



Analyzing Code-Mixing in Korean Language Learning Contents on TikTok by Indonesian Native Speaker

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ABSTRACT

Social media platforms like TikTok have become popular for sharing language learning content. However, the phenomenon of code-mixing in such content, particularly in the context of Korean language learning, remains underexplored. This study aims to describe the forms of code-mixing present in Korean language learning content on the TikTok account @Eunji.nim, analyze the factors influencing its use and types of code-mixing. The forms of code-mixing are analyzed sociolinguistically using the theory of code-mixing forms by Khusaini (2019), the factors influencing code-mixing are examined using Suandi's theory (Ramadhan et al., 2017), and the types of code-mixing are identified using Wardhaugh's framework (Hamidah, 2015). This research examines five Korean language learning videos from the TikTok account @Eunji.nim. The primary research instrument is a data card, which is used to identify and classify the forms and factors of code-mixing. The data are analyzed descriptively and qualitatively to uncover patterns and underlying factors. The results indicate that utterances in the analyzed videos exhibit various forms of code-mixing. More than half of the instances are in single words, followed by clauses, with phrases being the least common form. Key elements influencing code-mixing include variety and level of speech, function and purpose, speech partner, and topic factors. The types of code-mixing only found situational code-mixing. This study highlights the sociolinguistic complexity of code-mixing in Korean language learning content on TikTok, offering insights into its forms, influencing factors and the types of code-mixing.

Keyword: Code-mixing, Korean Language, Learning Content, Social Media.

ABSTRAK

Platform media sosial seperti TikTok telah menjadi populer untuk berbagi konten pembelajaran bahasa. Namun, fenomena campur kode dalam konten tersebut, khususnya dalam konteks pembelajaran bahasa Korea, masih belum banyak diteliti. Penelitian ini bertujuan untuk mendeskripsikan bentuk-bentuk campur kode yang terdapat dalam konten pembelajaran bahasa Korea di akun TikTok @Eunji.nim, menganalisis faktor-faktor yang mempengaruhi penggunaannya dan jenis-jenis campur kode. Bentuk-bentuk campur kode dianalisis secara sosiolinguistik menggunakan teori bentuk campur kode oleh Khusaini (2019), faktor-faktor yang mempengaruhi campur kode ditelaah menggunakan teori Suandi (Ramadhan dkk, 2017), dan jenis-jenis campur kode diidentifikasi menggunakan kerangka kerja Wardhaugh (Hamidah, 2015). Penelitian ini meneliti lima video pembelajaran bahasa Korea dari akun TikTok @Eunji.nim. Instrumen penelitian utama adalah kartu data yang digunakan untuk mengidentifikasi dan mengklasifikasikan bentuk dan faktor campur kode. Data dianalisis secara deskriptif dan kualitatif untuk mengungkap pola dan faktor yang mendasarinya. Hasil penelitian menunjukkan bahwa ujaran-ujaran dalam video yang dianalisis menunjukkan berbagai bentuk campur kode. Lebih dari separuh contohnya berupa satu kata, diikuti oleh klausa, dan frasa merupakan bentuk



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yang paling jarang ditemukan. Elemen-elemen kunci yang mempengaruhi faktor campur kode meliputi variasi dan tingkat tutur, fungsi dan tujuan, mitra tutur, dan faktor topik. Jenis campur kode yang ditemukan hanya campur kode situasional. Penelitian ini menyoroti kompleksitas sosiolinguistik campur kode dalam konten pembelajaran bahasa Korea di TikTok, memberikan wawasan tentang bentuk-bentuk, faktor-faktor yang mempengaruhinya dan jenis campu kodenya.

Kata kunci: Campur Kode, Bahasa Korea, Konten Pembelajaran, Media Sosial

1. Introduction

With increasingly advanced technology, the ease of learning languages is more effortless for us to achieve by utilizing technology. Yuliani et al. (2023) state that the development of language and technology is one aspect that is experiencing rapid growth. This is reflected in the ease of internet access in communication and also the availability of global information that is fast and easy to access. This technological development has also accompanied the emergence of various social media platforms that are currently widely used, namely TikTok. TikTok is a social media network users use to create content in short videos of 60 seconds or more. The TikTok application not only functions as a means of entertainment but can also be used as an educational medium (Vidyana & Atnan, 2022). Due to the popularity of TikTok itself, which is inseparable from its advantages in stimulating creativity and providing entertainment, a variety of short, exciting content makes TikTok a popular platform, especially for the millennial generation. Therefore, Tiktok's potential as an interactive learning media is also noteworthy (Hutamy et al., 2021).

