



An Analysis of Translanguaging Practices in Sunny Dahye TikTok Video

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ABSTRACT

Translanguaging is a sociolinguistic phenomenon that enables bilingual or multilingual speakers to utilize their entire linguistic repertoire to achieve communication goals. With the development of the digital era, this phenomenon has begun to shift to social media platforms such as TikTok. This study aims to identify the types of translanguaging used by Sunny Dahye in TikTok content and the frequency of their occurrence. This study employed an exploratory sequential mixed method design. Data were collected by selecting and watching videos, transcribing them, and identifying the types of translanguaging using an observation sheet. The findings of this study reveal that intra-sentential translanguaging is most frequently used in TikTok content, with the alternation involving longer elements such as phrases or clauses from English and Indonesian in a single sentence structure being the most common form of translanguaging used by the speaker. In addition, translanguaging is used as a communication strategy to express emotions, represent identity as a bilingual individual, and build engagement with the audience. The implications of this study suggest that language learners can utilize platforms such as TikTok to create bilingual content, which trains language skills and builds contextual meaning. Digital media can also be used as an alternative learning space outside of formal classrooms to encourage students to be more critical in improving their language skills and understanding, as well as to understand how language shift occurs, which can reflect cultural dynamics. Furthermore, this study enriches findings on language dynamics in digital spaces by showing that translanguaging is more than just a linguistic phenomenon.

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INTRODUCTION

Language plays a crucial role not only in communication but also in building social relationships and sharing information. Amid globalization, the phenomena of bilingualism and multilingualism are on the rise due to technological advances and diverse linguistic and cultural backgrounds. Translanguaging, which emerged from bilingualism and multilingualism, serves as a communication strategy to convey complex meanings (Otheguy et al., 2018; Wei, 2018). According to García (2009), translanguaging is a practice in which bilingual or multilingual speakers can flexibly use their entire linguistic repertoire to construct meaning. Translanguaging does not view language as two separate language systems but rather as the use of one integrated linguistic repertoire (García and Wei, 2014). According to García and Kleyn (2016), translanguaging emphasizes the use of the entire repertoire for communication purposes rather than just following the grammar rules of a particular language. Meanwhile, Canagarajah (2011) states that translanguaging is a performative act in which building holistic meaning involves not only verbal aspects but also visual modalities, where the actions performed are as important as what they mean.

The practice of translanguaging is now visible in everyday contexts, especially on social media such as Instagram, TikTok, and YouTube, where bilingual or multilingual individuals creatively demonstrate their use of language. On digital platforms, speakers often adapt language according to the purpose of communication and context (Shalihah, 2024). TikTok, a popular platform, provides a space for self-expression through short videos that combine language, visuals, audio, and text, making them engaging and interactive for audiences, as well as effective for language learning (Misir, 2023; Nitiasih et al., 2023). This short video format allows speakers to reach a wider audience with flexible language use (Asyrofi and Wati, 2024).

Translanguaging on social media is an activity that combines different language elements in a single post or conversation (Dumrukic, 2020). Video platforms like YouTube and TikTok offer a space for individuals to express themselves through visual and audio elements. In Malaysia, young people often use translanguaging for self-expression and communication (Misir, 2023; ..Luan Ng and Loon Lee, 2019). Translanguaging on social media helps shape flexible identities, strengthens creativity, and serves as a tool for communication and language learning. Translanguaging is also an effective communication strategy for connecting audiences from different linguistic and cultural backgrounds (Al-Jarf, 2024; Rosyidah Misbah, 2024). In the digital context, translanguaging facilitates the expression of identity by combining multiple languages. This makes communication more efficient and supports inclusive social interaction for bilingual or multilingual individuals. In addition, translanguaging facilitates informative communication by

conveying more precise meaning to multilingual audiences (Menghuan et al., 2024; Pratama, 2021; Alifa and Degaf, 2024).

The existence of different languages and cultural backgrounds reinforces the practice of translanguaging on social media, as seen in the content of bilingual creator Sunny Dahye, a South Korean influencer who actively uses English and Indonesian on TikTok. This phenomenon is interesting to study because it shows authentic language practices in the digital space, where the boundaries between languages become blurred. Translanguaging is important as a new perspective on its function and patterns of use in digital spaces, although it has previously been studied mainly as a pedagogical approach in classrooms to improve student understanding and build inclusive learning environments. However, there has been limited study of translanguaging on social media, especially TikTok. Therefore, this research is important to examine how translanguaging is used as a communication practice in digital spaces. This study aims to identify the types of translanguaging and measure the frequency of each type of translanguaging. The analysis is conducted not only on linguistic forms but also on the social functions that arise from these practices, thereby providing a comprehensive understanding of the role of translanguaging in the context of digital communication.

