

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK**

#### **2.1 Sociolinguistics**

The origin of linguistics science based on Bloomfield (1983, p.307) is linked to the examination of preserved writings for their aesthetic value. As time went by, understanding their language became necessary, eventually leading to the creation of grammatical rules for their forms. This reinforces Bloomfield's emphasis on language structure as the central focus of linguistic research, and by extension, cognitive science. According to Elkins (1974, p.1) linguistics is the science that uncovers the fundamentals of the systematic hierarchy of human communication: sound, word, and sentence. It delves into the various levels of language to understand its underlying principles and organization, encompassing diverse elements such as phonology, morphology, and syntax.

Gorter (2006, p.1) introduces the concept of linguistics landscape, which is an analysis of the language situation in a specific country or the presence and use of multiple languages over a larger geographical area. It implies multilingualism, or the use of more than one language in speech or writing. The meaning is expanded to include a description of language history or varying levels of language knowledge. Based on the explanation above, it can be summarized that through the lens of linguistics as the scientific study of language, it can comprehend the structural, functional, and social dimensions which highlights the importance of understanding language's formal properties and its role in social communication.

One of the scientific fields of linguistics is sociolinguistics. Based on Astri & Fian (2020, p.85) this field of study focuses on the relationship between language and society. It derives from the words "social" which means society and "linguist" which means language. Sociolinguistics is divided into three categories: characteristics of their function, characteristics of their speaker, and characteristics of language varieties. Wardhaugh (1986, p.1) defines sociolinguistics as "Any discussion of the relationship between language and society, or of the various functions of language in society." It is concerned with the social dimensions of language and how language is used to maintain social roles within a community. It is a blend of sociology and linguistics, with a focus on socially constituted language

and the way language is constructed, and in turn helps to construct society. It also explores various aspects of sociolinguistics, such as language, dialect, variety, code choice, variation, change, ethnomethodology, and more.

Based on Trudgill as cited in Yuliana, et al. (2015, p.48), Sociolinguistics is a branch of linguistics concerned with language as a social and cultural phenomenon. It investigates areas of language and society that are closely related to the social sciences, particularly social psychology, anthropology, human geography, and sociology. His research emphasizes how language influences and is influenced by social behavior and societal institutions, demonstrating the complicated relationship between language and society and illuminating how language reflects and shapes social dimensions.

Another definition by Adi (2018, p.40) Sociolinguistics studies how the various languages are different among groups in the social environment. It is separated by certain social variables for instance: ethnicity, religion, status, gender, environment, level of education, age, and geography. As a result of the social variables, it can influence the language choice and use of individuals. It also includes the study of other aspects like the influence of social, cultural, historical, and political factors on language.

Based on the explanation above, it can be summarized that sociolinguistics investigates how language use reflects and shapes social dynamics, exploring variations influenced by a lot of social factors. It is the study of the intricate interconnection between language and society, delving into how linguistic choices contribute to the construction and maintenance of social roles within diverse communities.

## **2.2 Bilingualism**

Bilingualism is the practice of speaking or communicating in two languages. In the meantime, a bilingual is an individual who is fluent in two languages. Bilingualism is now widely practiced in every country. It is typical for bilingual to use two languages in their conversation. Spolsky (2004, p.161) explains that the term bilingual refers to both an individual and a society who have an equal level of proficiency in or use of two languages. It is likely to be viewed as a result of language practices and language beliefs within a given sociolinguistic context. It

emphasizes that language practices, language beliefs, and language management influence language behavior and language choice.

However, according to Diebold, as cited in Yuliana, et al. (2015, p.48), a person can have no productive control over a language but understand utterances in it. Linguists commonly refer to such situations as "passive" or "receptive" bilingualism. Based on the explanation above, it can be summarized that a bilingual person is someone who is capable of active and passive communication in two languages with some degree of proficiency and typically has a superior grasp of one language than others. Additionally, as indicated by Myers-Scotton as cited in Mulyani (2017, p. 30), there are various conditions that can influence someone being a bilingual person. These conditions include close proximity to other language speakers, such as marrying someone from a different country, living in bilingual or multi-ethnic areas, or having a family outside one's ethnic group.

