CHAPTER IV

CONCLUSION

This study consists of the conclusion of the study, the limitations of the study, and the suggestion for future research.

4.1 Conclusion

This study investigated the types of code-switching and the possible reasons for code-switching among three educational content creators on the social media TikTok. The analyses of both aspects have been conducted based on Hoffman's (1991) theory. There were 43 total data found: Zhafira 10 data, Xaviera 11 data, and Clarissa 22 data (see appendix). Each creator contributed 3 video samples. The conclusion can be drawn from the result or data analysis regarding both aspects of code-switching.

There are two types of code-switching in this study, namely: 1) Intra-sentential, and 2) Inter-sentential. The most dominant type of code-switching among the three educational content creators is intra-sentential (66.97%). The results showed that these three educational content creators mostly use intra-sentential code-switching, which involves switching language within the sentence.

My research result is similar to the study conducted by Dewi (2021), who also examined code-switching on social media, specifically YouTube. She found that the object of her research, Boy William, also engaged in intra-sentential switching on his social media. It was revealed that he has lived and studied abroad, similar to my research, enabling them to alternate between Indonesian and English fluently.

Based on Hoffmann (1991), there are seven reasons for code-switching, and the most dominant reason among the three educational content creators is **"Talking about a particular topic."** This occurs because the creators frequently switch to English when referring to specific events, scholarship programs, or campus-related information that are typically presented in English. Examples include the names of events like **"Talk Global Study Fair"** or scholarship programs such as **"Newcastle University Vice Chancellor's Scholarships"** and **"Sport scholarship."** Additionally, when discussing topics related to universities, they also use English, as seen in statements like **"Let's talk about KAIST, what is it?"** This practice not only aligns with the terminology commonly used in these contexts but also adds clarity and authenticity to the information they share.

Besides that, there are some reasons for code-switching that the creators use, which are not available in Hoffmann's (1991) theory. These reasons include **appreciation**, **reminders**, **emphasis and impact**, **unpredictability**, **promotion**, and **the opening and closing of content**. These reasons reflect the unique motivations of content creators when switching languages on their social media TikTok, showcasing how they adapt their language use to engage with their audience, convey specific messages, and achieve various communicative purposes effectively.

Additionally, educational content creators often engage with their audience by responding to questions that viewers ask in the comments. This demonstrates that TikTok has helped students to communicate and share information. Creators who study abroad often use both Indonesian and English when explaining something. Switching between the two languages or using them interchangeably

demonstrates their proficiency. Their content is intended for a diverse audience, including English and non-English speakers. This allows English speakers to understand the content while non-English speakers can still follow along and improve their English skills.

4.2 Limitations and Suggestions for Future Research

As a preliminary study, it has some limitations. First, the data is limited to 3 content creators. Second, the data is limited to 9 videos. Third, the study is limited to female creators. The next researcher can study more data. Covering both males and females could be an interesting topic for future research.