METHOD

This study aims to identify the types of translanguaging used by Sunny Dahye in TikTok content and the frequency of their occurrence. This study employs an exploratory sequential mixed-methods design, combining qualitative and quantitative descriptive approaches (Creswell, 2014). In this study, the researcher is the main instrument because the researcher plays an important role in collecting, organizing, and interpreting data, which allows for a deep understanding of the context and meaning of the data (Creswell, 2014). In addition, observation sheets are used as a supporting instrument to systematically record and classify the forms of translanguaging found in Sunny Dahye's TikTok videos.

Data collection in this study was conducted in several stages, including: (a) Video selection using purposive sampling to select TikTok videos that illustrated translanguaging practices; (b) Streaming and transcription, in which videos were watched repeatedly to understand the context, and the utterances were transcribed; (c) Coding process, which involved assigning identification codes and classifying them of translanguaging types; (d) The compilation of data descriptions, in which the coded data was documented to explain the context, function, and form of translanguaging utterances, which became the basis for further data analysis.

This study used thematic analysis by Braun and Clarke (2006) to analyze qualitative data in six stages: (1) Familiarization with data through transcription and initial understanding; (2) Generating initial codes from interesting features of

the data; (3) Searching for themes by collating codes; (4) Reviewing themes at two levels to create a thematic map; (5) Defining and naming themes; and (6) Producing a report summarizing findings. For frequency analysis, quantitative content analysis was conducted, which included the stages of data tabulation, frequency summaries, data processing for calculation and graphical presentation, and interpretation to support qualitative findings regarding the patterns used by Sunny Dahye. The analysis process was carried out by the researcher under the guidance of the supervising lecturer to ensure the accuracy of interpretation and consistency of findings. To ensure the reliability of the data, this study applied data source triangulation by combining the results of qualitative and quantitative descriptive analysis, as well as conducting peer debriefing to minimize subjective bias.

RESULTS AND DISCUSSION

Result

The types of translanguaging used in Sunny Dahye's TikTok Video

Based on the analysis of Sunny Dahye's TikTok videos, there were 68 data found with three types of translanguaging used, including intra-sentential translanguaging, inter-sentential translanguaging, and tag translanguaging. Intra-sentential translanguaging was the most dominant type, appearing in 46 data, followed by inter-sentential translanguaging with 16 data, and tag translanguaging with 6 data.

1. Intra-sentential translanguaging

Intra-sentential translanguaging is the transition from one language to another that occurs within a single sentence. Intra-sentential translanguaging occurs when speakers use English words or phrases within Indonesian sentence structures or vice versa (Liando et al., 2023). According to the framework proposed by Muysken (2000), intra-sentential translanguaging is classified into three types: insertion, alternation, and congruent lexicalization.

a. Insertion

Insertion is the act of inserting elements from one language (words or short phrases) into the sentence structure of another dominant language. (Muysken, 2000). The following are examples of some data from insertion that were found in Sunny Dahye's TikTok video.

Excerpt 1: "Jadi what happen was setelah aku ngepack semua itu dan aku ke Singapura dulu dan habis dari Singapura aku ke Jakarta dan di Jakarta setelah aku ngambil semua bagasi aku guys untuk keluar, bagasi aku doang yang ada skincarenya itu kena kayak garis-garis gitu loh guys."

(So, what happened was after I packed everything and went to Singapore first, and after Singapore I went to Jakarta, and in Jakarta after I picked up all my luggage to leave, only my luggage with the skincare products had lines on it)

In excerpt 1, the speaker inserts English words and phrases into the structure of an Indonesian sentence. The speaker naturally inserts the phrase “*what happen was*” at the beginning of the sentence. Grammatically, the phrase should be “*what happened was,*” but the meaning of the sentence can still be understood by integrating the two languages even though it does not follow the rules of grammar.

Excerpt 2: “*Get ready with me untuk hari ini jemput manajer aku Shelly dari Indonesia karena dia bakal ke Korea.*”

(Get ready with me for today I'm picking up my manager Shelly from Indonesia because she's going to Korea)

From the excerpt, the speaker inserted an English phrase into the Indonesian sentence structure. The speaker used the phrase “*get ready with me,*” which is a form of invitation commonly used in social media content such as TikTok and YouTube. This phrase is used to invite the audience to watch the preparation process or personal routines such as selecting clothes or getting dressed.

b. Alternation

According to Muysken (2000), alternation refers to the shifting of languages involving longer constituents such as phrases or clauses from two languages alternately within a single sentence structure. The following are examples of some data from alternation that was found in Sunny Dahye's TikTok video.

