The Study of Code-Mixing and Code-Switching in *Isti Ve Musab's* TikTok Account

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ABSTRACT

This study examines code-mixing and switching in TikTok videos uploaded to the account of Isti Ve Musab. This study aims to identify the type of code-mixing and switching, as well as the social factors, in the 60 (sixty) data points identified. The data were analyzed using Muysken's (2000) theory for code-mixing, Wardhaugh's (2006) theory for code-switching, and Holmes' (2013) theory for social factors. This study employed a qualitative method for data analysis, data collection techniques, and data presentation techniques. All data in this study was collected from Isti ve Musab's TikTok account. The results after analyzing the 60 data revealed code-mixing and switching within them. The types of code-mixing identified were insertion, alternation, and congruent lexicalization. There were 48 for insertion, and 11 for alternation. Furthermore, in code-switching, there are two types, namely situational and metaphorical code-switching. There are 5 data points for situational. Finally, there are four social factors found, namely participant: 3 data, setting: 3 data, topic: 1 data, and function: 5 data. In conclusion, the insertion type is most frequently found in the data in this study.

Keywords: Code-Mixing, Code-Switching, Social Factors.

INTRODUCTION

In today's era, people inevitably encounter speakers of different languages, whether through social media, specific purposes such as learning, or early multilingual exposure, which allows them to learn and master other languages. Myers-Scotton (2006) defines bilingual speakers as those who can speak or comprehend at least a few sentences that demonstrate internal structural features in a second language, while Li & Moyer (2008) note that multilingualism may arise from various experiences. In bilingual and multilingual contexts, code-switching, defined by Myers-Scotton (2005) as using two language varieties in the same conversation, and code-mixing, characterized by blending elements from different languages within a single clause or sentence, frequently occur, influenced by social, cultural, and psychological factors that reflect speakers' identities. The phenomenon becomes more prominent in intercultural marriages where multiple languages coexist, shaping distinctive linguistic environments in which families communicate through code-switching and code-mixing, and children often acquire more than one language from an early age. A clear example can be seen in Isti Al-Qadri, an Indonesian TikToker living in Turkey, who engages in code-mixing and code-switching between Indonesian and English when interacting with her Turkish husband, Musab, and her child, Aycel, thereby presenting her identity while accommodating

her family's linguistic background. Her TikTok account, which has over 870k followers and millions of viewers, provides abundant real-life data for studying these phenomena in digital intercultural interaction, while also influencing audiences' awareness of language diversity. This study employs a qualitative approach, as explained by Bogdan and Taylor in Bado (2021), producing descriptive data by transcribing and analyzing selected videos from the TikTok account "Isti Ve Musab" to examine linguistic patterns and behaviors. The research aims to identify types of code-mixing and code-switching, analyzed using Muysken's (2000) and Wardhaugh's (2006) theories, as well as social factors influencing their use, examined with Holmes's (2013) theory. The significance of this research lies in providing insight into language practices within a modern, multilingual Indonesian family context, especially regarding how code-mixing and switching are shaped by social and cultural dynamics. By focusing on interactions between Isti, Musab, and Aycel, it highlights the role of language in managing intercultural relationships, while contributing to the broader understanding of bilingualism and multilingualism in social media spaces. Furthermore, it offers benefits for readers and students as an additional resource in the study of code-switching and code-mixing, enriching perspectives on the structural, stylistic, and functional aspects of language use in digital contexts. The outcomes are expected to serve as a reference or source of inspiration for future research, emphasizing the importance of examining contemporary language practices that continuously reshape conventional language boundaries.

LITERATURE REVIEW

In this section, all the theories that will be used to analyze the data in this study. Three theories will be used: Muysken's (2000) a theory to analyze the type of code-mixing; Wardhaugh's (2006) theory to analyze the type of code-switching, and finally, Holmes's (2013)to analyze the social factors in both types. Below is a more detailed explanation of each theory.

1. Sociolinguistics

According to Holmes (2013) Sociolinguistics is a field of study that examines language variation that occurs among different social groups, and also how language is influenced by social factors. Sociolinguistics, according to Hudson, in (Wardhaugh, 1998), is 'The study of language concerning society, whereas the sociology of language is the study of society about language.' The study of the relationship between language and the situation in which it is used, or the relationship between society and language, is the definition of sociolinguistics, according to Mu'in (2019). Naibaho, (2020) also said that 'Sociolinguistics is the study of the connection between language and society and the way people use language in different social situations.' Spolky (1998), in Hutabarat & Khalisa's (2020) article the study of the relationship between language and society, as well as social structure and language use in specific ethnic groups, is known as sociolinguistics.

