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CODE-SWITCHING IN ZHAFIRA AQYLA YOUTUBE VIDEO: A SOCIOLINGUISTIC STUDY

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Abstract
This study investigates the phenomenon of code-switching in the YouTube video titled *"Alasan Aku Milih S2 di Harvard Walau Tanpa Beasiswa"* by Zhafira Aqyla, an Indonesian YouTuber and Harvard graduate. The research focuses on identifying the types and functions of code-switching in her video using a sociolinguistic framework. Poplack's typology of code-switching—comprising inter-sentential, intra-sentential, and tag-switching guides the analysis. The results show that intra-sentential switching is the dominant type, making up 89.48% of the occurrences. This frequent integration of Indonesian and English within sentences suggests the speaker's ease in navigating both languages to convey ideas more precisely and efficiently. The study also highlights the influence of Zhafira's international educational background and professional environment on her code-switching behaviour, emphasizing her bilingual identity. These findings contribute to the broader understanding of bilingualism in social media contexts, particularly among educated individuals in global settings.
Keywords: Bilingual; Code-Switching;Intra-sentetial; Sociolinguistics; YouTube

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INTRODUCTION

Language is a structured medium for expressing thoughts or emotions through recognized symbols, sounds, movements, or signals that hold clear interpretations (Zadeh, 1975; Tseng, 2018). Language plays a crucial role in facilitating communication and social interactions within a community. When communicating, the speaker's language choices will differ from those of other speakers. This is a result of the variety of languages leading to the presence of a bilingual or multilingual community. Herdiawan (2017) states that being bilingual is a useful tool to enhance both cognitive abilities and language skills. According to, Mailani et al, (2022) language is the most reliable and powerful

communication tool for living together in a society. Humans use language in their daily lives. Language has become so crucial in all human life. Suppose the use of language can be minimally understood according to the intent and purpose of the speaker. In that case, the language has achieved its goal of communicating a message. In formal conditions, all conversations must follow specific patterns. In studying the intent and purpose of communicating either verbally or in writing, the main context that needs to be considered by the speaker is the purpose of language can be achieved or achieve the goal

Etymologically, sociolinguistics comes from the words "Socio" and "Linguistic". Socio is the same as the word social, which is related to society while linguistics is related to language (Arni, 2014). Sociolinguistics is a branch of linguistics that focuses on language usage within a social context. At first, sociolinguistics was known as the sociology of language or language in society. Verhoeven (2017) additionally mentioned that social language skills enable individuals to handle everyday language situations. Learning a language without consulting its speakers means missing out on the opportunity to understand the social reasons behind its structure. According to Dahniar & Sulistyawati, (2023) language plays an essential role in communication and must be understood by both parties. Sociolinguistics is a field of study that studies the relationship between language and the social context and its users in society. Language is seen as part of a more significant social phenomenon, so understanding language must consider the social context that influences it.

Code-switching is a sociolinguistic term that involves switching between two languages during conversation. At times, bilingual individuals may struggle when trying to communicate with another bilingual, alternating between languages in order to ensure comprehension. According to Myres-Scotton (1993), code-switching is the use of two language varieties within one conversation, whereas Hymes (1974) defines code-switching as a general term for the use of two or more languages, speech styles, or language varieties. Poplack (1980), backed by Appel and Muysken (1987), categorizes code-

switching into three types based on which part of a speech act is switched to a different language. He went on to classify the different types of code-switching into three categories: (1) tag switching, (2) intra-sentential switching, and (3) inter-sentential switching. Tag switching is the term used to describe adding a short phrase from a different language at the beginning or end of a sentence by a speaker. Intra-sentential switching happens when a speaker incorporates multiple languages within a sentence, often seen in the form of words or phrases. Inter- sentential code-switching happens when a speaker alternates between multiple languages within a sentence. Code-switching is frequently observed in individuals' daily experiences. It can also be seen on social networking sites. YouTube is a commonly encountered social media platform where code-switching events are frequently observed. YouTube is a platform where users can upload, view, and easily share videos. Numerous individuals have swarmed to attract audiences through the creation of videos.