Technology and language are two elements that cannot be separated from human life because both are essential to communication. Interactions that involve verbal and non-verbal communication are the foundation for relationships between individuals (Fahri & Qusyairi, 2019), especially in Indonesian society, which has many regional languages; this causes language bilingualism and language development. This bilingualism causes code-mixing. Using code-mixing can help understand how languages interact and influence each other. (Wahyu & Atsmar, 2023). Code-mixing helps a lot in everyday aspects, namely human interaction and education. Code-mixing in sociolinguistics also has many sides and uses. Munandar (2018) said the benefits of code-mixing are facilitating conversation and conveying a right. In addition to facilitating communication, it reflects a person's social identity, and code-mixing can also be an element of language policy development and help in the teaching and learning process.

The phenomenon of code-mixing is very prominent on the TikTok social media platform. This platform, whose use is diverse globally, is a forum for mixing various languages. One of the benefits of code-mixing in the TikTok application is that it can provide a platform for the millennial generation to explore self-identity and build social relationships (Dahniar & Sulistyawati, 2023). Users in this application often deliberately combine languages to appear unique and creative. The short and engaging video format offers excellent potential as an innovative language-learning medium. In addition, language use in the TikTok application tends to be informal, characterized by colloquial language and the mixing of codes between languages (Tyas et al, 2023). These things make the learning content in the TikTok application more diverse. One is through its learning content; Eunji.nim has received much praise for its content, which teaches Korean to beginners who want to learn Korean.

With supporting elements such as text and images, such as Eunji.nim's Korean learning content can be more easily understood. In its content, Eunji also uses code-mixing when explaining a material because it can facilitate the delivery of a matter and make variations in its content. However, in its implementation, code-mixing also has a negative impact, such as using Indonesian that needs to be by the rules due to the influence of language mixing, making conversations, and not describing the academic situation (Aryani, 2020). Therefore, sociolinguistic analysis is needed, not pragmatic analysis, because pragmatic analysis is more likely to focus on the smaller context of conversation. In comparison, sociolinguistics sees language in a broader social context. This study needs sociolinguistic analysis because the data analyzed is speech texts with code-mixing. In addition, sociolinguistics analyzes various language variations used in everyday life, such as dialects and code-mixing (Haq et al., 2020).

However, analyzing the forms, factors, and types of code-mixing often presents challenges, especially in identifying patterns and understanding the motivations behind specific linguistic choices. For instance, consider the utterance, "Ini baju tradisional Korea, ada yang tau ga namanya? 네 맞아요, 한복." This

example demonstrates code-mixing involving Indonesian and Korean. The forms of code-mixing present include word-level mixing, as seen in the insertion of the Korean word "한복," and clause-level mixing, with the Korean clause "네 맞아요" integrated into the Indonesian sentence. Factors influencing this code-mixing may include the topic factor, where the discussion about traditional Korean clothing encourages using culturally specific terms like "한복" to maintain authenticity. Additionally, the speech partner factor may play a role, as the speaker assumes the audience has basic knowledge of Korean, making it natural to include Korean phrases. Furthermore, the learning objective factor is evident, as code-mixing is a tool to familiarize viewers with key Korean terms. From a sociolinguistic perspective, this example includes both intra-sentential mixing, where Korean phrases are embedded within an Indonesian sentence, and inter-sentential mixing, where the Korean clause "네 맞아요" is distinct from the surrounding text. These complexities underscore the need for a systematic approach to analyzing code-mixing, particularly in contexts where educational, cultural, and communicative purposes intersect. This example shows this research is necessary to explore how and why code-mixing is used, providing insights into its role in optimizing language learning, improving teaching strategies, and fostering cross-cultural communication in digital learning spaces.