2. Bilingualism

It is stated by Myers-Scotton (2005) that someone who can speak two or more languages is a description that can be used for the term "bilingual". It does not necessarily imply the ability to read a second language without the use of a dictionary. As adapted by Hamers & Blanc (2000), who cite Webster's Dictionary (1961), 'bilingual' is used to describe an individual who can speak two languages with a level of proficiency comparable to that of a native speaker of either language. In contrast, 'bilingualism' denoted the act of using two languages regularly. "Bilingualism, on the other hand, can best describe individuals who have the

capability of using more than one language or dialect." (Mahootian, 2020, p. 4). The habit of people speaking two languages when interacting with each other is known as bilingualism, according to Nababan (1993), in Hutabarat & Khalisa's (2020) article.

3. Code-Switching

According to Myers-Scotton (2005),"Code-switching is the use of two language varieties in the same conversation." Code-switching can occur in a discussion during a speaker's turn or between speakers (Wardhaugh, 2006). As stated by MacSwan & Faltis (2020), "Code-switching is language mixing; it occurs intrasententially, or within a sentence, and intersententially, or between sentences." Shin (2018, p.2) explain that one way to show that someone speaks two languages (bilingual) is to switch their code or code-switching in conversation. This happens when bilingual people are with other bilingual people. Speakers switching between one language and another at the sentence level is defined as code-switching (Likhitphongsathorn & Sappapan, 2013). There are two types of code-switching based on Wardhaugh.

3.1 Situational Code-Switching

Situational code-switching occurs when speakers change languages according to the specific situations in which they find themselves, without any associated topic change (Wardhaugh, 2006). In this type of code-switching, speakers use one language in particular circumstances and switch to another language when the situation changes. The linguistic choice is primarily determined by external factors such as setting, participants, and social context rather than by the content or topic of conversation. According to Wardhaugh (2006), situational code-switching is "usually fairly easy to classify" because "one variety is used in a certain set of situations and another in an entirely different set" (p. 104). The transition between languages can be instantaneous as the social context shifts. Unlike diglossia, where language choices are rigidly defined by specific activities and participant relationships, situational code-switching is more flexible and tends to reduce rather than reinforce social differences.

3.2 Metaphorical Code-Switching

Metaphorical code-switching involves changing languages when there is a topic shift, but more importantly, it adds "a distinct flavor to what is said about the topic" and "encodes certain social values" (Wardhaugh, 2006, p. 104). Unlike situational code-switching, metaphorical code-switching has an affective dimension that allows speakers to redefine social situations and relationships through their linguistic choices. Wardhaugh (2006) explains that metaphorical code-switching enables speakers to shift between different social orientations: "you change the code as you redefine the situation – formal to informal, official to personal, serious to humorous, and politeness to solidarity" (p. 104). This type of code-switching operates on the principle of creating distinctions between "we-type solidarity among participants" and "they-oriented" relationships, where one language represents in-group, informal activities, while the other signifies out-group, formal relationships (pp. 104-105).

4. Code-Mixing

The procedure of blending elements from different codes in one clause or sentence is a sign of code-mixing, according to Muysken (2000). 'Code-mixing suggests the speaker is mixing up code indiscriminately or perhaps because of incompetence, whereas the switches are very

well motivated concerning the symbolic or social meaning of the two codes.'(Holmes, 2013). The switches that occur within the sentence are called code mixing, as stated by Hoffman (1991), in Dewi & Ekalaya's (2015) article. Salsabila et al. (2021) argue that inserting elements from one language into another is known as code-mixing. Based on Muysken, there are 3 types of code-mixing

4.1 Insertion

According to Muysken (2000) Insertion is the procedure that incorporates lexical terms from one language into another. These components can be either words (nouns, adjectives, or prepositions) or phrases.

4.2 Alternation

Muysken (2000) says that the term 'alternation' refers to a linguistic situation in which the structure of the language appearing in a phrase stays relatively distinct.

4.3 Congruent Lexicalization

The final category is that of congruent lexicalization (Muysken, 2000), which says that this term is used to describe a situation in which two languages exhibit congruence in their grammar structures, which can be filled lexically with elements drawn from either language.