### **2.2.1 Dimensions of Bilingualism**

Dimension is a concept according to which objects or individuals can be distinguished. Dimensions of bilingualism refer to a wide range of aspects or characteristics of bilingualism related to the use and acquisition of multiple languages. There are eight dimensions of bilingualism argued by Baker as cited in Mulyani (2017, p. 29), namely ability, culture, context, age, use, elective bilingualism, balance of two languages, and development.

- a. Ability; refers to the level of proficiency in each language, including speaking, listening, reading, and writing.
- b. Culture; considers the cultural aspects of bilingualism, including the cultural identity and values associated with each language.
- c. Context; pertains to the social and linguistic context in which bilingualism occurs, including the language use patterns and language attitudes of the community.
- d. Age; relates to the age at which an individual acquires each language, including early bilingualism, simultaneous bilingualism, and sequential bilingualism.
- e. Use; considers the frequency and purpose of language use, including the domains in which each language is used and the social functions of each language.

- f. Elective bilingualism; pertains to the choice to become bilingual, including the motivation and reasons for learning a second language.
- g. Balance of two languages; refers to the degree of balance between the two languages, including the relative proficiency and frequency of use of each language.
- h. Development; considers the different stages of language development in bilingual individuals, including the acquisition and maintenance of both languages.

### **2.2.2 Types of Bilingualism**

According to Sukrisna (2019, p.13), bilingualism is categorized into 4 different types. The types are compound bilingualism, balance bilingualism, subtractive bilingualism, and additive bilingualism.

#### **a. Compound bilingualism**

This type occurs when an individual develops an understanding of and proficiency in two languages within a single context, such as a bilingual family or community. In this case, the two languages are used in everyday interactions with family members or community members.

#### **b. Balance bilingualism**

This term refers to a situation where an individual has an equal level of proficiency and use in two languages. In this context, the use of one language does not interfere with the use of the other language, and the individual can switch between languages easily and without any negative consequences.

#### **c. Subtractive bilingualism**

In this type, one language is acquired after the other, usually in a sequential manner. This often occurs when a child learns their first language in early childhood and then learns a second language later on. In this case, the first language may be lost or reduced in use, as the second language takes precedence in most situations.

#### **d. Additive bilingualism**

This type refers to a language development in which a person learns a second language while retaining and reinforcing their first language and culture. It is distinguished by the continued development of the first language while

learning additional languages, allowing individuals to maintain proficiency in multiple languages while maintaining their cultural identity.

### **2.3 Code**

According to Haryati & Prayuna, as cited in Gelgel (2022, p.100), Indonesia is a multicultural country because it has hundreds of tribes, races, and languages. Since various languages exist in Indonesia, the country's population is mainly bilingual or multilingual. Therefore, the use of code during a conversation is widespread in a bilingual or multilingual society. Based on Wardhaugh (1986, p.88), a "code" refers to the system of communication that two or more people employ when they interact through speech. It can be a language, a variety of a language, or a set of linguistic features used for communication. Lyons as cited in Afryanti, et al. (2021, p.497) explains that certain situations involve the use of codes in social communication to ensure that words spoken by individuals can be understood by others.

Richards as cited in Afryanti, et al. (2021, p.498) defines code as a term used as a replacement for language, type of speech, or dialect in order to speak easily about particular topics wherever the speaker is and to highlight the use of language or language variations in conversation. Meanwhile based on Rahardi in Sukrisna (2019, p.15), code is a speech system in which parts of language are used that have different qualities depending on the background, speaker, and relationship in communication between the speaker and listener.