Several previous studies have discussed code-mixing in social media and from the context of learning itself. Of the five studies that examined code-mixing in social media, two examined code-mixing on Instagram, namely Ningrum (2019) and Himarezki et al. (2024). There is also research on code-mixing from Twitter social media by Melati et al. (2022). Furthermore, code-mixing research on WhatsApp social media was conducted by Kuswahono (2021), and Facebook social media was conducted by Wahyuni and Chadijah S (2021). code-mixing also occurs in the field of learning, such as research conducted by Wiranto (2022) and Sundoro et al. (2018), which examines code-mixing in high schools, and research by Atiah et al. (2023), which examines code-mixing in vocational high schools. Code-mixing also occurs in learning at the elementary school level, as researched by Aryani (2020) and Khoirurrohman et al. (2020). Based on ten previous studies that discuss code-mixing in social media and learning in schools, there are several forms of code-mixing, which include insertion in the form of words, phrases, repetition of words, and idioms in the form of clauses. In addition to the form, some factors influence the occurrence of code-mixing, including emphasizing statements, asking questions, and chronic factors. In addition, there are some similarities between the above studies, namely, the factors discussed in the five studies are internal factors such as self-comfort and habits or external factors such as speech partners, topics of conversation, a sense of humor, explaining expressions or idioms, and code limitations in a language. However, more is needed to know about using code-mixing in social media, especially for learning. Of the ten studies, no one has examined code-mixing in TikTok social media and the learning context. Furthermore, these ten studies are referenced by researchers in this article.

Based on the description of the problems above, this study aims to (1) find out how the form of code-mixing in the context of learning in TikTok social media and (2) reveal the factors behind the occurrence of code-mixing in Eunji.nim's learning content on Tiktok social media (3) revealing the types of code-mixing in learning content on Eunji.nim's tiktok account. The form of code-mixing is analyzed sociolinguistically using the theory of code-mixing forms by Khusaini (2019), the theory of code-mixing factors using Suandi's theory (Ramadhan et al., 2017) and the type of code-mixing is using theory of Wardhaugh (Hamidah, 2015). This study's results can inspire development in using code-mixing in the context of learning on social media.

2. Method

This research uses descriptive qualitative research methods because this method aims to obtain a comprehensive understanding of social and human phenomena (Fadli, 2021). Moreover, the data collected from this research is in the form of transcripts, allowing researchers to understand the broader meaning behind the language combination. This study analyzes five Korean language learning videos from the TikTok account of Eunji.nim because she is a popular content creator among beginner Korean learners. Eunjinim consistently presents Korean language materials for beginners in an effective duration and manages to attract the interest of many viewers. Based on its popularity and content quality, Eunji.nim's TikTok account was chosen as the data source for this study.

This study analyzed five Korean language learning videos from the TikTok account @Eunji.nim. The videos were selected based on the criteria of number of views, number of likes, and comment sentiment. The material covered in these five videos includes grammar topics such as the use of the word 'do not know,' the

grammar of -는데, the difference between 예 and 예서, the use of -는것 and -는거, and the difference between 제가 and 내가. Each video is about one minute long.

This research uses the documentation review method as a data collection technique. Documentation review is a data collection method used in this research. Documentation review is one of the data collection techniques that collect documents as references from various sources, such as books, papers, or laws and regulations (Saputra, 2020). Based on the results of the code-mixing data analysis presented in Table 1, the form of code-mixing is classified according to the theory of Khusaini (2019) continue with factors using the theory of Suandi (Ramadhan et al., 2017) and type of code-mixing using the Wardhaugh (Hamidah, 2015) theory's. The video analysis process started with a complete transcription to understand the content. The first video was then annotated in detail, and the annotations were transferred to data cards. These data cards were used to facilitate the organization and analysis of the data. The following is an example of the analysis table used.

Table 1. Sample Analysis Table

Data	Form			Factor	Type
	Word	Phrase	Clause		
Pertanyaan sejuta umat -는데 (neunde) itu bisa dijawab pakai buku ini.	✓			Topic of Conversation	Situational

In-depth analysis of the data revealed recurring patterns in the use of code-mixing. These patterns became the basis for identifying other forms of code-mixing. After the transcription and annotation stage, the data was tabulated and analyzed to identify code-mixing frequency and distribution patterns. Further analysis relates these findings to relevant factors based on the text data. The validity of the analysis results was strengthened through a verification process by a literary expert with competence in related fields. The expert was given all the data to verify the truth, and the results of the data verification by the expert found 100% similarity of opinion. After that, a complete description of the data was provided, and a conclusion was drawn.