Fadilah, et al (2020) analyzed the code-switching and factor motivation in Nessie Judge's vlog. The results showed that the type of code-switching most often used by Nessie is inter-sentential switching. The main factors that motivate Nessie to use code-switching are social aspects and her linguistic abilities. Dewi (2021) conducted research of code-switching used by Indonesian celebrities on social media. Of the 20 data analyzed, intra-sentential was the most dominant type (65%), while tag switching was not found at all. This finding shows that celebrities more often used code-switching within a sentence or phrase. In a different study, Reformadita, et al (2021) focused on the code- switching on Pixar's "Coco" movie. They discovered that tag switching was the most frequently used, occurring 64 times out of a total of 104 code-switches. The findings reveal that code-switching in movies is used to portray cultural and social aspects of the characters. The researchers, Andani, et al (2022) examined the types and function of code-switching found in the conversation of Daniel Mananta and Raline Shah on "Daniel Tetangga Kamu" video YouTube channel. They found that intra-sentential switching as the most dominant type. The findings show that code-switching plays a role in clarifying messages, expressing

emotions, and creating more dynamic interactions. Research conducted by Nurvadhilah, et al (2022) analyzed code-switching in “Di Balik Pintu Vlog” by Boy William. Three types of code-switching were found, with intra- sentential switching as the most commonly used type (74 data). The main factors causing code- switching are the speaker and the speech partner, while the main function of code-switching is personalization or objectification. The findings indicate that code-switching is often used to express personal opinions or feelings.

The purpose of this research is to fill the gap by identify the types of code-switching contained in Zhafira Aqyla's YouTube video entitled "Alasan aku milih S2 di Harvard walau tanpa beasiswa" uploaded in July 2024, to examine the factors that cause the code-switching in the video. This research focuses on the phenomenon of code-switching in Zhafira Aqyla's video discussing “why she chose to study at Harvard without a scholarship,” which until now has never been the subject of in-depth linguistic studies. By examining language use in the context of personal narratives on social media platforms, especially from public figures such as Zhafira Aqyla, this study presents a new perspective on the type of code-switching that is predominantly used by bilingual people living abroad who are influenced by their surroundings, educational background, and social identity. It is different from previous studies that may focus more on the context of code-switching used by bilingual people living in Indonesia.

METHOD

This study applied a qualitative approach to investigate the phenomenon of code-switching in videos uploaded by video bloggers on the YouTube platform. A qualitative approach was chosen because it allowed the researchers to gain a deeper understanding of the social and linguistic phenomenon in the context of informal communication that frequently occurred on social media platforms. The study focused on how video bloggers used code-switching to interact with their audience and tell stories. The study objects were videos of video bloggers who used code-switching in their content. Criteria for topic selection included the number of followers and the popularity of videos that used language combinations. Data were collected using the non-participant

observation method, where the researchers observed without being directly involved in the communication process. The videos studied were from content posted on YouTube by video bloggers in the last month. The researchers downloaded and transcribed the videos. Video transcription was performed manually to capture any form of code-switching that occurred both inter-sententially (inter-sentential) and intra- sententially (intra-sentential). The data were analyzed using content analysis techniques aimed at identifying patterns of code-switching usage. The analysis process began with manual coding of the video transcripts to label each type of code-switching according to its relevant linguistic categories, such as tag-switching, inter-sentential switching, and intra-sentential switching. After coding, the researchers explored the context in which the code-switching was used, such as the topic of conversation and the communicative situation in which it occurred.