Based on the explanation above, it can be summarized that code is a system of communication, such as language variety or dialect, determined by the speaker based on the context, the speaker's background, and the relationship with the listener. When bilingual or multilingual people utilize code in communication, they should consider who is speaking to them. If the people speaking to them do not understand the second language, they will not use that. This means that code is a linguistic choice made by the speaker depending on a range of circumstances and language proficiency. In this sense, code can be seen as a strategic tool that speakers use to navigate complex linguistic situations and to communicate effectively with their interlocutors.

## 2.4 Code-Mixing

There are two types of code within the field of sociolinguistics, namely code-switching and code-mixing. The phenomenon of switching and mixing two languages in a conversation has grown commonplace within the population, particularly in Indonesia. Furthermore, there is a popular term in Indonesia called "Bahasa Jaksel". This term is often interpreted as a mixture of English and Indonesian which is widely used by urban young people. One of the stereotypes is those who live in the South Jakarta (Jaksel) area, especially Generation Z. For example, English expressions such as "which is", "literally", and "basically" are mixed into Indonesian sentences. Therefore, these words become popular in social media since they go viral and are widely used by people throughout the country. Given that the focus of this research is on code-mixing, here is an elaboration of this phenomenon:

Based on Muysken (2000, p.1), code-mixing is a term used to refer to all cases where lexical items and grammatical features from two languages appear in one conversation or utterance. In everyday conversations, a lot of bilinguals utilize mixed sentences. Many of the mixing pattern's characteristics are determined by language structural features such as grammar, vocabulary, and phonology. Nababan as cited in Sukrisna (2019, p.23) states that the change of language during interaction within the same expression or in the equal of spoken or written text is referred to as code mixing. This approach is mostly used to handle ambiguous circumstances in which no single language is suitable for expression.

Moreover, code mixing defines by Poplack as cited in Afryanti, et al. (2021, p.501), is the borrowing of components from another language. This means that when bilingual people speak, they frequently incorporate some elements. The majority of the elements can be function words, articles, prepositions, conjunctions, and adverbs from another language into their utterance. Code mixing is uncommon in formal language circumstances, and if it does occur, it may be owing to a lack of a proper expression in the language being utilized. Therefore, it is frequently related to relaxed or informal language contexts.

Based on the explanation above, it can be summarized that code-mixing involves incorporating elements from one language, transitioning to another, and

possibly returning to the original within one utterance. This dynamic language transformation occurs in both spoken and written communication. It is a fluid and strategic linguistic activity impacted by a variety of social and situational circumstances.

### 2.4.1 Types of Code-Mixing

Code-mixing is classified into three types based on the point at which language is switched according to Hoffman as cited in Astri, et al. (2020, p.86). The types are intra-sentential mixing, intra-lexical mixing, and involving a change in pronunciation:

a. Intra-sentential mixing

Code-mixing that occurs within the phrase, clause, or sentence boundaries is referred to as Intra-sentential switching. It is a phenomenon in which there is a change or switch between languages or linguistic parts inside a sentence. For example:

**Table 2.1 Types of Code-Mixing**

Example	Utterance
[1]	<i>aku baru selesai <b>meeting</b> sama atasan.</i>

The example above demonstrates how the speaker mixes between Indonesian and English. In this case, first, the speaker says “*aku baru selesai*” or “I just finished” in English to indicate the completion of the activity. Next, the speaker inserts the English word “meeting” to mention what activity. Then, the speaker says “*sama atasan*” or “with boss” in English to mention whom the speaker had a meeting with. Therefore, this utterance belongs to the intra-sentential mixing because the speaker mixes two languages within the sentence boundaries.

b. Intra-lexical mixing

When the speakers attach a word boundary in their utterance, it is referred to as intra-lexical mixing. This category takes place in the form of prefixes and morphemes. This means that intra-lexical mixing involves when elements from two languages are mixed within a single word. For example:

**Table 2.2 Types of Code-Mixing**

Example	Utterance
[2]	<i>Kalian udh nge-subscribe YouTube aku belum?</i>

The example above demonstrates how the speaker mixes between Indonesian and English. In this case, first, the speaker says “*kalian udah*” or “Have you guys” in English to ask the others. Next, the speaker inserts the prefix “*nge-*” in Indonesian to the English word “subscribe”. Then, the speaker says “*YouTube aku belum?*” or “to my YouTube yet?” in English to indicate that the speaker is referring to their own YouTube channel. Therefore, this utterance belongs to the intra-lexical mixing because the speaker mixes two languages within a single word.

c. Involving a change in pronunciation

At the phonological level, this category of code mixing happens. It means that when Indonesians speak English, the words they say are transformed to have an Indonesian phonetic structure. For instance, the word "hello" is pronounced "halo," whereas the word "strawberry" is pronounced "stroberi." For example:

**Table 2.3 Types of Code-Mixing**

Example	Utterance
[3]	My favorite fruit is <i>stroberi</i> .

The example above demonstrates how the speaker mixes between English and Indonesia. In this case, first, the speaker says “My favorite fruit is”. Then the speaker says “*stroberi*” or “strawberry” in English to mention the favorite fruit. In this case, the word “strawberry” is pronounced "stroberi" to fit the Indonesian phonological structure. Therefore, this utterance belongs to the involving a change in pronunciation.

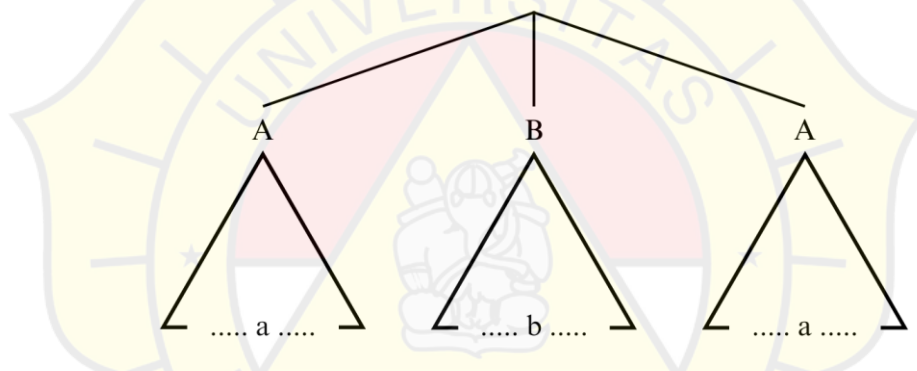


This research focuses on the theory by Muysken (2000, p.3) who is classified code-mixing into three types. The types are insertion, alternation, and congruent lexicalization:

a. Insertion

Insertion is the process of inserting elements of language in the middle of an utterance. Insertion occurs when lexical items from one language are inserted into another. The lexical items of language are words or phrases which can be nouns, adjectives, or prepositions. Bilinguals may not know the meaning of a word in their native language or may be more familiar with the word in a foreign language, which leads to the use of this type of code-mixing. The diagram below shows the pattern of insertion:

**Diagram 2.1 Types of Code-Mixing**



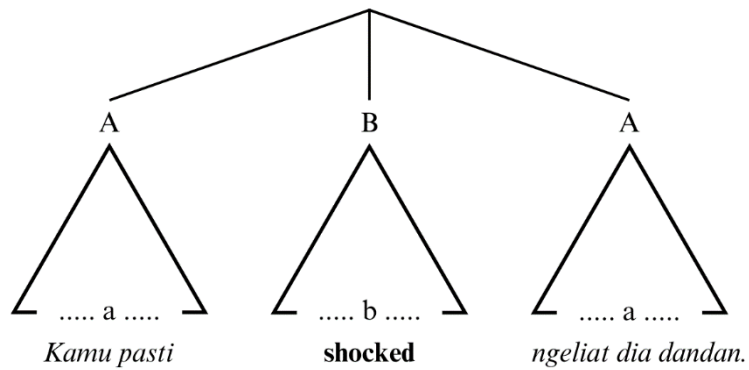
The insertion pattern A-B-A indicates the incorporation of a lexical item from one language. This signifies that the utterance starts in one language, then shifts to another language, and then returns to the original language to finish. For example:

**Table 2.4 Types of Code-Mixing**

Example	Utterance
[4]	<i>Kamu pasti <b>shocked</b> ngeliat dia dandan.</i>

The example above demonstrates how the speaker mixes between English and Indonesian. According to the example above, it can be classified into insertion since the speaker inserts a second language in the middle of the utterance. The diagram below describes the pattern of Insertion:

Diagram 2.2 Types of Code-Mixing

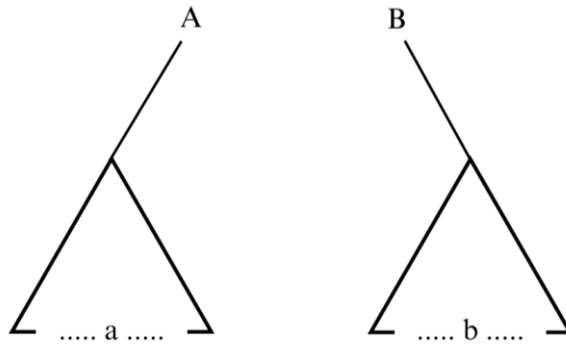


In this case, the speaker starts the utterance in first language, then shifts to second language, and returns to the first language. Thus (A) refers to Indonesian, and (B) refers to English. The speaker uses the Indonesian phrase "kamu pasti" or "you must be" in English to mention a possibility, which refers to (a). Then in the middle of the utterance, the speaker inserts English word "shocked" to express feelings, which refers to (b). Finally, the speaker shifts back to Indonesian phrase "ngeliat dia dandan" or "seeing her makeover" in English to mention an unexpected situation, which refers to (a). Therefore, this utterance belongs to the insertion type.

b. Alternation

Alternation is the application of two languages or language varieties within one utterance, with mixing occurring both at the grammatical and lexical level. The image below shows the pattern of alternation:

**Diagram 2.3 Types of Code-Mixing**



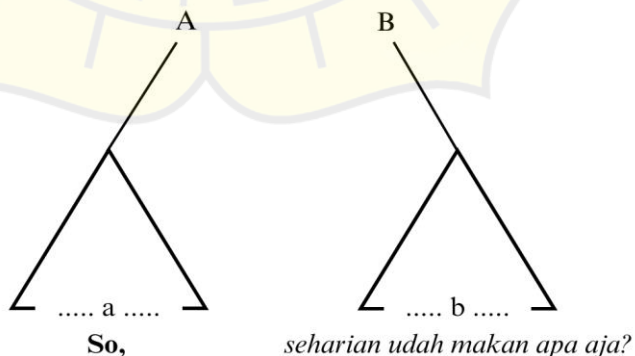
The alternation pattern A-B indicates that (A) is the language or linguistic element that is used first, and (B) refers to the language or linguistic element that is alternated with (A). For example:

**Table 2.5 Types of Code-Mixing**

Example	Utterance
[5]	So, <i>seharian udah makan apa aja?</i>

The example above demonstrates how the speaker mixes between English and Indonesian. According to the example above, it can be classified into alternation since the speaker mixes two languages both at the grammatical and lexical level within one utterance. The diagram below describes the pattern of Insertion:

**Diagram 2.4 Types of Code-Mixing**



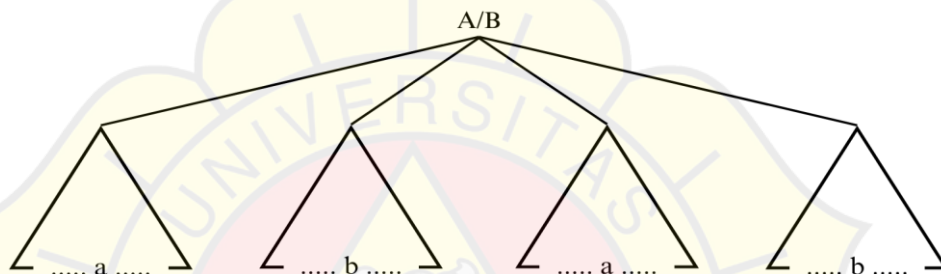
In this case, the speaker starts the utterance in second language, then alternates to first language. Thus (A) refers to English, and (B) refers to Indonesian. She uses the English word "so" as a conjunction, which refers to

(a). Then the speaker alternates her language into Indonesian phrase "*sehari ini udah makan apa aja*" or "what have you been eating the whole day" in English to ask about the food, which refers to (b). Therefore, this utterance belongs to the alternation type.

c. Congruent lexicalization

Congruent lexicalization is defined as the incorporation of lexical items from two languages into one utterance that can be influenced by a dialect where the languages have similar grammatical structures and the words are inserted randomly. The image below shows the pattern of alternation:

**Diagram 2.5 Types of Code-Mixing**



The congruent lexicalization a-b-a-b involves the seamless integration of lexical items from two languages (A and B) within one utterance. This pattern demonstrates the deliberate and seamless use of features from different languages to express meaning and navigate communicative environments. The pattern appears only when the languages have similar grammatical structures, allowing for more smooth integration of material from both languages. For example:

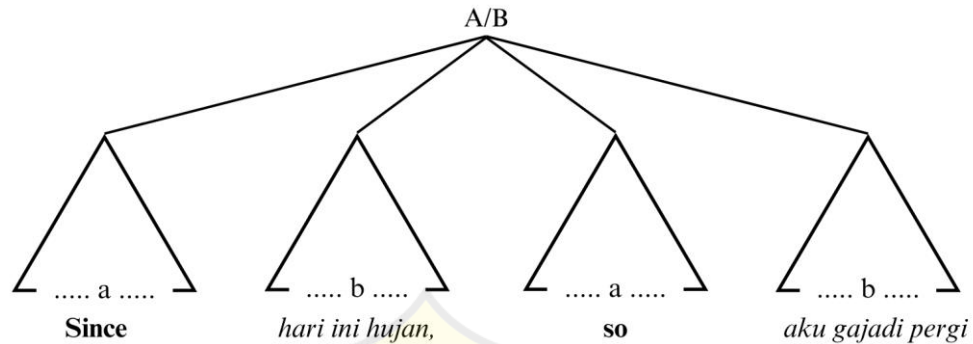
**Table 2.6 Types of Code-Mixing**

Example	Utterance
[6]	<b>Since</b> <i>hari ini hujan</i> , <b>so</b> <i>aku gajadi pergi</i> .

The example above demonstrates how the speaker mixes between English and Indonesian. According to the example above, it can be classified into congruent lexicalization since both languages share grammatical structure

and the words are inserted randomly allowing a seamless integration within one utterance. The diagram below describes the pattern of Insertion:

**Diagram 2.6 Types of Code-Mixing**



In this case, the speaker starts the utterance in second language, changes to first language, then returns to second language, and finishes with first language. Thus (A) refers to English, and (B) refers to Indonesian. The speaker uses the English word "since" as a conjunction, which refers to (a). Next, the speaker changes the language into Indonesian phrase "*hari ini hujan*" or "today is raining" to mention the weather that day, which refers to (b). Then, the speaker returns to English word "so" as a conjunction, which refers to (a). Finally finish in Indonesian phrase "*aku gajadi pergi*" or "I'm not going out" to mention that the plan to go out is canceled, which refers to (b). Therefore, this utterance belongs to congruent lexicalization type.

