An Analysis of Code-Switching as Used on @aliciaserena's TikTok Account

¹Melania Desmita Atika
Email: desmitaatika1412@gmail.com
Universitas Sanata Dharma, Yogyakarta, Indonesia

²Ouda Teda Ena
Email: ouda@usd.ac.id
Universitas Sanata Dharma, Yogyakarta, Indonesia

Abstract*

Code-switching is a sociolinguistic phenomenon defined as the combination of two or more varieties, or codes used in the same utterance (Wardhaugh, 2006). This research focuses on analyzing the types of code-switching using Wardhaugh's theory (2006) and analyzing the function of code-switching using Gumperz's theory (1982). The research investigates TikTok videos from the account, in which the focus of the content is on education, especially English learning. The method used in this study is the descriptive qualitative method. The researchers employed the observation method using the checklist. The results of the study show that 2 types of code-switching and only 5 of 6 functions of code-switching were found.

1. Introduction

The two primary concepts in the sociolinguistic domain are language and society. In terms of the circumstances, customs, and prevailing culture or beliefs, language usage varies in different societies. Wardhaugh (2006) talked about the socioeconomic (social class and ethnicity), regional and geographic, gender, religious, occupational, familial, recreational, and physical variables that contribute to linguistic variety in society. These have an impact on how language is used differently in different places. Additionally, the impact of globalization also has an impact on the language used in particular contexts or social groups. For example, the usage of multiple foreign language terms can have an impact on communication within a society due to their frequent occurrence, particularly on social media, which serves as a digital intermediary. Seargeant & Tagg (2014) define social media as a digital platform where users engage in social circulation activities that prioritize opportunities for participation and interaction, leading to the

creation of content that is "more diverse, less regulated, and more fluid." This conversation has led to the conclusion that social media is a platform for virtual world activities that can help with the need for more extensive, quick, easy, remote communication and interaction. Social media comes in several forms and attributes. Nasrullah (in Setiadi, 2016) states that social media can be divided into six categories. Social networking, blogs, microblogging, media sharing, social bookmarking, and shared content media are the six categories of social media. The media-sharing category is the subject of this study's focal data analysis. A medium known as "media sharing" allows users to upload and share media with specific people or the general public. The media includes images, movies, files, and other types of content (Nasrullah in Setiadi, 2016). TikTok and YouTube are two examples of popular media-sharing platforms.

TikTok is a popular social media platform for media sharing with a large user base worldwide. TikTok, according to its official website, is a short-form mobile video app. It first appeared in September 2016 on the Douyin application, a Chinese social media platform. Its various interesting features encourage many of its users to be creative when creating video content. As a result, TikTok has become one of the most popular apps, with a large global user base.

Communication on TikTok frequently uses current trending terms or vocabularies, and it is not uncommon to use foreign language terms such as English, which is considered the global lingua franca. This case is part of a larger sociolinguistic issue in which people frequently use terms from other languages and combine them with their primary language, which becomes a habit in conveying context. This is known as code-switching, which involves using two or more languages in a single expression or utterance. Gumperz (1882) defines code-switching in conversation as juxtaposition within the same utterance with intercourse in the speech section belonging to two different grammatical systems or subsystems. People may change their codes in a social situation. When there is a clear change, such as a new employee, switching is simple to explain (Holmes, 2013). According to Waris (in Ajiza, 2022), code-switching plays an important role in foreign language learning because it helps students understand. This is also referred to as bilingualism, in which a person can understand and produce two languages (Crystal, 2003; O'Grady, 2010; Parker & Riley, 2010; SavilleTroike, 2012; Steinberg, Nagata, & Aline, 2001 in Apriana & Sutrisno, 2022).