3. Result and Discussion

This research analyzes language use in learning videos on Eunji—nim's Tiktok account, especially on language code-mixing. The aim is to identify the forms of code-mixing that occur and the factors behind the use of the language. The results showed that the forms of code-mixing used in learning videos on Tiktok Eunji.nim social media start from the insertion of word-shaped elements, the insertion of phrase-shaped elements, and finally, the insertion of clause-shaped elements. The factors found are very diverse, which include factors of limited code use, speaking partners, topics of conversation, and the function and purpose of the conversation.

Forms of code-mixing in TikTok Learning content

The analysis of five learning videos on the TikTok @Eunji.nim account found 60 utterances containing code-mixing. The grouping of forms of code-mixing refers to Khusaini's theory and code-mixing factors using Suandi's theory (Ramadhan et al., 2017). The code-mixing that occurs in this form of code-mixing occurs because learning Korean requires using code mixes instead of natural code-mixing utterances. The results of the analysis for the form of code-mixing show that of the total data of utterances containing code-mixing, 40 data of code-mixing utterances are in the form of words, 6 data are in the form of phrases, and 14 data are in the form of clauses. Below are examples and explanations of word-shaped code-mixing.

Word-Shaped Code-Mixing

The analysis results involve 60 utterances that contain code-mixing. 40 out of 60 data were found to show word-shaped mixing. Here are some examples of word-shaped code-mixing in the TikTok account @Eunji.nim.

Table 2. Word-Shaped Code-Mixing

Data	Forms of Code-Mixing
“Nah ada nih yang mirip sama 내가 [naega] kadang ketuker”	Word-Shaped Code-Mixing
“Jadi -는데 (neunde) itu kependekan dari kata 근데 [geunde], 근데 [geunde] itu kependekan dari kata 그런데 [geureonde] artinya tapi cuman dalam satu kalimat itu ngga selalu diartikan tapi yang pertama kita bisa artiin terus”	
“몰라요 [mollayo] itu artinya ngga tahu tapi kalian bisa pakai cara lain untuk bilang ngga tahu”	

In the first example of code-mixing, 내가 [naega] in Korean means 'I' or 'me,' which refers to oneself as the subject of the sentence. 내가 [naega] is an essential part of a sentence and has a vital role in shaping the meaning of the sentence. So, 내가 [naega] is not a phrase or clause because 내가 [naega] does not have a more complex structure and only consists of one word that has a complete meaning. The utterance in the table above occurs when, in the learning video, Eunji is explaining in more depth the meaning of the word 내가 [naega] and the difference between the word meaning "me" also in Korean, which is 제가 [jega].

The second example of code-mixing occurs when Eunji is explaining the material about ‘는데 [neunde], 근데 [geunde], and 그런데 [geureonde],’ which are often considered as one word even though grammatically. The second example means, “는데 [neunde] comes from the suffixes 근데 [geunde] and 그런데 [geureonde]”. These three words primarily connect two clauses, showing contrast, reason, or change of topic. Although they have similar functions, the nuances of meaning contained in each word are slightly different. In everyday use, these words are very flexible and are often used to enrich expressions in Korean.

The last example of code-mixing in the form of words is found in the sentence; in English, this sentence means, “몰라요 [mollayo] means don't know, but you can use other ways to say don't know,” where the word 몰라요 [mollayo] is a basic word in Korean which means 'do not know.' 몰라요 [mollayo] is a word because it has an independent meaning, cannot be subdivided into smaller parts, and can be used in various sentence contexts. 몰라요 [mollayo] is the smallest Korean unit that conveys one's ignorance of something. In short, this word is a crucial part of the Korean vocabulary and is often used in everyday conversation.

The results showed that word-shaped mixing was Eunji's most widely used form of code-mixing when explaining the material in her learning content. This aligns with Oktarina's research (2019), which examines the use of code-mixing on Instagram social media, where many word-shaped code-mixing patterns are found.

Phrase-Shaped code-mixing

Of all the forms of code-mixing used, phrases are the least used form of mix. Here are some examples of Eunji's utterances that contain code-mixing in phrases.