Excerpt 3: “*Kadang suka heran ga sih kalo lagi hamil sometimes there are days you feel good dan ada hari dimana you really feel like crap.*”

(Sometimes I wonder when you're pregnant sometimes there are days you feel good and days when you really feel like crap)

The excerpt shows the speaker alternating between Indonesian and English in one sentence. The utterance begins with Indonesian, “*kadang suka heran ga sih kalo lagi hamil*”, which is a full clause in Indonesian, then changes to English, “*sometimes there are days you feel good,*” which is also a full clause in English. From this, it can be seen that the speaker changes languages at the boundary of clauses, which is a characteristic of alternation.

Excerpt 4: “*Nanti aku cerita ya guys but I don't have time right now.*”

(I'll tell you guys later, but I don't have time right now)

In excerpt 4, the speaker tends to refer to the type of alternation. In this sentence, there is a whole clause in Indonesian, “*Nanti aku cerita ya*”, which is followed by a clause transition to English, “*but I don't have time right now.*” Looking at the sentence as a whole, this is an example of alternation, where the language change occurs at the clause boundary.

c. Congruent Lexicalization

According to Muysken (2000), congruent lexicalisation is a pattern where two languages have the same or similar sentence structures, allowing elements from both languages to be used interchangeably within the same structure. In congruent lexicalization, no single language serves as the primary framework or dominates the sentence. Instead, both languages share a common structure that allows words, phrases, and other small elements to move freely across various positions within the sentence. The following are examples of congruent lexicalization that were found in Sunny Dahye's TikTok video.

Excerpt 5: *"So happy banget bisa dengerin live."*
(So happy to be able to listen to it live)

From excerpt 5, it can be seen that the speaker is engaged in intra-sentential translanguaging, where the speaker uses both English and Indonesian in one sentence. In this sentence, it can be seen that the sentence structure freely combines elements from Indonesian and English without one language dominating the other, so that the sentence is classified as congruent lexicalization.

Excerpt 6: *"I felt really really sad because kayak I couldn't say goodbye before dia dikuburin gitu loh."*
(I felt really really sad because I couldn't say goodbye before he was buried)

The excerpt refers to the type of congruent lexicalization because the main framework of the sentence is English combined with elements of Indonesian. In this sentence, the two languages share the same sentence structure, thus it is included in the type of congruent lexicalization.

2. Inter-sentential translanguaging

Inter-sentential translanguaging is the shift from one language to another between sentences. Inter-sentential translanguaging occurs when speakers shift between Indonesian and English between sentences or vice versa (Liando et al., 2023).

Excerpt 1: *"Shopping was fun, but my peanut was hungry, so we went to Gordon Ramsay Burger. It was my friend's, Dita, and my husband's first time trying, and they both loved it. Burger adalah makanan favoritnya si Peanut, sampai lupa sesering apa aku makan burger pas hamil."*
(Shopping was fun, but my peanut was hungry, so we went to Gordon Ramsay Burger. It was my friend's, Dita, and my husband's first time trying, and they both loved it. Burgers are Peanut's favorite food, until I forgot how often I ate burgers when I was pregnant)

From excerpt 1, it can be seen that the speaker shifts languages between sentences, using English in the first and second sentences and Indonesian in the last sentence. This shows that the speaker is engaged in inter-sentential translanguaging.

Excerpt 2: *“Going out was fun but time to do my night care routine. Di hari kulit aku kering dan capek aku suka pake kombinasi skincare routine ini.”*
(Going out was fun but time to do my night care routine. On days when my skin is dry and tired, I like to use this combination of skincare routine)

The excerpt shows that inter-sentential translanguaging occurs when the speaker uses English in the first sentence and then shift to Indonesian in the second sentence. However, in the second sentence, the speaker inserts the English phrase, *“skincare routine”* into the Indonesian sentence. Overall, this sentence is classified as inter-sentential translanguaging.

3. Tag translanguaging

Tag translanguaging are phrases or words from different languages inserted into sentences. Translanguaging tags can be found anywhere in a sentence, either at the beginning or at the end (Liando et al., 2023). Tag translanguaging are used to emphasize what has been said or to express surprise.

Excerpt 1: *“Aslinya gemes banget, please.”*
(It's really cute, please)

The excerpt 1 illustrates the type of tag translanguaging. In that sentence, the word *“please”* is used as an emphasis at the end of the sentence, which functions as a small addition without affecting the grammar. Therefore, the use of the word *“please”* is not part of the main grammar, so it is included in the tag translanguaging.