This study aims to explore the use of code-switching in TikTok as a medium for learning English. The focus is on content creators who are involved in the field of language education. One of these creators is Alicia Serena, who shares video content related to English education. She provides up-to-date information on various aspects of the language, including terms, vocabulary, and other materials, based on the requests of her audience in @aliciaserena's account, she has created playlists based on the topics she discusses in her videos. In the videos, of course, the use of code-switching is a common thing because the need and purpose of the videos being made is for an audience that incidentally comes from Indonesia. When providing examples of using a term or word, she often employs code-switching. This involves creating a conversation or sentence that incorporates the term or word in question. By doing so, she helps her audience to comprehend the topic at hand better. The objective of this research is to analyze how Alicia Serena delivers information related to English language learning in her TikTok videos. The main focus is to analyze the type and function of the speech used by Alicia Serena. To achieve this, researchers will use Wardhaugh's (2006) theory to determine the type of code-switching and Gumperz's (1982) theory to determine the code-switching functions from the data collected.

As stated by Wardhaugh (2006), there are classified types of code-switching, situational switching and metaphorical switching. Situational code-switching occurs when the language used

changes according to the situation faced by the speakers: they speak one language in one situation and another language in a different situation. There is no change of topic involved. When a change of topic requires a change in the language used we have metaphorical code-switching. Metaphorical switching, as the term itself suggests, has an affective dimension to it: you change the code as you redefine the situation – formal to informal, official to personal, serious to humorous, and politeness to solidarity.
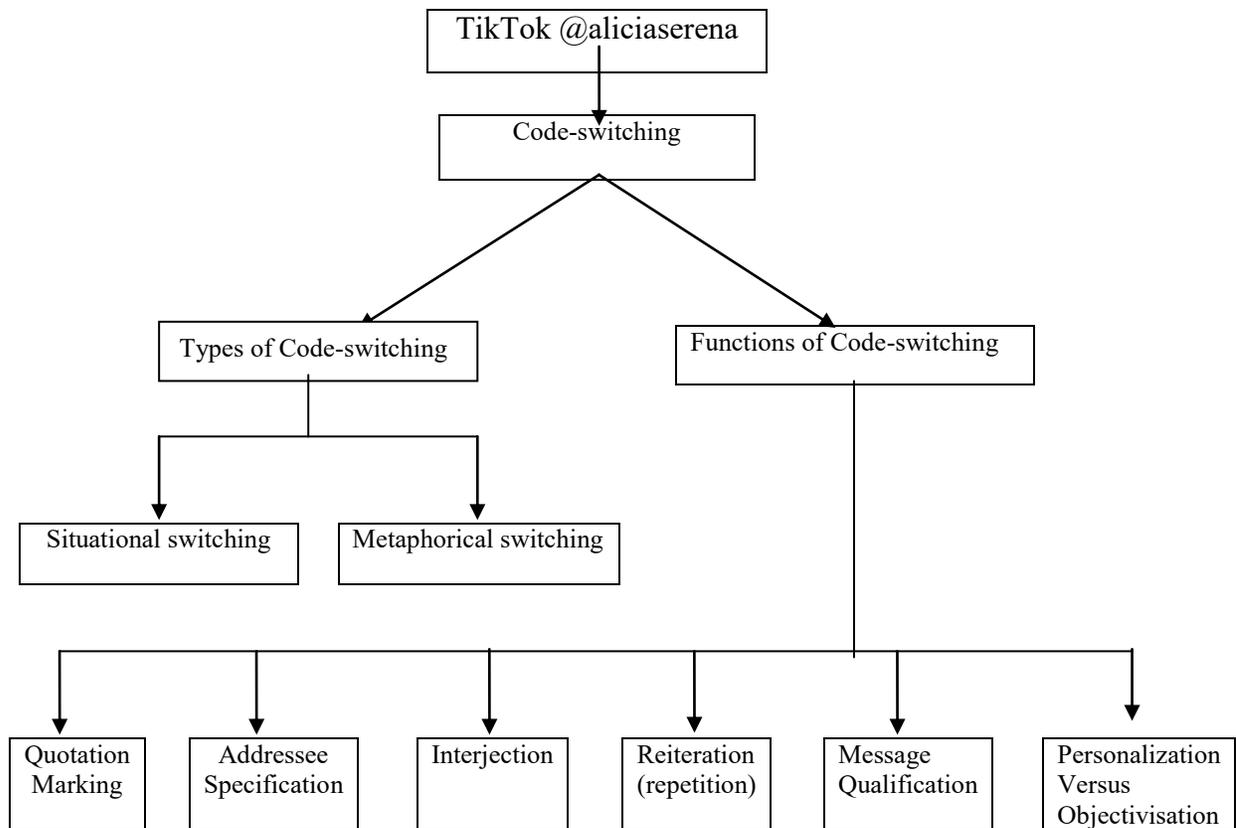
The function of code-switching by Gumperz has 6 sections – quotations, addressee specification, interjections, reiteration, message qualification, personalization versus objectivization. Quotations is to quote someone else's speech and the speaker prefers to use the same code or the same language, therefore the message will be delivered well. Addressee specification is used to draw attention to the fact that the addressee is being invited to participate in the conversation. Interjections i**s** to gain some attention from the addressee and to show strong emotion or to express surprise. Reiteration or repetition, to clarify what is said, with emphasis on a message. Message qualification is to explain more detail from the main message conveyed in another code. Personalization versus objectivization is to express an opinion from the speaker.