#### **2.4.2 Reasons Affecting Code-Mixing**

According to Hoffman as cited in Yuliana, et al. (2015, p.49) there are several reasons why bilinguals switch or mix their languages. The elaboration is as follows:

- a. Talking about a particular topic

People occasionally choose to discuss a specific issue in one language rather than another. Sometimes a speaker feels more free and comfortable expressing his or her emotional feelings in a language that is not his or her first language.

- b. Quoting somebody else

A speaker switches code to cite a well-known figure's famous statement, proverb, or saying of some well-known figures. The switch just includes the

words that the speaker claims the cited person stated. The switch looks like a series of quotation marks.

c. Being emphatic about something

When people speaking in a language other than their native language wish to emphasize something, they will either purposefully or unwittingly move from their second language to their original language. This can happen since it is more convenient for them to be emphatic in their first language rather than their second. Furthermore, it can be the other way around.

d. Interjection

Interjections are words or expressions that are interjected into a sentence to indicate surprise, extreme emotion, or to draw attention to themselves. An interjection is a short exclamation such as: Darn!, Hey!, Well!, Look!, and so on. They have no grammatical value, yet they are frequently used by speakers, usually more in speaking than in writing. Language switching and mixing among bilingual or multilingual people might accidentally insert an interjection as a sentence connector.

e. Repetition used for clarification

When bilingual people wish to clarify their speech so that the audience may understand it better, they can utilize both of the languages so that they know how to communicate the same message. Messages in one language are frequently repeated in the other. It not only clarifies what is said but also serves to enhance or accentuate a statement.

f. Intention of clarify the speech content for the interlocutor

There will be a lot of switching and mixing when a bilingual or multilingual person talks to others. This is especially useful when one language's word or expression conveys the intended meaning more effectively than the other. Bilinguals can therefore strategically integrate elements from both languages to improve the clarity and precision of their communication.

g. Expressing group identity

Group identification can also be expressed by code switching and code mixing. Academics' communication styles in their disciplinary groups are different from those of other groups. In other words, the way one community

communicates differs from the way people outside the community communicate.

## **2.7 YouTube**

Risliyanti, et al. (2019 p.41) states that in this digital age, communication takes place not only in real life but also on a variety of platforms, such as social media. Social media allows people to stay in touch even when they are separated by distance. People who use social media find it easier to share their stories. They use social media to express their feelings about what they experience in a more visual and immersive way.

Based on Tarihoran, et al. (2022, p.57), people can use social media to connect, communicate, discuss, and interact. It is the face of the digital age, enabling people to build connections through the sharing of articles, images, and videos. Social media has changed the way we connect, and the use of video as a communication tool has been an integral part of this transformation. It allows people to feel a deeper sense of immediacy and interaction, overcoming some of the limitations of digital communication. Thus, video as a tool in social media not only facilitates connectedness but also provides a new dimension in expressing identity and developing interpersonal relationships virtually.

According to Fadhil & Nurhajati, cited in Afriyanti, et al. (2021, p.503), YouTube is a service that allows users to share videos online. It enables registered users to create, share, and watch a large range of videos. It was introduced in 2005, and Google purchased it in 2006. In the context of YouTube, users seek out a variety of video content that matches their interests and needs, creating a space for personalized knowledge and entertainment. Overall, YouTube as a video platform plays an important role in fulfilling user needs, building community engagement, and shaping opinions.

Wardani, et al. (2022, p.10) states that in 2021, YouTube is a popular social media platform in Indonesia, accounting for 93.8% of the country's total 170 million active social media users. It is one of the top four free apps on the App Store, and it ranks second for photo and video apps. It is becoming increasingly popular as a result of its numerous content creators, one of them is Livy Renata.

