

AN ANALYSIS OF CODE-SWITCHING BY *EL BARACK* ON *TIKTOK* VIDEO

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Abstract

This research focused on analysis of types and functions of code-switching used by El Barack in TikTok videos. The writers used poplack theory to identify the sorts of code-switching in ten TikTok videos from the *@inijedar* channel, as well as Gumperz's to describe what functions *El Barack* uses on *TikTok* videos. This research also adopted descriptive-qualitative methods. Data collection was carried out using observation, documentation and checklists. This research focuses on speeches containing code switching produced by El Barack. Conclusions based on all data Subjects A4 to A10 have types of code-switching, however subjects A1 to A3 do not have any of the types of code-switching, as evidenced by data analysis on videos: subjects A1 to A10 have 58 types of code-switching, as well as 58 functions of code-switching. From the discussion above, researcher believe that code-switching is an unavoidable phenomenon and has many functions in a social context. Therefore, the use of code-switching may be useful for the benefit of the social context.

Keywords: *code-switching, El Barack, sociolinguistic, TikTok video.*

INTRODUCTION

Nowadays, being able to interact with others is vital for individuals all over the world; language is utilized to convey messages to others, according to Rostiana and Novari (2021:189). This means Language is a communication technique that allows people to express messages to others through spoken or written methods. It involves the use of words, symbols, and grammar to describe thoughts and ideas, resulting in a common understanding among communicators. The process of sending a message using language entails encoding information in a way that others can decode and understand. Language, whether in conversation, written text, or nonverbal signs, plays a significant part in supporting efficient communication, allowing persons to convey complicated information, emotions, and thoughts based on the linguistics of the language.

The identification of code-switching as a problem in education originates from its tendency to obstruct efficient communication and comprehension among pupils, according to Kautsar (2022). This implies Switching between languages or linguistic variants during learning activities can lead to exclusion, misunderstanding, and lower involvement for people who do not speak all

of the languages involved. This linguistic divide can weaken the inclusive aspect of the educational environment, making it difficult for students to fully absorb the subject presented. Furthermore, it may cause feelings of isolation among persons unfamiliar with the languages used, hurting their overall learning experience. According to Poplack (2004) and Gumperz's, as a result, the challenge stems from the possibility of compromising educational accessibility and diversity through code-switching practices.

This research focuses on the varieties of Code-Switching and their functions in multilingual societies. Because individuals will have a better awareness of language structure and its role in communication. The primary goal of this study was to examine code-switching in *TikTok* videos, which involves altering the language from Indonesian to English or vice versa. According to Rohimajaya & Hamer (2022:155), mass media has emerged on all platforms. Mass media can be accessible at any time and from any location, making it simple to obtain current information. To interact with their viewers or followers, content creators frequently use code-switching, particularly on online platforms like *TikTok*, YouTube, Instagram, Facebook, and Twitter.

In ordinary life, many people utilize code flipping to communicate in two languages: their mother tongue and their target language. *El Barack* employed several sorts of code-switching on *TikTok* videos in the present period, which has become a trend. The authors interested in further analyzing the English code switching used by content creators, the authors analyze *TikTok* account channel belonging to @inijedar, the content contains about a mother who has two sons, the first of whom is *El Barack Alexander Verhaag*, and the second is Doon Azaiah Jan Verhaag, the first child of account *TikTok* @inijedar he is *El Barack* where he spoke bilingual like use language and Bahasa. The video as entertainment, interesting to watch and learn, and can influence the way of thinking and language types. That's Why the researcher interested in analyzing *El Barack* is because children who could use bilingual include broader communication skills, increased cognitive skills, and flexibility in understanding different cultures, According to Li and Moyer (2021), mastering more than one language might bring benefits when engaging in a global environment, as well as inspire many individuals. Based on the problem identification above, this research has a problem limitation regarding how many types and functions of code-switching are used by *El Barack* on *TikTok* Videos. This research took ten samples of *TikTok* videos.

Several notable past research on code-switching have been examined, including the following: First, Sahidul Irpandi (2019) Code switching on the utterances in Cinta Laura "BROWNIS" Talk Show. Second, Putri Miftakhul Rahmani (2023) discusses the usage of code-switching on the "ZHAFIRA AQYLA" YouTube channel. Finally, Nisrina Hanif Nurrohmah (2020) conducted an analysis of code-switching employed by English teachers in the eighth-grade classroom at SMP MUHAMMADIYAH 4 SURAKARTA during the academic year 2019/2020. Although the previous study addressed code-switching and code-mixing, this study focuses primarily on analyzing the English code-switching utilized by content creators.