2. Research Methods

The study in this research is going to discuss the types of code-switching by Wardhaugh's theory and the functions of code-switching by Gumperz's theory which used TikTok videos from @aliciaserena account as the data for the study. The researcher took the data from @aliciaserena videos in the period uploaded from January - July 2023, in which the videos were taken only focused on discussing English use. From that period, 21 videos were suitable for the data discussion.

This study uses the qualitative approach, specifically the descriptive qualitative method to analyze the data. The procedure for analyzing the types and functions of all the data begins by classifying the types first and then continues with classifying the functions regarding the chosen theories. Afterward in classifying all the data, the researcher is required to state the rationale for the data according to the theories that have been classified previously.

The data is presented with a selected transcript of each video taken, then the researcher provides information and explanations of the type and function of code-switching classification results afterward. In this instance, the researcher will explain the context and purpose of each video, with a particular focus on the use of code-switching. This will ensure that data analysis can be explained in detail and any potential misunderstandings can be avoided.

```
                        ┌──────────────────────┐
                        │  TikTok @aliciaserena │
                        └──────────┬───────────┘
                                   ▼
                        ┌──────────────────────┐
                        │   Code-switching      │
                        └──────────┬───────────┘
                      ┌────────────┴────────────┐
                      ▼                          ▼
         ┌─────────────────────┐     ┌──────────────────────────┐
         │ Types of Code-switching │  │ Functions of Code-switching │
         └──────────┬──────────┘     └────────────┬─────────────┘
           ┌────────┴────────┐
           ▼                 ▼
┌────────────────────┐ ┌──────────────────────┐
│ Situational switching │ │ Metaphorical switching │
└────────────────────┘ └──────────────────────┘
```

Quotation Marking	Addressee Specification	Interjection	Reiteration (repetition)	Message Qualification	Personalization Versus Objectivisation

3. Discussions

The data result of this study found in 21 TikTok videos by @aliciaserena have categorized into two types of code-switching; situational switching and metaphorical switching, and five functions of code-switching; addressee specification, interjections, reiteration, message qualification, and personal versus objectivization.

TYPES OF CODE-SWITCHING

a. Situational Switching

Situational code-switching involves shifting languages or codes to adapt to the speech situation and facilitate mutual understanding. The situational code-switching data includes the following information:

1) Data: VT3/Jan/00.01-00.20

"If you were on the page, you'd be the fine print."
"Fine print? *Apaan artinya?"*
"Biasanya di bawah sebuah halaman itu ada tulisan-tulisan kecil kayak s dan k nya gitu. Itu adalah fine print. *Terus arti* fine *itu lo cewek* high quality *gitu deh*."

The data above shows that there is a change in the situation of language use where initially the first character or speaker utters an expression in full English regarding "fine print". Then, the second speaker or character responds to this with confusion and then asks the first speaker what the meaning of "fine print" is. In the next utterance, the first speaker switches the dominant language, namely Indonesian, intending to explain the meaning of "fine print" which was asked previously.

