 2024).

4. Conclusion

In Weinreich's theory, bilingualism is divided into three types: compound, coordinating, and subordinate. A clear example of these types can be found in Agatha Chelsea's YouTube video entitled "JEROME BUKA-BUKAAN SOAL JEPANG, KE DISNEYLAND GAK PERLU BAYAR! - SAFE SPACE" This research uses the results of previous research as a reference for analyzing types of bilingualism. The main difference lies in the research object: the video uploaded to the Agatha Chelsea channel on March 29, 2024.

The research conducted found two types of bilingualism. First, the subordinating type, with 29 data, shows that the speaker understands and uses speech in L1 (Indonesian) and L2 (English) simultaneously because both languages are used in everyday life. Second, the compound type, also with seven data, shows that speakers tend to use L2 for certain words when speaking Indonesian, which indicates that their abilities in both languages are unequal.

Future research could examine bilingualism through conversations featuring trending public figures or more widely recognized individuals. Additionally, it could investigate bilingualism on various social media platforms beyond YouTube, such as Instagram or TikTok, to analyze how bilingual utterances differ across these platforms. The distinctive characteristics of each platform may affect language switching and strategies for audience engagement. Lastly, implementing different linguistic theories could offer new insights into bilingual utterances.

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