METHOD

This research used a qualitative approach employs a descriptive qualitative methodology. According to Creswell (in Putri, 2019:20), Qualitative research is a strategy for investigating and grasping a core problem. In which the writers get data from the internet and evaluate it using ethnographic methodologies.

Qualitative research requires thorough data collection and methodical organization. It is ideal for investigating and defining the forms and functions of code-switching demonstrated by *El Barack* in the *TikTok* video.

The source of the data is transcript of Content Video by *El Barack* on *TikTok*. The authors choose *TikTok* channel named @inijedar because the video as entertainment children who could use bilingual include broader communication skills, increased cognitive skills, and flexibility in understanding different cultures. Mastery of more than one language can also provide advantages when interacting in a global context, of course inspire many people, the episode chosen were the ones that code switching can influence the way of thinking and language style. According to Sekaran (in Nurrizqa 2023:51), research participant was sample of individual. The subject of this research is Jessica Iskandar's first child, namely *El Barack Alexander Verhaag*, by analyzing ten *TikTok* videos as the subjects. In this research, data collection approaches include:

- 1) Observation, could be conducted as participant observation, either obtrusively or unobtrusively. The authors did a case study by watching participants to gather data for the problem formulation.

- 2) Documentation, contains written, physical, or visual materials that writer utilized to obtain insight into their subject matter. The data source used is *El Barack* on *TikTok* video, where he communicates utilizing two languages or as bilingual.
- 3) Sidik (2018:89) defines a checklist as a collection of assertions and aspects to be examined. This allows writers to check (✓) on each aspect based on their observations. The checklist in this study includes the formulation of the problem, as well as the analytical Rubric based on the Instrument Sheet for Problem Formulation.
- 4) Analysis types and function of Code-switching.

In addition, this research includes supporting tools such as an analysis rubric based on the blueprint instrument for problem formulation. The authors use a variety of sources of information, including e-books and other reading materials from libraries and online media. Here is the analysis rubric of the research can be seen on the table below:

Table 1. Blueprint Instrument for the Types of Code-Switching

No	RQ	Objective	Code-Switching	Types of Code-Switching			K.o.I	DS
				TS	Intra-S	Inter-S		
1.	What are types of code switching used by <i>El Barack</i> on <i>TikTok</i> video?	To analyze the types of code switching used by <i>El Barack</i> on <i>TikTok</i> video?					Analys sis	<i>El Barack</i> Video

(Adapted from Poplack's theory)

Table 2. Blueprint Instrument for Function of Code-Switching

No	RQ	Objective	CS	Function of Code-Switching					K.o.I	DS	
				IN	MQ	RS	AS	QN	PN		
2.	What are functions of code-switching used by <i>El Barack</i> on <i>TikTok</i> video?	To analyze the functions of code switching used by <i>El Barack</i> on <i>TikTok</i> video								Analys sis	<i>El Barack</i> Video

(Adapted from Gumperz's theory)

FINDINGS AND DISCUSSIONS

In conducting research, the authors carry out observations and documentations, the data collected is An Analysis of code-switching use by *El Barack* on *TikTok* Video. The number of subject data taken using data collection techniques from literature studies in this research has ten subjects as samples in the research. All of this research data was described based on the focus of the research question as follows:

1. The Sum of Code-Switching Use by *El Barack* on *TikTok* Video

Data obtained regarding types and functions of code-switching by *El Barack* on *TikTok* video. According to Poplack, there are three types of Code-switching: Tag-switching, Inter-sentential, and Intra-sentential, and all objects A1 to A10 have the third type. then, there are six types of function of code-switching based on Gumperz's theory: Interjection, Message qualification, Reiteration, Addressee specification, Quotation, and Personalization. the number of types and functions in the data varies. An analysis of code-switching by *El Barack* on *TikTok* video. The number of videos analyzed is 10 *TikTok* videos, this is proven by data analysis on videos: subjects A1 to A10, have a total of 58 types of code-switching, and also have a total of 58 functions of code-switching. The total amount of data can be seen in the table below:

Table 3. The Sum of Types and Function of Code-Switching by *El Barack* on *TikTok* Video