## **2.8 Livy Renata**

Livy Renata was born in Jakarta, on March 26, 2001. It is known that Livy has Taiwanese blood and her other name is Yang Lifei. This information was revealed in an interview on the Tema Indonesia YouTube channel. Regarding her multicultural family background, Livy has the ability to speak four different languages. She speaks English, Indonesian, Mandarin, and Japanese. She learned English while studying at an international school and she learned Mandarin from her grandmother. Currently, she joined a Japanese entertainment agency while learning to develop her Japanese skills.

Livy began her career journey by sharing various types of content on her personal TikTok account which has reached 3.2 million followers. One type of content that she often uploads is live streaming while playing games. Such content helped popularize her name among players of Mobile Legend, Valorant, and PlayerUnknown's Battlegrounds. In 2020, Livy got the opportunity to become a brand ambassador for the Indonesian e-sport team Alter Ego. After becoming a BA, Livy was increasingly recognized by the public when she started to get involved in the entertainment world. In 2022, Livy Renata made her acting debut in the film "Love in Game," directed by Fajar Bustomi. In this film produced by Falcon Pictures, Livy is trusted to play the main role, alongside Jefri Nichol and Gabriel Prince. Through her guest appearances in various YouTube shows and television programs, Livy's popularity skyrocketed.

Livy as a content creator, also delved into YouTube. On January 27, 2020, she launched her YouTube channel, and up until this point, she has been consistently adding videos. Livy has uploaded over 200 videos to her YouTube channel and currently has 1.23 million subscribers. Her YouTube content is mainly focused on vlogs around her life as an influencer.

## **2.9 Previous Related Studies**

In supporting this research, several previous studies have similarities and differences with this research. Hereby proves the existence of the research that uses the same theory and approach with different objects of study.

The first research by Sukrisna (2019) a thesis with the title "An Analysis Of Using Code Mixing On Atta Halilintar's Video Youtube Channel". Our research



both focused only on analyzing code-mixing in a YouTube content video with different objects of study, Livy Renata and Atta Halilintar. Furthermore, both use the same research method, namely descriptive qualitative. However, the theory used to analyze is different, they use the theory by Hoffmann (1992) while I use the theory by Muysken (2000). Furthermore, it also analyze the levels of code mixing using the theory by Suwito (1983). In this research, it was concluded that an analysis of 34 data on the types and levels of code-mixing revealed that the most common type was intra-sentential code-mixing, while the least common was code-mixing involving a change of pronunciation. In terms of levels, the predominant level was the word level, and the least predominant were the repetition word and idiom level.

The second research by Yuliana, et al. (2021) with the title “Code-Switching And Code-Mixing Of Indonesian Celebrities: A Comparative Study”. For the difference, their research analyzed both code-switching and code-mixing while I only focused only on code-mixing. Furthermore, they also analyze a comparison of 2 celebrities groups (native and bilingual), so it makes the object of our research different. This research use both qualitative and quantitative method while I only used descriptive qualitative method. For analyzing code-mixing, theory by Poplack (1980) is used, meanwhile for the code-switching we use the same theory by Muysken (2000). In their research, it was concluded that celebrities with native speaker parents or those capable of speaking more than one language fluently used code-mixing and code-switching with different frequencies. Additionally, bilingual and multilingual celebrities were found to be more active in code-mixing and code-switching compared to those whose parents were from English-speaking countries.

The third research by Astri & Fian (2020) with the title “The Sociolinguistics Study On The Use Of Code Mixing In Gita Savitri Devi's YouTube Channel Video”. Our research both focused only on analyzing code-mixing in a YouTube content video with different objects of study, Livy Renata and Gita Savitri. Furthermore, both use the same research method, namely descriptive qualitative. However, the theory used to analyze is different, they use the theory by Hoffmann (1992) while I use the theory by Muysken (2000). In their research, it was concluded the writers had discovered 52 different types of code-mixing. The information revealed that the highest types of code-mixing were intra-sentential. In

Gita's video, specifically 86.46%. Additionally, the author discovered that only 11.54% of code-mixing was intra-lexical. Moreover, no data indicating a change in pronunciation was found by the writers.