Table 3. Phrase-Shaped Code-Mixing

Data	Forms of Code-Mixing
“-는것 [neungeot] atau -는거 [neungeo] itu digunakan itu digunakan untuk merubah kata kerja jadi kata benda, kalau di bahasa indonesia sih nggak terlalu keliatan ya”	Phrased-Shaped Code-Mixing
“Yang kedua 잘 모르겠어요 [jal moreugess-eoyo]”	
“Yang ketiga, 아직 잘 모르겠어요 [ajig jal moreugesseoyo] atau bisa pake 감이 안 와요 [gami an wa-yo]”	

In the first speech example, code-mixing is used to insert elements into phrases. -는 것 [*neungeot*] means to do something. While -는거 [*neungeo*] is an informal form of -는것 [*neungeot*], which is often used in daily conversation. -는것 [*neungeot*] and -는거 [*neungeo*] are phrasal forms that turn a verb or clause into a noun. The above speech happened when Eunji wanted to explain the differences and uses of -는것 [*neungeot*] and -는거 [*neungeo*] in Korean.

As in the other examples of form insertion, “잘 모르겠어요” [*jal moreugess-eoyo*] is the following example of code-mixed speech in the form of a phrase. “잘 모르겠어요” [*jal moreugess-eoyo*] is a Korean phrase that means 'not knowing for sure' or 'not sure'. The phrase comprises several words but has a unified meaning and functions as a unit in the sentence. Although the word “잘” [*jal*] means “good” and “모르겠어요” [*moreugess-eoyo*] means “do not know,” the combination of the two creates a stronger sense of uncertainty. This phrase is often used in everyday conversation when someone wants to express that they do not know enough about a topic. The speaker used this code-mixing utterance when explaining the material using “do not know” in various Korean words.

The last example of code-mixing in the insertion of a phrasal element is “아직 잘 모르겠어요” [*ajig jal moreugess-eoyo*]. This phrase means “I do not know for sure” or “I am still not sure.” Although it consists of several words, this phrase does not form a complete sentence, and its function is more as an adverb or explaining a person's state or feeling, therefore “아직 잘 모르겠어요” [*ajig jal moreugess-eoyo*] is referred to as a phrase rather than a word or clause. This code-mixed speech occurred when the speaker explained how to express “do not know” in Korean.

From the results of data analysis, phrase-shaped code-mixing is the least common form of code-mixing found in Eunji's learning content. The research of Khoirurrohman and Anjany (2020), in their research on code-mixing in the learning process in elementary schools, stated the existence of phrase-shaped code-mixing.

Clause-Shaped Code-Mixing

Of the five Korean language learning video contents by Eunji analyzed for code-mixing, several utterances contain code-mixing in phrases. Below are some examples.

Table 4. Clause-Shaped Code-Mixing

Data	Forms of Code-Mixing
<p>“Kesannya tuh kayak ‘gimana dong?’ ‘terus gimana?’ misalnya nih ada temen kita ngajak main bareng tapi kita lagi sibuk jadi kita bisa bilang 지금이야? 나 지금 바쁜데 [<i>jigeum-iya? Na jigeum bappeunde</i>] Oh sekarang ya? Tapi aku lagi sibuk, gimana dong? Jadi secara ga langsung artinya ‘gimana dong?’ ‘terus gimana?’. Semoga pertanyaan kayak tadi terjawab ya dari buku my korean notes”</p> <p>“Contoh 은지가 인도네시아에서 왔어요 [<i>Eunjiga Indonesia-eseo wasse-oyo</i>], Eunji berasal dari Indonesia“</p> <p>“Terus -는 데 [<i>neunde</i>] itu bisa dijadikan pertanyaan, contoh kita mau tanya ‘kami pergi kemana?’ ‘어디가요?’ [<i>eodi ga-yo?</i>]”</p>	Clause-Shaped Code-Mixing

The first example is code-mixing in the insertion of a clause-shaped element. In the above speech, Eunji says, “지금이야? 나 지금 바쁜데.” [*jigeum-iya? Na jigeum bappeunde*], which means “now? I am busy right now”. This utterance has two related clauses because two independent sentence parts contain a subject and predicate and convey a relatively complete meaning. The first clause, “지금이야?” [*jigeum-iya?*] independently means “now?” and is used as a question about time and situation. The second clause, “나 지금 바쁜데” [*na jigeum bappeunde*], means “I am busy” and is an additional context for something else that is

being discussed or questioned, in this case, related to the time in the first clause '지금이야?' [*jigeum-ya?*]. Eunji used this clause to give an example sentence of the grammar she was explaining.