5. Social Factors.

Code switching and code-mixing are fundamentally social phenomena that are influenced by various contextual and interpersonal factors. Holmes (2013) emphasizes that language choices in multilingual communities are not random but are systematically determined by social dimensions that govern communicative interactions. Understanding these social factors is crucial for analyzing why speakers alternate between languages in specific contexts and how these alternations serve particular communicative functions. Based on Holmes, there are four factors that influence code-mixing and code-switching.

5.1 Participant

The participant dimension encompasses the characteristics and relationships of the individuals involved in the communicative interaction, serving as one of the most significant factors influencing code choice (Holmes, 2013). This dimension includes considerations of who is present in the interaction, their linguistic competencies, social relationships, ethnic backgrounds, and the power dynamics between speakers and addressees.

5.2 Setting

The setting dimension encompasses the physical and social context in which the interaction takes place, including the location, the formality of the situation, and the institutional framework within which communication occurs (Holmes, 2013). Different settings often have established norms and expectations about appropriate language use, leading to predictable patterns of code switching when speakers move between contexts.

5.3 Topic

The topic dimension relates to the subject matter being discussed and its association with particular domains of language use (Holmes, 2013). Different topics often carry strong

associations with specific languages or varieties, leading speakers to switch codes when the subject matter changes. This dimension connects to the functional distribution of languages in multilingual communities, where different codes serve specialized roles in different domains of life.

5.4 Function

The function dimension relates to the purpose and goals of the communicative interaction, encompassing both the referential and affective aspects of communication (Holmes, 2013). This dimension is crucial in understanding how speakers use different codes to achieve specific communicative objectives and express different types of meaning.

METHODOLOGY

The researcher used a qualitative descriptive method to complete this research, which focused on the types used in code-mixing and code-switching and the social factors that influenced them. According to (Obeyd, 2021) "Qualitative methods are used to decode a set of meanings in the phenomena in question, so the data must include rich and complex details." Qualitative research, according to Bogdan and Taylor in Bado's book, (2021) is a research method that can produce descriptive data, such as the writings, speech, and behavior of the subjects or individuals being studied. Lune & Berg (2017) argues that qualitative research topics include meaning, concept, definition, characteristics, metaphor, symbol, and description.

FINDINGS AND DISCUSSION

1. Type of Code-Mixing

Muysken (2000, p. 3) explains that there are three types of code mixing: Insertion, Alternation, and Congruent Lexicalization. The writer will describe the data analyzed according to these three types in this section.

1.1 Insertion

Data 1 (V2, 00:04)

*Aycel: "Aycel sangat **kind** kan Bubu?"*

Data 1 shows that the speaker slipped in the word *kind*, an adjective that refers to a person's action. She inserted the word to complete her sentence and describe herself for helping her mother pick up an item. From the explanation above, it can be concluded that the utterance is included in the Insertion type of code-mixing because she added an English word into the Indonesian sentence structure.

Data 2 (V2, 00:30)

*Aycel: "Bubu gak punya **enough hands** kan?"*

From the utterance in data 2, it can be seen that the phrase 'enough hands', an English phrase, was added into the Indonesian sentence structure. She intentionally added the phrase to complete her sentence. The phrase refers to someone who is busy and struggling when doing something. In the utterance, the phrase refers to her mother, who is busy and struggling to pick up some items. It can be said that in code-mixing, the sentence is an insertion type.

1.2 Alternation

Data 49 (V1, 00:43)

*Aycel: "**You also make me win**, nanti Aycel takut Bubu kalah."*

Data 49 is classified as an alternation type according to Muysken (2000) because the speaker alternates between English and Indonesian in one utterance. Muysken explains that alternation occurs when a speaker shifts from one grammatical system to another, usually at the clause or phrase level. In Aycel's speech, the first clause, 'You also make me win' is constructed with English structure, while the next clause, 'nanti Aycel takut Bubu kalah' uses Indonesian structure. This alternation demonstrates a full transition from one syntactic pattern to another, not merely the insertion of words or phrases; thus, this data aligns with the characteristics of alternation.

Data 54 (V21, 00:27)

*Isti: "Ohh… boleh buat sariawan? **Vitamin c you mean?***

Data 54 shows that the second sentence, "Vitamin C, you mean?" is separated from the first sentence: "Ohh… boleh buat sariawan?" The first sentence is a repeat and confirms to the previous speaker what he said. The second sentence is spoken to correct and confirm the intention of the last interlocutor. Speakers use both sentences in one sentence to confirm what the other person said earlier. In addition, code-mixing was used because she was talking about a certain topic. From the explanation above, it can be concluded that the sentence is an alternation type in code-mixing.