2) Data: VT5/Jan/00.05-00.12

"*Arti* mixed everything up. *Sebenarnya simpel, pikir aja kecampur-aduk.* What is that mean? *Artinya ada sesuatu yang tertukar.*"

The data above shows the creator explaining the definition of "mixed everything up" to her viewers on TikTok. She defined "the mixed everything up" as "kecampur-aduk". She did Indonesian-English switching to define the expression of "the mixed up" to make the viewers, who are dominantly from Indonesia, be able to understand her explanation in this situation.

b. Metaphorical Switching

Metaphorical code-switching is a type of code-switching that switches language or code by changing the subject but still with the same discussion. This type of code-switching transfers one language to another by changing the actual meaning. For instance in data below:

1) Data: VT17/Mar/00.00-00.19

Cara lain untuk bilang "hah"?!

"Hi Lis, can you help me with something?" "I beg your pardon?"

"Your crush is right there. Don't make a sound!" "Oh, oh sorry excuse me, I can't hear you."

"Good morning!" "Oh, oh my gosh, apologies. Can you repeat that?"

At the beginning, the creator introduces the topic of the video that should be discussed. The word "hah" is emphasized by the creator to highlight the content that will be discussed in the video which discusses how to say "hah" in English. The emotional dimension here is from formal to informal.

2) Data: VT20/Apr/00.00-00.03

"*Apa bedanya* accept, except, *dan* expect. *Oh itu tu kayak gini!*"

The metaphorical switching that occurs is at the opening of the video, namely where the speaker initially uses a combination of Indonesian and English "Apa bedanya accept, except, dan expect.", with serious intonation and purpose, then suddenly utters the full Indonesian sentence "Oh itu tu kayak gini! (Oh that it's like this!)". The emotional dimension here is from serious to humorous.

Functions of Code-Switching

a. Addressee specification

This speech function is code-switching which occurs when the speaker draws attention to the addressee's invitation to participate in the conversation. An example of the utterance is shown in the data below:

Data: VT18/Mar/00.27-00.32

"*Kalau buat lo apa? Tulisin hal-hal yang kasih lo* the ick *di komentar.* Bye!"

The example above shows how Alicia Serena asked her viewers to give comments in sharing their ideas or experiences about "the ick".

b. Interjections

The main purpose of using this switch is to draw attention and express strong emotions or surprise.

An example of the utterance is shown in the data below:

Data: VT4/Jan/00.05-00.06

Ya kan! It's giving!"

From the data above, Alicia uses code-switching to show strong emotions in the expression "Ya kan!" which aims to show how excited she is about the discussion topic.

c. Reiteration

Reiteration or repetition, is the function of code-switching when the speaker uses the switching of code repeatedly from one code to another code.

Data: VT20/Apr/00.00-00.33

"I like all vegetables." "*Emang iya? Nggak mungkin sih. Pasti lu nggak suka pete atau jengkol kan? Ya kayak setidaknya salah satu sih pesanan itu.*" *Oke* yeah except except *pete,* yeah." **Except***, terkecuali atau kecuali.*

"I cannot accept this gift." **Accept***, menerima.*

"My student just gave me a cake for my birthday. Do you think they'll expect a higher score from me?" ***Expect***, mengharapkan.*

The data above shows that there is repetition of words from English to Indonesian. Alicia explained three words from English to Indonesian; except (*kecuali*), accept (*menerima*), and expect (*mengharapkan*). She said it in English first, then explained it again in Indonesian with the same meaning.

d. Message qualification

This function explains in detail a topic introduced in one language and switches to another code in the commented part. Most of the time, the speaker uses one language to introduce the topic and then switches to another language in the commentary. For instance in data below:

Data: VT2/Jan/00.18-00.27

"Enggak, gucci *itu selain buat* "good". *Jadi tadi pas lo bilang lo mau nabung dan gue bilang* that's gucci *karena maksudnya ya* that's good *gitu lu mau nabung."*

The utterance above shows that Alicia used code-switching to be able to explain in more detail what is being discussed to her audience. This is to make targeted participants better understand the use of the vocabulary or term "gucci" in these utterances.

e. Personalization versus objectivization

This speech function is used to express an opinion, whether it reflects the speaker's personal view or has the authority of a generally known fact.