RESULT AND DISCUSSION

The analysis focuses on a video of Zhafira Aqyla, an account on social media namely YouTube. Zhafira Aqyla is an Indonesian student with an outstanding academic history. Harvard University, one of the most famous universities in the world, is where she completed her master's degree. Zhafira has also completed her education and is currently joining management trainee in Hong Kong. The video analysis explains her experience enrolling in a management trainee program in Hong Kong. This video study is significant because it illustrates the code-switching phenomenon experienced by individuals who received their education elsewhere and are currently employed in a global setting. Zhafira Aqyla regularly flips between Indonesian and English in the video.

Based on Poplack's, code-switching is divided into three types: inter-sentential switching, intra- sentential switching, and tag switching. The researchers separate those three types of code-switching to make it easier to research.

1. **Inter-sentential Switching**

- 4:09-4:12: “The question is, is it worth it I would like to think yes karena dengan aku..”

This sentence demonstrates inter-sentential code-switching by using English to pose a thoughtful query ("Is it worth it?"), followed by a succinct English response ("I would like to think yes"), and then transitioning to Indonesian to provide more context. This code-switching demonstrates the speakers' adaptability in utilizing both languages in a variety of settings and formality levels.

2. **Intra-sentential Switching**

- 0:39 – 0:43: “Pertama kali tahun 2021 aku enggak jadi berangkat karena waktu itu enggak dapat funding lpdp juga enggak lolos berkas.”

The English word "funding" is equivalent to the Indonesian word "pendanaan." The term's frequent usage about grant applications and scholarships in academic and professional contexts may have led to this substitution. When this word is used instead of the Indonesian counterpart, it conveys a more formal and technical air.

- 0:54-0:57: “…dengan harapan bisa dapat funding yang kedua kalinya terus akhirnya Tahun 2022 aku mencoba lagi.”

The use of Indonesian is seen in the phrases “dengan harapan bisa dapat” and “yang kedua kalinya” which then switches to English for the word “funding”. After that, the speaker again uses Indonesian in the next part of the sentence, “terus akhirnya Tahun 2022 aku mencoba lagi.”

- 1:20-1:24: “Memang karena aku gak ada fundingnya yang kedua kalinya ternyata aku dapat funding tapi aku..”

The sentence “Memang karena aku gak ada fundingnya yang kedua kalinya ternyata aku dapat funding tapi aku..” shows intra-sentential code-

switching, where the speaker uses Indonesian but inserts the word “funding” from English.

- 1:36-1:40: “Karena samasama 1 tahun kuliahnya terus Harvard vs Cambridge di faculty of Education dua-duanya.”

English spoken is preferred over translating to Indonesian ("Faculty of Education"). This is most likely a result of the term's more formal pronunciation and increased usage in settings related to international higher education.

- 1:44-1:48: “….Membedakan adalah yang satu aku bakal dapat full right scholarship jadi tuition dan living cost dan yang satu..”

The sentence “….Membedakan adalah yang satu aku bakal dapat full right scholarship jadi tuition dan living cost dan yang satu..” shows **intra-sentential code-switching**, where the speaker switches from Indonesian to English in one sentence. The phrases “full right scholarship” and “tuition and living cost” are English terms inserted between Indonesian sentence structures.

- 1:51-1:52: “….Lagi itu aku benar-benar enggak dapat funding sama sekali karena lpdp.”

The sentence “….Lagi itu aku benar-benar enggak dapat funding sama sekali karena lpdp.”is an example of intra-sentential code-switching, where the speaker uses Indonesian throughout, but inserts the word “funding” from English in it.

- 1:54-1:59: “Enggak lolos the logical choice that I could have made at that time adalah yaudah ke Cambridge aja dengan…”

When discussing more intricate and formal ideas, this line exhibits intra-sentential code-switching by transitioning from Indonesian to English. The speaker's employment of two languages to effectively transmit information in different circumstances is demonstrated by the use of English to articulate logical thoughts and Indonesian for the conversation's more informal exchanges.