“은지가 인도네시아에서 왔어요” [*Eunjiga Indonesia-eseo wass-eoyo*] is the following example of code-mixing in the form of clause insertion. “은지가 인도네시아에서 왔어요” [*Eunjiga Indonesia-eseo wass-eoyo*] is a clause in Korean because it has a complete sentence structure, namely the subject ‘은지’ [*Eunji*], the predicate ‘왔어요’ [*wass-eoyo*], and the place information ‘인도네시아’ [*Indonesia*]. This clause conveys complete information about an action or situation: “Eunji is from Indonesia.” In Korean grammar, a clause is a sentence's basic unit with a complete grammatical meaning. This code-mixing occurs when the speaker is delivering material about the grammar of 예 [*e*] and 에서 [*eseo*] and giving examples in the grammar of 에서 [*eseo*].

The last example of code-mixing in the form of clause insertion is '어디가요?' [*eodi ga-yo?*]. The clause 어디 가요? [*eodi ga-yo?*] in Korean means “where are you going?”. Although short, this clause has a complete sentence structure with a hidden subject (you) and predicate 가요 [*gayo*]. This clause can stand alone as a full question. In short, '어디 가요?' [*eodi ga-yo?*] is called a clause because it has the correct sentence structure. This code-mixed utterance occurred when the speaker presented an example of the grammar usage material '-는데' [*neunde*].

The research results from Eunji's analysis of Korean language learning content code-mixing show much more clause-shaped code-mixing than a phrase but less word form. In their research, Hikmarezki et al. (2024) showed the results of code-mixing in Instagram social media, which contained clauses in their code-mixed utterances.

Factors of Code-Mixing in TikTok Learning Content

This study identifies various mixing forms and analyzes the factors that cause them. It must be understood that the code-mixing in this part of the code-mixing factor contains natural code-mixes not only a necessity in learning Korean. According to Suandi's theory (Ramadhan et al., 2017), the results show that several factors influence mixing, including variety and level of speech, function and purpose, speech partner, and topic factors.

Variety and Speech Level Factors

From some of the learning video content analyzed, several factors influence mixing in Eunji's learning content, including the variety factor and the level of speech. Here are some examples of code-mixed utterances that are factored by variety and level of speech.

“Contohnya 엄마 [*eomma*] ada dirumah, 엄마 집에 있어요” [*eomma jib-e iss-eoyo*].

“사장님 [*sajangnim*] engga ada di kantor, 사장님 회사에 없어요” [*sajangnim hoesa-e eobs-eoyo*]

The first sentence, “Contohnya 엄마 [*eomma*] ada dirumah, 엄마 집에 있어요” [*eomma jib-e iss-eoyo*] shows the difference in language variety. The 엄마 [*eomma*] sentence at home is more casual and suitable for everyday conversation. At the same time, the sentence 엄마 집에 있어요 [*eomma jib-e iss-eoyo*] shows more politeness and is ideal in formal situations. This difference reflects different speech levels, where the first sentence uses a lower speech level, and the second sentence uses a higher one. This shows that language variation in Korean is based on formality and social situation.

As in the previous example, the use of the phrase “사장님 [*sajangnim*] engga ada di kantor, 사장님 회사에 없어요” [*sajangnim hoesa-e eob-seoyo*] in a sentence is also a factor of code-mixing variety and level of speech. The use of the word "engga" or "no" in English and the Indonesian sentence structure "di Kantor" or "in the Office" in English indicates a more relaxed and informal level of speech. On the other hand, the use of the particle '에' [*e*] in '회사에 없어요' [*hoesa-e eobs-eoyo*], which means not in the office or 'tidak ada di kantor' in Indonesian, indicates a more formal and polite level of speech. Thus, the choice of words and sentence structure in this example reflects the flexibility of language and how to adjust when speaking

according to the social situation and relationship with the speech partner. This code-mix sentence occurs when Eunji explains an example of using the particle '에' [*e*] in a sentence.

Data analysis shows that one of the factors underlying the use of code-mixing in Eunji's learning content is the variety and level of speech. This finding aligns with Novita's research (2020). This study analyzes the use of code-mixing in learning in elementary schools (SD), one of which is factored by the variety and level of speech.