Data: VT9/Feb/00.22-00.32

"Hear me out, *semua orang yang ngikutin* trend *ini* my heart goes a three. *Di dunia ini masih banyak produk yang lo belum cobain*, so there's always the reason to stay, *dan orang-orang di sekeliling lo sayang sama lo*."

The data above shows that the code-switching used by Alicia has the aim of conveying a thought from herself whereas Alicia uses code-switching to convey her feelings and thoughts regarding the topic being discussed.

4. Novelties
This research focuses on the analysis of code-switching present in English educational videos shared online. The study builds upon previous research on code-switching analysis in English educational videos and combines several similar studies. The researchers specifically used content created by TikTok user @aliciaserena to investigate the use of code-switching in the process of learning English through short videos. The TikTok account @aliciaserena was chosen as the main subject of the research due to her speaking style when conveying information to her audience.

5. Conclusion

This study identified two types of code-switching using Wardhaugh's theory, as well as five code-switching functions using Gumperz's theory. The collected data was categorized using 21 selected videos from the TikTok account @aliciaserena. These videos, which were uploaded from January until July 2023, discuss English learning. What was found in this research was that both types of code-switching based on Wardhaugh's theory appeared in the data found, such as the situational switching type where the participant often changes code or language intending to be able to explain English vocabulary, expressions, or terms into Indonesian. Then the metaphorical switching type is used when the participant changes one expression to another with a different atmosphere or emotion, such as from serious to humorous or vice versa.

In this study, the functions of code-switching based on Gumperz's theory were identified as being used by the participants to provide detailed explanations, invite the audience to participate in the content, express opinions and ideas, and convey emotions with different characteristics through all the instances of code-switching performed by Alicia Serena. This can enhance her audience's understanding and enjoyment of the messages and information conveyed in the English educational videos on her TikTok account.

6. Acknowledgements

References

Ajizah, M. (2022). Penggunaan "Code-Switching" dalam Pembelajaran Bahasa Inggris untuk Mahasiswa Teknik. *Prosiding Semsina 2022, 3 (2), 219-221.* https://doi.org/10.36040/semsina.v3i2.5122

Andriani, E., & Ena, O.T. (2022). Teachers' Use of Code-switching Types and Functions in Teaching TOEFL and IELTS Preparation Class. *Pedagogy: Journal of English Language Teaching, 10(2). 153-168*. https://doi.org/10.32332/joelt.v10i2.4379

Anumanthan, S., & Hashim, H. (2022). Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils. *Creative Education*, *13 (3), 896-912*. https://doi.org/10.4236/ce.2022.133059

Apriana, A. (2022). Bilingualism in Indonesian children's language acquisition. *Journal of Language and Literature, 22 (2), 458-465*. https://doi.org/10.24071/joll.v22i2.4195

Aurer, P. (1998). Code-switching in Conversation. Routledge.

Balqis, Q., & Basuki, A. (2022). Code-Switching in Londokampung Youtube Videos. *Lexicon, 9 (1), 53-62*. https://doi.org/10.22146/lexicon.v9i1.66192

Bernard, A. (2021). Expanding ESL Students' Vocabulary Through TikTok Videos. *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya, 11 (2), 171-184.* https://doi.org/10.26714/lensa.11.2.2021.171-184

Clara, C., & Inggitajna, A. (2021). CODE-SWITCHING IN SUNNYDAHYE'S INSTAGRAM CAPTIONS. *UC Journal: ELT, Linguistics and Literature Journal, 2 (1), 14-21.* https://doi.org/10.24071/UC.V2I1.3244

Fiallos, A., Fiallos, C., & Figueroa, S. (2021). Tiktok and Education: Discovering Knowledge through Learning Videos. *2021 Eighth International Conference on eDemocracy & eGovernment (ICEDEG)*, 172-176. https://doi.org/10.1109/ICEDEG52154.2021.9530988

Fitroh, S. N. (2023). Code Switching Analysis in Naila Farhana YouTube. *Thesis for Sarjana, Raden Mas Said State Islamic University Surakarta*. http://eprints.iain-surakarta.ac.id/id/eprint/6758

Gumperz, J, J. (1982). *Discourse Strategies: Studies in Interactional Sociolinguistics 1.* Cambridge University Press.