No	Name of Subject	The sum of the data			Total Sum
		Types	Function of Code-switching		
1.	Subject A1		4	4	<u>8</u>
2.	Subject A2	3		3	<u>6</u>
3.	Subject A3		5	5	<u>10</u>
4.	Subject A4	7		7	<u>14</u>
5.	Subject A5	5		5	<u>10</u>
6.	Subject A6		4	4	<u>8</u>
7.	Subject A7	6		6	<u>12</u>
8.	Subject A8	11		11	<u>22</u>
9.	Subject A9	7		7	<u>14</u>
10.	Subject A10	6		6	<u>12</u>

2. The Kinds of Types and Functions of Code-Switching by *El Barack* on *Tiktok* Video

Code-switching in conversations is frequent in multilingual societies. he can include some code in their statement. Bilinguals may consider who speaks to them. If others do not understand their second language, they will refrain from speaking it. This shows that code is a language choice that the speaker can choose based on their circumstances and language proficiency. This research uses two expert theories, namely Poplack to analyze the types of Code-Switching and Gumperz

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to analyze the Function of Code-Switching. Gumperz theory (in Nisrina, 2020:20) states that there are six functions of Code-Switching: Interjection, Message Qualification, Reiteration, Addressee Specification, Quotation, and Personalization. This research uses 10 *El Barack TikTok* videos on the *@inijedar* channel account, with different findings. The findings of the data that have been analyzed show differences in each subject studied. For example, subjects A1 to A3 do not contain Intra-sentential, but are filled with Tag-switching and Inter-sentential. The findings of each data from the subject can be seen in the table below:

Table 4. The Kinds of Types and Function of Code-Switching by *El Barack* on *TikTok* Video

Name of Subject	Types and Function of Code-switching
Subject A1	Tag-Switching : “I don’t know”, “I think say that”
	Inter-Sentential : “Bales... I think like that”
	Intra-Sentential : -
	Interjection : “Harus gimana”
	Message Qualification : “Seperti yang papa katakan”
	Reiteration : -
	Addressee Specification : -
	Quotation : ”Aku harus stand up for myself”
	Personalization : -
Subject A2	Tag-Switching : “ok”
	Inter-Sentential : “My little brother he will always look up to me so, if I don’t love him then he’s not gonna love well other people”
	Intra-Sentential : -
	Interjection : -
	Message Qualification : -
	Reiteration : “El sayang adek, ten Billion”
	Addressee Specification : -
	Quotation : -
	Personalization : “Karna menurutku sebagai seorang kaka”
Subject A3	Tag-Switching : “One hundred”
	Inter-Sentential : “Kalau ini ninety”
	Intra-Sentential : -
	Interjection : “I don’t know, terserah mama”
	Message Qualification : “Ini pelajaran math”
	Reiteration : “One hundred lagi”
	Addressee Specification : -
	Quotation : -
	Personalization : -
Subject A4	Tag-Switching : “Um... now”
	Inter-Sentential : “My Mom name is Jessica Iskandar”
	Intra-Sentential : “My dad is 30 and my mom is 35 years old”
	Interjection : “My hobbies are to play piano, soccer basket, and I like to write during my free time”
	Message Qualification : -
	Reiteration : “Wait here”
	Addressee Specification : -
	Quotation : -
	Personalization : “Hi... my name is El Barack”
	Tag-Switching : “Take away, extra butter”
	Inter-Sentential : “Ma, el mau jajan martabak, hallo bang”
	Intra-Sentential : “How much satu porsi”
	Interjection : -

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Subject A5	Message Qualification : - Reiteration : "Half keju, half cokelat" Addressee Specification : "Martabak nya satu ya" Quotation : - Personalization : -
Subject A6	Tag-Switching : "Walaupun saos nya on the side" Inter-Sentential : "Mmm... rasanya delicious" Intra-Sentential : "Chikcken fingers kan nama nya?" Interjection : - Message Qualification : "I Don't like" Reiteration : "Chikcken fingers kan nama nya?" Addressee Specification : - Quotation : - Personalization : -
Subject A7	Tag-Switching : "Gerakan lagi, wiggly... " Inter-Sentential : "Lihat ini, wiggly" Intra-Sentential : "Wiggly, wiggly, right now keren kan" Interjection : - Message Qualification : - Reiteration : "Hello coba lihat lagi, wiggly" Addressee Specification : - Quotation : - Personalization : "My name is El Barack and this is aladin"
Subject A8	Tag-Switching : "Kalau kamu gasuka, then i'll make you the one you say" Inter-Sentential : "You want me to just make what I think is good?" Intra-Sentential : "I think kamu pasti suka banget" Interjection : - Message Qualification : "Sekarang, write here under this what do you want" Reiteration : "Write yang kamu mau ya" Addressee Specification : "Mama mau,,, you want your phone can fly" Quotation : - Personalization : -
Subject A9	Tag-Switching : "Ok done" Inter-Sentential : "Biar kelihatan oldest kumisnya" Intra-Sentential : "what's the difference jeruk limo sama jeruk nipis" Interjection : "Take it ya" Message Qualification : "Biar kelihatan oldest kumisnya" Reiteration : - Addressee Specification : - Quotation : "Now I wanna make mine definitely much better than your soto" Personalization : "For you madamba tercinta"
Subject A10	Tag-Switching : "For you aku taruh ayamnya duluan" Inter-Sentential : "Jadi ayamnya on the top" Intra-Sentential : - Interjection : "Jadi potato nya dua" Message Qualification : "Daunnya nanti after" Reiteration : "Jadinya ini more much potato" Addressee Specification : - Quotation : - Personalization : -