Excerpt 2: *“By the way masnya baik loh, masnya bilang kayak mau dipake buat apa, kamu ke sini buat apa gitu kan.”*
(By the way he's nice, he asked what you wanted to use it for, and why you were here)

Based on the excerpt above, the speaker is involved in the process of tag translanguaging. In this sentence, the speaker uses the phrase *“by the way”* at the beginning, which functions as a discourse marker in the form of a transition to connect the flow of conversation.

The frequency of each type of translanguaging used in Sunny Dahye’s TikTok Video

The findings show that intra-sentential translanguaging is the most dominant type used, with a percentage of 67.65% from 46 data, while inter-sentential translanguaging has a percentage of 23.53% from 16 data and tag translanguaging have a percentage of 8.82% from 6 data. The distribution of data regarding the frequency of translanguaging can be seen in Table 1.

Table 1. The frequency data of translanguaging types

| No. | Types of translanguaging | Frequency | Percentage |
|-----|----------------------------------|-----------|------------|
| 1. | Intra-sentential translanguaging | 46 | 67.65% |
| 2. | Inter-sentential translanguaging | 16 | 23.53% |
| 3. | Tag translanguaging | 6 | 8.82% |

Then, according to Muysken (2000), intra-sentential translanguaging is categorized into three types: insertion, alternation, and congruent lexicalization. From the analysis, it was found that alternation was the most dominant type, used in 41.31% of the 19 data. This shows that alternation involving longer constituents such as phrases or clauses from two languages in a single sentence structure is the most frequently used form of translanguaging by the speaker. Meanwhile, insertion had a percentage of 28.26% from 13 data, and congruent lexicalization had a percentage of 30.43% from 14 data. The data distribution is presented in Table 2.

Table 2. The frequency data of intra-sentential translanguaging

| No. | Types of intra-sentential translanguaging | Frequency | Percentage |
|-----|---|-----------|------------|
| 1. | Insertion | 13 | 28.26% |
| 2. | Alternation | 19 | 41.31% |
| 3. | Congruent Lexicalization | 14 | 30.43% |

Analysis of Sunny Dahye's TikTok video reveals three main themes related to translanguaging: as an emotional expression, in digital communication, and bilingual identity. According to Back et al., (2020), translanguaging enables individuals to utilize their entire language repertoire to express their feelings. Moleleki (2024), mentions that in digital communication, translanguaging enables the flexible use of various languages, including slang and acronyms. García and Wei (2014), emphasize that translanguaging reflects a dynamic bilingual identity, with speakers constructing meaning through all language resources.

Discussion

From the findings of research on translanguaging in social media, particularly TikTok videos by Sunny Dahye, it was found that intra-sentential translanguaging had the highest frequency, which was 67.65% of the 68 data analyzed. The alternation type dominated with a percentage of 41.31% of the 46 intra-sentential data. Previous studies also show that this type is most frequently used, where language shifting occurs within a single sentence, particularly between Indonesian and English. This is similar to a study conducted by Oktaviana et al., (2024), which emphasizes that language often shifts to discuss specific topics or emphasize points emphatically. Rosyidah Misbah (2024) and Permadi et al., (2023) also found the same pattern in their analyses, where the insertion of English words or phrases in Indonesian sentences was used to express emotions and emphasize topics. Additionally, Abilkassymova and Akzhigitova (2025) research on YouTube podcasts shows that intra-sentential translanguaging facilitates communication and clarifies meaning by shifting between Kazakh and English.

The research by Pratama (2021) concluded that translanguaging practices, especially intra-sentential forms, are more efficient in communication on Twitter. Intra-sentential translanguaging allows the integration of two languages in one sentence without strict restrictions, supporting a concise, spontaneous, and expressive style of language. This is in line with the quick and informal characteristics of digital communication, making speakers more likely to use it compared to inter-sentential translanguaging, which requires a complete switch to another language. Although translanguaging tags still exist, their role is limited and not as complex as intra-sentential translanguaging in constructing a complete meaning structure.

According to García and Wei (2014), based on the function of translanguaging, the dominance of intra-sentential translanguaging through alternative forms demonstrates cognitive, social, and identity functions, where the use of two languages is more than just a means of communication. First, the form of alternation shows how the speaker organizes ideas, emotions, and experiences in a single train of thought. In this process, the speaker uses two languages simultaneously to compose and articulate their experiences in a way that is richer than using just one language. Translanguaging here is not just a means of communication; it is a way of thinking (a way of knowing and making meaning). Second, from a functional perspective, the speaker demonstrates pragmatic awareness in adapting language to build relationships with different audiences, using English for international audiences and Indonesian for local audiences. This combination of languages serves as a communication strategy that engages all audiences rather than demonstrating inconsistency. The practice of translanguaging is also evident through multimodal elements, where the use of text supports verbal utterances. This creates multimodal communication that reinforces the message and broadens access to meaning, in line with Canagarajah (2011) view of multimodal semiotic practices that support the formation of cohesive meaning. In other words, meaning is constructed not only through speech, but also through the simultaneous interaction between speech and text, forming a unity of communication.