2. Type of Code-Switching

As Wardhaugh (2006) explains in his book that two types of code-switching are situational and metaphorical. In this section, the writer will describe the data obtained based on these types.

2.1 Situational Code-Switching

Data 57 (V8, 00:13)

In the car

Aycel: "Aycel ada banyak teman dan ada banyak mainan juga."

At the school

Aycel: "Bubucum, so excited, I can't wait.*

In the data it can be seen that Aycel switches codes based on location changes. When in the car, Aycel uses Indonesian. However, when the situation changes, namely at school, Aycel switches to English. In this case, the location plays an important role: in the car (a more relaxed family environment), Aycel tends to use Indonesian, while at school (a more formal environment exposed to English), she switches to English. The topic of conversation remains around feelings of happiness and enthusiasm, but code-switching occurs because of differences in the situation/setting that influence language choice.

Data 51 (V8, 01:04)

In the drawing classroom, and just with her family.

Isti: "Ini kelas buat menggambar."

In another classroom, with school staff

Isti: "Wow, like master chef."

Data shows that Isti uses two different languages based on location changes. When she is in the drawing room and just with her family, she uses Indonesian. However, when she moves to another class and there is the presence of school staff, and she can speak English, Isti switches to English. In this case, the topic remains the description of the classroom, but the change in setting encourages Isti to switch from Indonesian to English. This shows that situational factors, in this case location or setting, influence language choice, so the conversation in data 2 can be categorized as situational code-switching.

3. Social Factors

Code-mixing and code-switching occur because there are factors that influence them. In this section, the code mixing and switching factors are limited to social factors. According to Holmes (2013).

3.1 Participant

Data 51 (V8, 01:04)

In the drawing classroom.

Isti: "Sekarang kita ke basement. Nah di basement ini ada area sport, disini juga ada ruangan musik. Ini kelas buat menggambar."

In another classroom with staff.

Isti: "Wow, like master chef."

The most significant factor influencing Isti's choice of language in this data is her relationship with the participants, particularly the presence and identity of the recipients of her message. In the drawing classroom, Isti speaks Indonesian ("Ini kelas buat menggambar") when she is not with school staff, where her mother tongue is the natural choice for casual observation. However, in the cooking classroom, a Turkish school staff member who understands English triggers her to switch to English ("Wow, like a master chef"). This shows that Holmes' participant dimension operates on different levels: first, the solidarity-social distance scale shows that Isti adjusts her language to accommodate non-Indonesian speakers, creating linguistic inclusion; second, the status scale reveals her awareness that, as a prospective parent evaluating schools, she needs to communicate effectively with institutional representatives who have decision-making authority regarding her child's education.

Data 59 (V14, 00:32)

Talk to Aycel

Musab: "Aycel, why don't you like durian? It's delicious."

Talk to Isti

Musab: "Gimana nih beb, Aycel gak suka durian katanya."

This conversation is between three people. Aycel (daughter) and Musab (father) can speak three languages: Indonesian, English, and Turkish. Isti (Mother) is an Indonesian native speaker. This conversation took place in a food store. At first, Musab asks Aycel in English, but when he talks to Isti, he suddenly switches his language to Indonesian. The participant factor is the main reason for Musab's code-switching, working along Holmes' solidarity-social distance dimension very accurately. When Musab asks Aycel directly, he uses English. He knows his daughter can speak English, which is a good language for talking to her directly about what she likes and doesn't like. However, when he talks to Isti about the same issue, he switches completely to Indonesian. This shows the strong connection between them as a couple and the fact that they use their shared native language to communicate naturally.

3.2 Setting

Data 58 (V8, 00:13)

In the car

Aycel: "Aycel ada banyak teman dan ada banyak mainan juga."

At the school

Aycel: "Bubucum, so excited, I can't wait.

In the data, Aycel was in the car on the way to see her new school. While in the car, Aycel expressed her expectation in Indonesian and spoke to her mother. However, when she arrived at school with different people, such as teachers and staff, Aycel expressed her feelings in English. The physical and social environment plays a crucial role in the selection of Aycel's language code, in line with Holmes' scale of formality. The private and intimate space of the family car represents an informal and personal domain where Indonesian naturally dominates as the language of family communication and emotional expression. The family environment in this vehicle maintains the comfort and familiarity associated with the use of the mother tongue. In contrast, the school environment represents a formal and institutional environment where English is the expected communication medium.

Data 60 (V22, 01:30)

At the parking lot.