Function and Purpose of the Conversation

Analysis of some of Eunji's learning video content shows that the function and purpose of the conversation are among the factors that trigger the use of code-mixing in Eunji's content. Below are some examples of utterances produced that can reinforce the influence of the function factor and the purpose of the conversation.

“Contoh lagi, kemarin aku lagi tidur, terus dapet telpon dari Korea, 어제 자고 있었는데, 한국에서 전화가 왔어요” [*eoje jago isseoneunde, hangug-eseo wasse-eoyo*]

“Contoh, besok hari minggu terus kamu mau ngapain? 내일 일요일인데 뭐 할 거야?” [*naeil ilyoil-inde mwo hal geoya?*]

The first sentence in English means, 'Another example, yesterday I was sleeping, then I got a call from Korea 어제 자고 있었는데, 한국에서 전화가 왔어요' [*eoje jago isseoneunde, hangug-eseo wasse-eoyo*] is an example of the use of code-mixing which is influenced by the function and purpose of the conversation. Eunji combines Indonesian and Korean with a specific purpose: to convey learning material more effectively and make it easier to understand. Thus, using the word 'Korean' in the example provides a more specific context and shows that Eunji is interested in Korean culture. Therefore, the use of code-mixing in this sentence conveys information and reflects a more complex purpose of communication.

In addition to the first example, the second sentence in English means, "Example, tomorrow is Sunday, so what do you want to do? 내일 일요일인데 뭐 할 거야?" [*naeil ilyoil-inde mwo hal geo-ya*] is also included in the examples of the function and purpose factors in code-mixing. Using the sentence structure 'Tomorrow is Sunday, so what do you want to do?' in Indonesian shows the function to start a conversation. On the other hand, the use of '내일 일요일인데 뭐 할 거야?' [*naeil ilyoil-inde mwo hal geoya?*], which means 'what are you going to do tomorrow on Sunday?' in Korean clarifies the speaker's intention to ask about their partner's plans. With this, the combination of the two languages conveys information to each other and also reflects the social purpose of the conversation. This code-mixing also occurs because Eunji is explaining an example of the use of the particle '-는데' [*neunde*], which is also the purpose of this code-mixing.

The results of the data analysis show that the function factor and the purpose of the conversation are some of the main factors influencing the use of code-mixing in Eunji's learning content. This finding aligns with the research of Wahyuni and Chadijah (2021), which examines code-mixing in Facebook social media.

Speaking Partner Factor

Based on the analysis of Eunji's learning video content, it is found that the speaking partner also plays a role as a factor underlying the use of code-mixing. The speaking partner in the context of Eunji's learning video is the audience of Eunji's learning video content. Examples of code-mixed utterances that speech partners factor are as follows.

“Mungkin dari kalian ada yang pernah denger kata -는 것?” [*neungeot*]

“Tiga detik sebutin bahasa Koreanya ‘ngga tahu’ pasti jawabannya 몰라요” [*mollayo*]

In the context of the first sentence, which in English means, 'Maybe some of you have heard the word -는 것?' [*neungeot*], Eunji uses the verb ending -는 것 [*neungeot*], which is used in the middle of an Indonesian sentence. The use of this suffix shows that Eunji assumes the audience of the learning video, her speech partners, has a basic understanding of Korean grammar. Thus, the speaker indirectly classifies his speech partner as someone who knows Korean, influencing how the speaker conveys the message.

In addition to the previous example, the second sentence in English means, 'Three seconds of Korean 'do not know' would be the answer' 몰라요 [mollayo] is another example of code-mixing caused by speech partner factors. The use of this sentence not only conveys information about Korean vocabulary but also creates a more exciting dynamic interaction between the speaker and their speaking partner. By posing this small challenge, the speaker, Eunji, wants to test the language skills of her speaking partner, who is the audience member of her learning video.

Data analysis revealed that the speaking partner is another factor that triggers using code-mixing in Eunji's learning content. This finding is consistent with Wiranto's research (2022), which examines code-mixing at the high school level, in which the speaking partner factor is one of the factors causing the use of code-mixing.

Topic of Conversation Factor

Eunji's learning video content analysis found that the conversation topic also influences the code-mix use factor. The topic of conversation also correlates with the frequency of code-mix use in Eunji's utterances. Examples of utterances factored by the topic of conversation are found below.