- 2:01-2:04: “…..beasiswa tapi that's not the decision that I made dan ini

adalah beberapa…"

In order to convey a more formal, introspective thought, the speaker in this statement alternates between Indonesian and English via an intra-sentential coding swap. While Indonesian is utilized to depict a more informal and everyday portion of the conversation, English stresses the formality and intricacy of the decision contemplation. This kind of code-switching demonstrates how to strike a compromise between the need for more formal or explicit expression and informality.

- 2:09-2:22: "UK itu tuh kebanyakan universitasnya research based sementara kalau misalnya di program aku yang di Harvard yaitu learning design innovation and technology itu lebih ke project based jadi action-based learning dan buat aku yang S1-nya udah fokus di research based"

These phrases have their roots in academic and higher education contexts, where they are frequently used in English when discussing research methodologies or learning models. Because these terminologies are more accurate and general, they have been kept in use in English when referring to learning methodologies. The presenters' usage of vocabulary commonly seen in international academic settings lends the conversation a technical and polished quality.

The formal name of the Harvard program is "Learning Design Innovation and Technology." Since it is a proper word, it is not translated. It frequently happens that the study program's name is not translated to accurately represent the original name of the educational establishment.

The phrase "for example in my program," "the UK is mostly a university," and "for me whose undergraduate degree is already focused on research based."

The informal Indonesian language is used in this sentence. The speaker combines English and Indonesian in a flexible way, using English for technical or precise phrases to ensure accuracy and Indonesian for the remainder of the

sentence, which seems more comfortable and natural for the speaker.

- 2:42-2:46: “Tentang education and politics something related to that aku udah lupa…” The speaker used the phrases “education and politics” and “something related to that” in English,

while the rest were in Indonesian.

- 2:49-2:51: “Misalnya di Harvard itu learning design innovation and technology dan waktu itu.”

In this sentence, the speaker inserts the English term “learning design innovation and technology” when talking about the program at Harvard, which is then followed by Indonesian.

- 3:02-3:04: “Pendidikan yang bisa lebih mempermudah guru, student untuk belajar untuk ngajar.”

The language shift occurs in the word “student” in the middle of the sentence that uses Indonesian. This word actually has an equivalent in Indonesian, which is “siswa” or “murid”. However, the speaker chose to use English.

- 3:07-3:13: “Jadi not necessarily to be a policy thinker policy writer di bidang pendidikan dan kalau misalnya aku…”

This usage of English is an illustration of intra-sentential code-switching, in which speakers employ formal English expressions to convey informal concepts. Policy-related professions are referred to by the words "policy thinker" and "policy writer," which are more frequently used in English and may be challenging to translate directly into Indonesian without losing specific meaning.

Indonesian part "di bidang pendidikan dan kalau misalnya aku". To express the portion of the statement that is less official and more casual, the speaker once more employs Indonesian. This demonstrates how code flipping is used to differentiate between the more formal (professional terminology) and informal (everyday) parts of a sentence.

- 4:49-4:51: “Tapi juga di marketingnya di bagian sales-nya it's really holistic dan…”

To convey a crucial idea—"it's really holistic"—the speaker in this statement alternates between Indonesian and English using intra-sentential code-switching. By using code-switching, speakers can use more casual and conversational language while communicating in a professional setting.

- 5:00-5:05: “Cita-cita Aku adalah bangun islamic school di Jepang yang kedua, aku saat ini bisa explore pengalaman seluas mungkin.”

The speaker began in Indonesian, but inserted the English phrases “Islamic school” and “explore pengalaman.”

- 5:14-5:18: “juga masih bisa everything just seems to be lining up with what I want and I'm very very grateful for it.”

This sentence starts with the Indonesian “juga masih bisa,” but then the whole next part is expressed in English.

- 6:02-6:12: “Yang aku pelajari so far dalam mengambil keputusan dalam hidup adalah you have to make the decision Where you can live with the risk or the consequences…’’

The speaker employs this utterance to explain difficult concepts of making decisions in life. This line expresses a personal attitude on handling the risks and repercussions of the decisions chosen. English is often used to communicate more serious or introspective concepts.