Based on the data analysis above, the combined findings of two expert theories were obtained: Poplack (2004) theory, which focuses on forms of code-switching (tag-switching, inter-

sentential, and intra-sentential), and Gumperz's (1995) theory, which focuses on the function of code-switching (interjection, message qualification, reiteration, addressee specification, quotation, and personalization). The authors discovered that each data type has its own code-switching types and methods.

1. Tag-Switching

This Kinds just demands a little amount of linguistic integration. According to Poplack (2004), tag switching is the process of inserting a tag from one language into a completely other language utterance. Put otherwise, tag switching entails the addition of a tag, as the illustration asks an English to Indonesian. from data A1 to A10 had Tag-Switching.

2. Inter-Sentential

According to Poplack (2004), this form of inter-sentential switching occurs at the end of a sentence or phrase, the fact is that one clause is written in one language and the other in another. This type of problem includes code-switching sentences without introducing any new information. As an illustration an English-speaking bilingual person in Indonesian converts to English. same as Tag-Switching, almost all subjects have Inter-sentential from Data A1 to A10.

3. Intra-Sentential

According to Poplack (in Nurrohmah, 2020:20) this kind of code-switching was distinguished by the change in language within a single sentence. This kind includes changes between various types that take place inside the word and clause boundaries. As an illustration a bilingual Indonesian person converts from English to Indonesian. Almost all subjects have Inter-Sentential, except A1, A2, and A3 do not have Inter-Sentential.

4. Interjection

According to Gumperz (in Nurrohmah, 2020:21) divided the purposes of code-switching is a technique used to indicate interjections and sentence filler. In this example, a phrase fragment from one language is "injected" into another. Interjections appear in five out of ten subjects in this section, with the exception of subjects A2, A3, A4, A7, and A8.

- 1) Subject A1 *El Barack* used English tag swapping to answer his mother's inquiry, resulting in an interjection. El Barack used the line 'I don't know' with emphasis,

followed by a sentence in Indonesian to demonstrate how the speaker employed elements from both languages to communicate doubt.

- 2) Subject A3 has interjection *El Barack* entered interjection in the utterance to answer mother question. The sentence '*I don't know*' was used by *El Barack* with the stress on it, after that *El Barack* continued the sentence in Indonesian language to showing how the speaker used element from both languages to express their uncertainty.
- 3) Subject A4 has interjection, Interjection are filler sentences when someone is providing information about something. It shows from the sentence '*My hobbies are to play piano, soccer ball, dan terkadang kalua ada waktu senggang aku suka menulis, read books and play Ipad*'.
- 4) Subject A9 has Interjection same as subject A3 Interjection are functions when someone talks about something and then gives instructions or asks another to do something.
- 5) Subject A10 has Interjection same as subject A4 Interjection are filler sentences when someone is providing information about something. It shows from the sentence "Ini bagian telur, *one, two, three, four*, dan ini jeruk limo".

5. Message Qualification

According to Gumperz (1995), the speaker simply seeks to draw a line between two portions of the conversation: an introduction to the issue in one language, followed by a praise or explanation in another. 6 out of 10 subjects have Message Qualification in this section, only subjects A2, A4, A5, and A7 do not have them.