Holmes, J. (2013). *An Introduction to Sociolinguistics (4th edition)*. Routledge.

Iriany, I. C., & Islam, A. F. (2022). Code Switching Used by "Belajar Bahasa Inggris" in Education Content TikTok. *Student Repository STKIP PGRI Jombang*, https://repository.stkipjb.ac.id/index.php/student/article/view/1680

Kasim, U., Yusuf, Y., & Ningsih, S. (2019). The types and functions of code switching in a thesis defense examination. *EduLite: Journal of English Education, Literature and Culture, 4 (2), 101-118.* https://doi.org/10.30659/e.4.2.101-118

Kristanto, J., & Meilasari, P. (2019). Reasons for Social Media Users' Code Switch Indonesian Teenagers Perspective. *Proceedings of the UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018)*. https://doi.org/10.2991/ELTLT-18.2019.71

Mandang, M. (2019). Penggunaan Alih Kode Instruktur dalam Proses Belajar Mengajar Bahasa Inggris di ELC Education Manado. *Kajian Linguistik, 6 (2), 31-53.* https://doi.org/10.35796/kaling.6.2.2018.24769

Mukti, T.W.P., & Ena. O.T. (2018). The Use of Code Switching in General English Classes for Non-English Department Students in Indonesia. *Indonesian Journal of EFL and Linguistics, 3 (2), 185-199*. https://doi.org/10.21462/ijefl.v3i2.80

Myers-Scotton, C. (2006). *Multiple Voices: An Introduction to Bilingualism*. Blackwell

Seargeant, P. & Tagg. C. (2014). *The language of social media: Identity and Community on Internet.* Palgrave Macmillan.

Setiadi, A. (2016). Pemanfaatan Media Sosial untuk Efektifitas Komunikasi. *Cakrawala: Jurnal Humaniora Universitas Bina Sarana Informatika, 16 (2).* https://ejournal.bsi.ac.id/ejurnal/index.php/cakrawala/article/view/1283

Sinaga, C.R., & Hutahaean, D.T. (2020). An Analysis of Code Switching Used by Reza Arap on Deddy Corbuzier's YouTube Channel. *JETAFL (Journal of English Teaching as a Foreign Language), 6 (3), 31-47.*

Suhardianto, S., & Afriana, A. (2022). The Types and Factors of Code Switching in "English Time" Course. *IdeBahasa, 4(1), 53-62.* https://doi.org/10.37296/idebahasa.v4i1.85

Trisnayanti, C., & Affini, L. (2021). Code-switching: Types and Functions in Fathia Izzati's Vlog. *E-Structural, 4 (1), 28-42.* https://doi.org/10.33633/es.v4i01.4395

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics (5th edition).* Blackwell.

Yosi, N., & Sadia, I. (2019). Analysis of Code Switching in Dialogue of Indonesian Novel Permainan Maut by Lexie Xu. *Humanis, 23 (3), 176-184.* https://doi.org/10.24843/jh.2019.v23.i03.p02

Biography of Authors

Melania Desmita Atika is an undergraduate student at Sanata Dharma University batch 2020. She is studying the English Language Education Study Program (ELESP) and is fascinated by the linguistic and education sectors.
Email: desmitaatika1412@gmail.com

Ouda Teda Ena earns his Doctor of Education from Loyola University Chicago. He is currently teaching at the English Education Department of Sanata Dharma University Indonesia. His research interests are critical pedagogy and sociolinguistics.
Email: ouda@usd.ac.id