The findings also show that translanguaging is used for several reasons, including translanguaging as emotional expression, translanguaging in digital communication, and translanguaging as bilingual identity. Translanguaging as emotional expression shows that multilingual individuals can express feelings more strongly, such as moments of happiness or sadness, using their entire language repertoire. Research by Back et al., (2020) reveals that this helps reduce anxiety related to language frustration and allows for clearer understanding. In addition, research by Dovchin et al., (2025) confirms that translanguaging helps to create a safe emotional space, reducing emotional pressure. Translanguaging in digital communication refers to the use of English words or phrases in an Indonesian

context on social media to enhance the appeal of content. Research by Li and Wang (2024) and Oktaviana et al., (2024) demonstrates that by utilizing various linguistic resources, speakers can interact more dynamically and effectively, particularly by employing distinctive phrases that also serve as metalinguistic tools. Translanguaging as bilingual identity explains that the use of two languages indicates an individual's bilingual identity. Creese and Blackledge (2015), as well as García and Kleifgen (2020), mention that the flexible use of both languages in social spaces demonstrates a dynamic sense of self-identity. Otheguy et al., (2018) also mention that translanguaging reflects a complete linguistic system and is not merely the separate mastery of two languages.

The relationship between translanguaging as an emotional expression and bilingual identity is discussed by Bakic and Škifić (2017), who show that language in translanguaging reflects the core of bilingual identity, with both aspects influencing each other in communication and identity formation. The use of language to convey emotions is influenced by both linguistic ability and emotional bonds and cultural identity associated with that language. Furthermore, according to Luan Ng and Loon Lee (2019), the relationship between translanguaging in digital communication and bilingual identity suggests that the practice of translanguaging in digital spaces enables bilingual individuals to build and assert their identities. This practice enables language adjustment according to the audience and situation, allowing individuals to express their identity through various styles and languages. Research by Wei and Hua (2013), emphasizes that translanguaging in digital communication is a dynamic process that contributes to the formation of bilingual identity.

The result is translanguaging practice in Sunny Dahye's TikTok videos is dominated by intra-sentential translanguaging, especially in the form of alternation. This type tends to be dominant because it is structurally simple, efficient for conveying messages, and suits the communication style on social media, which is short, spontaneous, and expressive. The implication of this study is that Sunny Dahye's translanguaging practice shows how two languages can be used flexibly to construct meaning, thus serving as an authentic example for students to learn language use in real situations. Digital media can also be used as an alternative learning space outside of formal classrooms to encourage students to be more critical in improving their language skills and understanding, and to understand how language switching occurs, which can reflect cultural dynamics. In addition, this study can enrich findings on language dynamics in digital spaces by showing that translanguaging is more than just a linguistic phenomenon.

CONCLUSION

This study investigates the types of translanguaging, frequency, and communicative roles in digital interactions conducted by Sunny Dahye. The results

show that intra-sentential translanguaging is the most dominant strategy used, especially in the form of alternation. This dominance indicates the structural efficiency of alternation in maintaining fluency of speech, while also having sociocultural and pragmatic functions to increase expressiveness, adapt to global digital culture, and strengthen the speaker's bilingual identity.

These findings confirm that translanguaging in social media not only represents a linguistic phenomenon but also plays a role in the formation of digital identity and social relationships between content creators and audiences. Sunny Dahye utilizes a combination of Indonesian and English to present an image of herself as a bilingual influencer who is able to reach both local and global audiences. Pedagogically, this study highlights the potential of translanguaging as a language learning strategy, in which digital media can serve as an authentic model for learners to understand the use of language across contexts, while reflecting on their linguistic and cultural identities.

However, this study has several limitations. First, the number of videos analyzed is still limited, so it does not fully represent Sunny Dahye's overall translanguaging practices. Second, this study focuses on the linguistic and multimodal aspects from the speaker's perspective, without involving the audience's perception of these translanguaging practices. Therefore, further studies are recommended to expand the amount of data, involve various social media platforms, and explore the audience's response to translanguaging practices in the digital space. Such research will enrich the understanding of language dynamics in digital media while strengthening the theoretical implications for sociolinguistic studies and practical applications in English language teaching.

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