Isti: "Jadi beb, makanan di restoran ini tu udah halal beb. Yuk masuk"

Inside the restaurant.

Isti: "The food looks delicious in the picture,beb."

In data, when in the parking lot, Isti uses Indonesian because this is a private, informal space where she can communicate comfortably with her husband in their family language. The parking lot represents an extension of their personal, intimate space where Indonesians feel natural and appropriate. However, when they enter the restaurant, Isti switches to English ("The food looks delicious in the picture, beb") even though she's still talking to the same person (her husband). This setting change from private outdoor space to public commercial space triggers her language switch because restaurants represent more formal, international

environments where English might be overheard by staff or other customers. The restaurant setting makes her unconsciously adapt to a more cosmopolitan, international communication style, even in private conversation with her husband, showing how formal public spaces can influence language choices even when the participants remain the same. Isti's language choices change when she moves from the parking lot to inside the restaurant, showing how physical location affects language use.

3.3 Topic

Data 52 (V9,00:35)

Isti: "Aycel, apa itu?"

Aycel: "Ini kacamata Google."

Isti: "Aycel buat sendiri?"

Aycel: "Iya."

*Aycel: "Bubu tau tak, ada teman Aycel yang nonton video Aycel, dia bilang, **do you know my name?** Dan Aycel bilang **I don't know. What is your name?** Aycel bilang **my name is Aycel.**"*

At the beginning, when talking about the Google glasses craft project, both Isti and Aycel use Indonesian because they are discussing a simple, physical object that can be easily described in their heritage language. However, when Aycel shifts to telling the story about meeting her new friend, she switches to English for the direct speech parts while keeping Indonesian for the narrative framework. This topic change from craft discussion to social interaction storytelling triggers her code-switching because the friend interaction actually happened in English at the learning center, and Aycel wants to report the conversation accurately in its original language. The topic of reproducing real conversations requires linguistic authenticity, so she preserves the English dialogue while using Indonesian to explain the story structure to her mother. Based on Holmes' topic factor, Aycel's language choices change when the conversation topic shifts from discussing objects to reporting social interactions.

3.4 Function

Data 1 (V2, 00:04)

Aycel: "Bubucum Aycel bisa ambil bong, nggak susah."

Isti: "Makasi sayang."

*Aycel: "Aycel sangat **kind** kan Bubu?"*

Data shows that the code switch to English "kind" serves primarily an affective function. Aycel is not trying to give new information to Bubu. Instead, she wants to express her feelings and get emotional support. She switches to English to emphasize how good she feels about herself after helping. The tag question "kan Bubu?" shows she wants Bubu to agree and make her feel good. This code switch helps strengthen their close relationship by sharing emotions, not facts. Holmes explains that affective function focuses on feelings and relationships, which is exactly what Aycel is doing here.

Data 5 (V3, 00:19)

Isti: "Bubu turun lagi?"

Aycel: "Iya."

Isti: "Kenapa?"

*Aycel: "Kayak kakak yang pakai baju **white** itu, yang Bubu sama Babanya, sama adiknya, dan sama adeknya juga, Bubunya dilangit."*

Based on Holmes' function factor, the code switch to English "white" serves chiefly a referential function. Aycel switches to English "white" because she needs to give specific information about the color of clothes to help Bubu understand which person she is talking about. The English word "white" might be clearer or more precise for describing this important detail. She uses this code switch to make sure Bubu can identify the right person in her explanation. This is about giving factual information, not showing emotions. Holmes explains that referential function focuses on communicating clear information, which is what Aycel does when she uses "white" to help Bubu understand her story better.

CONCLUSION

Of the 60 data points, there are 48 data points for the insertion type, and 11 data points for the Alternation type; however, there is no data for the Congruent lexicalization type. It can be concluded that the insertion type is the most frequently used. Moreover, in the type of code switching, the writer obtained 5 data points for situational code-switching, but there are no data points for metaphorical code-switching. Furthermore, for the social factors that influence code-mixing and switching, the writer obtained 3 data points for the participant factors. Setting factor, 3 data points. 1 data point for the topic factor. Finally, the function factor was the most frequently appearing factor, with 5 data points. Therefore, it can be concluded that from the 12 data points for social factors, the function factor was the most frequently appearing factor in this study. In conclusion, based on the information above, it can be seen that the insertion type is the most common type of code-mixing, with a total of 48 data points. For the code-switching type, the situational code-switching type is the most common, with 5 data points. Lastly, there are 5 data points, which is the highest number for the social factor, in the function factor.

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