“에 (e) sama 에서 [eseo] itu kadang bikin bingung tapi Eunji punya tips”

“Tapi kalau kita lebih kepo lagi dan mengharapkan jawaban dan penjelasan dari orang yang kita tanyai kita bisa bilang 어디 가는데? 어디 가는데요?” [eodi ganeunde? eodi ganeundeyo?]

In the first sentence, '에 [e] and 에서 [eseo] are sometimes confusing, but Eunji has tips' the speaker intentionally mixes Indonesian and Korean to discuss a specific topic, namely the use of the particles '에' [e] and '에서' [eseo] in Korean. By including the Korean words, the speaker directly defines the topic of conversation and creates a specific context for further discussion. In short, the code-mixing in this sentence is motivated by limiting and directing the topic of conversation more specifically.

The second example of the topic of conversation factor is in the sentence which in English means, 'But if we are more curious and expect answers and explanations from the person we are asking, we can say 어디 가는데요?' [eodi ganeunde? eodi ganeundeyo?] which is the last example of code-mixing caused by the topic of conversation. The Use of Indonesian in this sentence explains the context and situation, while Korean is used to give example sentences. This happens because the topic of conversation is about language learning so that code-mixing can occur. This sentence shows using two or more languages in one sentence to convey the speaker's intention, which is Eunji when telling examples in the Use of grammar -는데 [neunde].

Data analysis shows that the use of code-mixing in Eunji's learning content is influenced by the topic of conversation, which is Korean language learning. However, using code-mixing also occurs because Eunji wants to explain examples in other languages, which is a factor in the topic of conversation. This finding is in line with the research of Atiah et al. (2023), who examined code-mixing in High School, and one of the factors for using code-mixing in their study was the topic of conversation.

Type of Code-Mixing in TikTok Learning Contents

Referring to Wardhaugh's theoretical research (Hamidah, 2015) says that there are two types of code-mixing. They are situational and conversational. Situational code-mixing occurs when speakers use both languages simultaneously to the extent that they change from one language to the other in a single utterance. And also conversational code-mixing involves the deliberate mixing of two languages without an associated change of topic. The type of code-mixing found in the learning content on the Eunji.nim Tiktok account is only situational code mix because there is no code-mixing found that contains conversational code-mixing words such as 여러분, 모두 or 친구들. The following is an example of a code-mixing sentence from the learning content on Eunji.nim's Tiktok account which contains situational type code-mixing.

“Contoh kalimatnya 제가 한국어를 공부하고 있어요 [jega hangug-eoreul gongbu-hago iss-eoyo] kalo yang 반말 [banmal], 내가 한국어를 공부하고 있어 [naega hangug-eoreul gongbu-hago iss-eo]”

The example sentence is a type of situational code-mixing because the use of the language mix occurs in response to a communication situation that requires adjustments in language style. The word 반말 [*banmal*] which means ‘informal language’ signifies the social context or more intimate relationship between speakers. In the sentence, the speaker is explaining the difference between formal 제가 한국어를 공부하고 있어요 [*jega hangug-eoreul gongbu-hago iss-eoyo*] and informal 내가한를 공부하고 있어요 [*naega hangug-eoreul gongbu-hago iss-eo*] these two sentences has same meaning which is ‘I am Studying Korean Language’ but the first sentence (제가...) is formal/polite (존댓말), while the second sentence (내가...) is informal (반말). So, the choice of the word 반말 [*banmal*] serves to emphasize the context or style of speaking in a particular situation. This reflects that code-mixing is done to adapt to situational needs to differentiate the level of formality in Korean.

4. Conclusion

The results showed 60 code-mixing data when uploading learning content to the Tiktok Eunji.nim account. Then, this data is grouped based on its form, with three examples representing each form. The classification results show the code-mixing of words, phrases, and clauses. Meanwhile, there are several factors behind the mixing of codes carried out by Eunji.nim in his learning video uploads, including the variety and level of speech factors, learning functions and objectives, speech partner factors, and topic factors. And in this study only found the type of situational code-mixing. The author recognizes that this research has some limitations. One of the main limitations is that this research is based on the author's interpretation alone, so there are still many aspects that need to be further researched in future studies, such as future research is expected to have a more robust research design and a broader scope is required to confirm the findings obtained in this study and to explore aspects that have not been covered in this study.

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