- 1) Subject A1 has Message Qualification here, *El Barack* placed an Indonesian tag after answering his father's concerns about standing up for himself at a young age in English. *El Barack* used the insertion of the tag '*seperti yang Papa katakan*' to emphasize the instructions that parents gave to children in discussions to get to the main problem.
- 2) Subject A3 has three Message Qualification, the first "Ma, lihat nilai *El one hundred*" then, in the utterance "kalau ini *ninety*" and the last "Ini pelajaran *math*" As in Gumperz's theory, this function merely limits the difference between the two portions of discourse, which are introduced in one language and then further qualified in another.

- 3) Subject A6 has three Message Qualification, the first "Mm... enak rasanya *Delicious*" then in the utterance "Walaupun saos nya *on the side* ini masih enak, *that means no MSG (Make Stuff Good)*". The last "tahu bulat *I don't like*" As previously stated, the utterance may be classed as message qualification since a topic is introduced in one language and then commented on or further qualified in another.
- 4) Subject A8 same as before has three Message Qualification the first "*Sekarang*, write here under this what do you want" then in the utterance "I will make a phone that I think *kamu pasti suka banget*" The last utterance is "*Kalau kamu gasuka*, then i'll make you the one you say" This is included in the message qualification because the speaker only limits the differences between two portions of a discourse on a subject that is introduced in one language and subsequently qualified in another.
- 5) Subject A9 has Message Qualification, after answering his mother's inquiries in English, *El Barack* placed an Indonesian tag "*El Barack* membuat soto".
- 6) Subject A10 has two Message Qualification the first "*Prosesnya sama yang bikin buat mama ini beda, because for you* aku taruh ayamnya duluan" and the last "*Daunnya nanti after*" This statement is included in the message qualification because the speaker only tries to limit the differences between two sections of discourse in one language and then qualifies them in another.

6. Reiteration

This code-switch occasionally to reiterate, a message in one code is commonly repeated in the other code, either literally or in a slightly changed version, 8 out of 10 subjects have Reiteration in this section, only subjects A1 and A10 do not have them.

- 1) Subject A2 has two Reiteration, the first utterance is "*El sayang adek* ten billion" and the last is "Ok" here, his mother asked to *El Barack*, "dari 1-10, El sayang adek berapa?" then *El Barack* answered, "*El sayang adek* ten billion" Reiteration is a type of speech function in which *El Barack* repeats what he has previously stated. This is consistent with Gumperz's hypothesis, which states that reiterations are used to explain or reinforce a message.
- 2) Subject A3 has a Reiteration, in the sentence "*One hundred lagi*" *El Barack* repeated the sentence to emphasize the sentence that was said previously to make sure his

mother understood what *El Barack* meant. Speech functions are classified into reiteration because *El Barack* had just repeated what had previously been said.

- 3) Subject A4 has two Reiteration, the first utterance is “*Now I'm gonna read bit of my favorite book*” and the last is “*Mmm... wait here*”. Speech functions are classified into reiteration because *El Barack* repeat what he just said.
- 4) Subject A5 has four Reiteration, the first utterance is “*Maksudnya dibawa pulang mentega nya agak banyakkan*”, second “*How much satu porsinya?*”, third “*Half keju, half cokelat ya*” and the last “*Thank you, ini kembalian buat abangnya aja*”. same as before Speech functions are classified into reiteration because *El Barack* repeat what he just said.
- 5) Subject A6 has a Reiteration in the sentence “*chicken fingers* kan nama nya” same as in the data A5 this the speech can be categorized as reiteration. This is showed in the words `*chicken fingers*`. *El Barack* spoke to the trader in English and then continued in Indonesian.
- 6) Subject A7 has four Reiteration the first sentence is “*Lihat ini, wiggly... wiggly...*” the second is “*Coba lihat lagi, wiggly...*” the third is “*Wiggly... wiggly... right now keren kan...*” and the last is “*Gerakan lagi, wiggly dan terjatuh*” his is also the same, *EL Barack* repeated these words to viewers to highlight the significance of the first sentence. So that viewers may simply understand the essential elements of the video material.
- 7) Subject A10 has two Reiteration the first sentence is “*Karna aku gapake itu, jadi potato nya dua*”. And the last is “*ayamnya on the top*” same as before Speech functions are classified into reiteration because *El Barack* repeat what he just said.

7. Addressee Specification

Code switching can also be used to specify who will receive the message, (In Irpandi 2019). The purpose of code-switching is to highlight the fact that the addressee is being encouraged to engage in an interaction. In this analysis only 3 out of 10 subjects were found to have Addressee Specification, which are, A5, A8 and A10.