3. Tag Switching

- 2:27-2:32: “Berbeda di mana finals-nya itu Bukan nulis paper tapi lebih ke capstone project dengan bikin kurikulum bikin…”

Tag switching is used in this statement. The phrase "finals" is an English word that is more frequently used in international education institutions, particularly in English-speaking nations, to refer to the final exams in the educational system. The speaker employs this word and the “-nya” Indonesian

possession marker suffix. This demonstrates how English and Indonesian can coexist in a single term.

Total Code-switching Usage

In this section, the researchers discuss the types of code-switching in Zhafira Aqyla's YouTube video with the title "Alasan Aku Milih S2 di Harvard Walau Tanpa Beasiswa". There are 19 code-switching found by the researchers. The researchers divided the results into a table consisting of totals and percentages.

Table 1. 1

No	Types of Code-switching	Total	Percentages
1.	Inter-setential Switching	1	5,26%
2.	Intra-Setential Switching	17	89,48%
3.	Tag Switching	1	5,26%

Based on the previous analysis, it is evident that intra-sentential switching is the most frequently occurring type of code-switching in the data, with a total of 17 instances, representing 89,48% of the overall code-switching occurrences. This frequency suggests that the speaker often switches languages within a single sentence, seamlessly integrating English and Indonesian to convey ideas more efficiently and with greater precision. In contrast, inter-sentential switching is significantly less common, with only 1 instance, accounting for 5,26% of the total data. This type of switching, which involves changing languages between sentences, is used sparingly, indicating that the speaker prefers to blend languages within a sentence rather than separating them into distinct sentences. Similarly, tag switching also appears to be rare, with just 1 instance, making up 5,26% of the total occurrences. This type involves inserting a single word or short phrase from one language into a sentence primarily spoken in another language, and its infrequent use suggests that the speaker relies more on intra-sentential mixing to convey bilingual fluency.

Factors that Influence Code-Switching

The highly international environment and background of a Harvard University graduate YouTuber currently working in Hong Kong is one of the key reasons she uses code-switching in her videos. Given that she graduated from a well-known university like Harvard, she is probably used to using English in social, professional, and academic settings. Her everyday interactions with academic classmates and her employment in Hong Kong, a major international business center with widespread English usage, will probably take place primarily in English.

Additionally, code-switching is a natural way to communicate complicated ideas when working in an international setting like Hong Kong, where English is frequently employed as the lingua franca, especially in professional or business contexts. This makes it possible for these YouTubers to clarify some ideas that are more understandable in English than in Indonesian. In addition to reflecting her high degree of education and professional standing, the usage of English terminology can broaden her audience to include a larger international audience.

From the social aspect, this YouTuber may be attempting to demonstrate her social connection to both her Indonesian background and the international community in which she currently resides. Using code-switching, she can stay bilingual and feel more relatable to audiences from diverse backgrounds.

CONCLUSION

This study investigates the phenomenon of code-switching in a video by Zhafira Aqyla, an Indonesian YouTuber and Harvard graduate, as she shares her experience enrolling in a management trainee program in Hong Kong. Through the lens of Poplack's classification of code-switching, the analysis reveals that intra-sentential switching is the dominant type in Zhafira's speech, making up 89.48% of the instances. This frequent switching within sentences suggests her ease in blending Indonesian and English to convey ideas with greater precision. Inter-sentential switching and tag switching, by contrast, appear much less frequently, both at 5.26%, highlighting that Zhafira tends to

merge languages within sentences rather than switching between separate ones.

The analysis shows that Zhafira's code-switching is influenced by her international education, professional context, and social environment. Her use of English reflects her academic background and current work in Hong Kong, where English is commonly used, especially in professional and academic settings. Code-switching helps Zhafira express complex ideas more efficiently and connects her with both Indonesian and international audiences. Ultimately, this bilingual practice showcases her adaptability in navigating different linguistic and cultural spheres, enhancing her relatability and appeal to a global audience.

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