- 1) Subject A5 has Addressee specification in the sentence “*Ma, El mau jajan martabak, hallo bang martabaknya satu ya.*” the utterance is classified as receiver termed

addressee specification, because the role is to catch the target's attention and ask them to engage in the discourse.

- 2) Subject A8 has two Addressee specification, the first sentence is “*Mama gamau pake... whats in the combo pocket and wireless?*” and the last is “*Mama mau... you want your phone to fly?*” same as before the utterance. It is classed as Addressee specification since its purpose is to draw the attention of the addressee who has been asked to join in the conversation.
- 3) Subject A10 has Addressee specification in the sentence “*What's the difference jeruk limo sama jeruk nipis*” *El Barack* asked his mother for an opinion. These utterances can be classified as addressee specifications because *El Barack* asked his mother.

8. Quotation

This type of code-switching function involves using quote marks to denote a section of direct speaking in a language other than the main narrative. (In Kautsar, 2022) When presenting a direct statement in a bilingual report, the quote mark is used to preserve the original language. In this analysis only 4 out of 10 subjects were found to have Addressee Specification, which are A1, A4, A8 and A10.

- 1) Subject A1 has Quotation in the sentence “*Aku harus stand up for myself*” This datum is classified as a quotation function because *El Barack* quoted questions from his two parents for discussion. This is similar with Gumperz theory that transitional quotations describe a series of direct utterances in a language different from the main narrative.
- 2) Subject A4 has two Quotation in the first sentence is “*My Mom name is Jessica Iskandar and my Dady name is Vincent*” and the last is “*My dad is 30 and my mother is 35 years old*”. Same as a topic before the datum is classified as a quotation function because *El Barack* quoted questions from his parents when discussing “*El Barack speaks English*”.
- 3) Subject A8 has four Quotation in the first sentence is “*You want it to be like a mini laptop?*” the second is “*You want me to just make what I think is good?*” The third is “*and then I'll make a version that you like okay?*” and the last is “*and then you just make what the one you think*”. the function is a quotation because this When writing a bilingual report or presenting a speech in the original language, use a quote mark.

4) Subject A10 has Quotation in the sentence is “*Now I wanna make mine definitely much better on your soto*”. This is included in the quotation because it is a sign that when a bilingual presents the speech directly using the original language.

9. Personalization

It refers to the speaker's perspective on a specific circumstance or item, personalization or objectification occurs when a participant attempts to express his thoughts. This contrast (Indahsari, 2021) addresses the differences between talk about action and talk as action, the speaker's level of participation or detachment from the message, whether a remark represents the speaker's own opinion or expertise, whether it relates to a specific occurrence or has the authority of a known fact, and other issues. In this analysis only 4 out of 10 subjects were found to have Addressee Specification, which are A2, A4, A7 and A10.

- 1) Subject A2 has a Personalization in the sentence “*karna menurutku sebagai seorang kakak, my little brother he will always look up to me, so if I don't love him, then he's not going to love well other people*” *El Barack* answered that the statement reflected personal opinion and general facts. *El Barack* understood his mother question and he answered based on his knowledge.
- 2) Subject A4 has two Personalization in the first sentence is “*Hi... my name is El Barack*” and the last is “*I'm 8 years old and I'm turning 9 soon*”. The purpose of this speech is personalizing because the remark is both personal and based on universal facts.
- 3) Subject A7 has two Personalization in the first sentence is “*Welcome to my magic show*” and the last is “*My name is El Barack and this is aladin teman ajaibku*”. same as in the data B2, the purpose of this speech is personalizing because the remark is both personal and based on universal facts.
- 4) Subject A10 has two Personalization in the first sentence is “*This your portrait, karna kamu mancung*” and the last is “*For you madamba tercinta*”. The utterance's role is personalizing since it represents *El Barack* knowledge as well as generic facts.

CONCLUSION

Based on the findings of study on "An Analysis of Code-Switching by *El Barack* on *TikTok* video," with an emphasis on analyzing how many types and functions of code-switching *El Barack* uses by taking 10 *TikTok* videos from the @inijedar account. Conclusions based on all data Subjects A4 to A10 exhibit code-switching, but subjects A1 to A3 do not exhibit any of the three categories of code-switching identified by Poplack theory: tag-switching, inter-sentential, and intra-sentential. Meanwhile, Gumperz theory classifies code-switching functions into six types: interjection, message qualification, reiteration, addressee definition, quotation, and personalization. Based on the preceding discussion, the authors think that code-switching is an inescapable phenomenon with numerous societal implications as a finding, code-switching may be beneficial to the social setting.

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