R E S E A R C H   A R T I C L E

Translanguaging In Social Media : A Case Study Of Zhafira Aqila's Youtube Channel

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Abstract

This study aims to investigates the use of translanguaging by Indonesian students who are continuing their education in the United States. The research was motivated by the rampant use of translanguaging, especially through the use of social media such as YouTube. The study examines forms of translanguaging, including code-switching (CS), code-mixing, and multimodal communication, as well as the functions these serve in shaping audience engagement. Through a qualitative descriptive analysis of three videos, the research identifies that code-switching is the most prominent component, appearing in 82% of "Grad School Decision Reaction," 80% of "Welcome Orientation at Harvard," and 70% of "Last Week of the Semester at Harvard." Translation and interpretation (TI) are more prevalent in academic videos, particularly in "Last Week of the Semester at Harvard" (30%) and "Welcome Orientation at Harvard" (18%), while less frequent (18%) in "Grad School Decision Reaction." Speech functions such as referential (RF) and metalinguistic (MF) are the most prominent, with MF accounting for 64% of speech functions across all videos, emphasizing Zhafira's reflection on language use. This study emphasizes the significance of translanguaging as a key strategy for effective communication and identity expression in digital media, offering insights into how creators like Zhafira engage with multilingual audiences in today's globalized environment.

Keyword: Translanguaging, Overseas Education, Zhafira Aqyla, Youtube, Wang.

Introduction

In recent months, studying abroad has become a trend that initiates migrants to explore cultural and linguistic diversity. According to Isabelli-García, possible reasons for migrants heading to other countries are work, study, or work and study (Isabelli-García & Isabelli, 2020). The experience that is likely to be gained by students who continue their education abroad will have a promising impact on their professional world later. Thus, it becomes an absolute reason to plan further education abroad, as international education increases global competence and elevates the ability to work in a competitive job market (Xu, 2023). The government also frequently posts limited chances at the bachelor's level for those who wish to pursue a master's degree through scholarship programs. Especially for language (L2) students, these opportunities are precious, as immersive language programs are proven to enhance their academic and real-life skills (Finney, 2019). Furthermore, such scholarships support L2 learners' professional identity formation (Kim & Saenkhum, 2019). In the case of students who apply L2 in the sustainability of their academic fields, education abroad can provide long-term benefits to the development of their language skills. Like after completing education abroad, students will get a *track record* that can be likely to be promoted better if they have lived in the host country for a long time because there is no need to adjust to the culture and language again, so they can carry out their duties with good progress. Through existing relationships, it also provides promising opportunities for

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students to continue their profession in the country. That is what makes studying in the host country (L2) an important aspect that is often considered by students who explore the academic field of language, in this case, L2 is English. (Borràs, 2024) research findings show that studying English in the context of a lingua franca has its own advantages in terms of language acquisition and cultural adaptation, making the experience in the host country very valuable for L2 learners.

English which is also in demand by international students makes the possibility of language diversity and accents very varied. As in the study by (Choomthong & Manowong, 2020) they explain that non-native speakers are exposed to a variety of English accents, which affects their preference and intelligibility, especially in academic setting. Call it at the undergraduate level, the most desirable world-class prestige university as an example is *Harvard University.* Students who continue their education at *Harvard University* are not a few foreign students who are not *native-English.* The number of foreign students recorded as studying at *Harvard University* reached 5,359 students in the 2020/2021 academic year (source: *oneworld.worldwide.harvard.edu*). This raises the ability to *be bilingual* or speak in two languages in the practice of student language in exchanging information. Bilingualism, especially within academic settings, enhances students' capacity to process and exchange information effectively, providing them with valuable communication skills in a multilingual context (Choomthong & Manowong, 2020). With the possibility of students finding communities from the original country in the host country (L2), the application of L1 will also remain unconsciously a medium for exchanging information according to who the interlocutor is. This *bilingual ability* usually arises through the phenomenon of code-switches and code-mixes. *Code-switches* usually occur when a person feels a *lack of word* or even *slip of the tongue,* with *such code-switches* errors can be resolved. Then also *code-mix,* usually occurs if someone inserts grammatical elements of one language into another language. However, these code-switches and code- mixes have

begun to be replaced by the presence of the *Translanguaging concept*.

Translanguaging itself gives speakers the freedom to choose linguistic to semantic aspects in conveying information (García & Wei, 2013). *Translanguaging* is often used by someone who has a *bilingual* and even *multilingual communication repertoire*. By combining two languages that may have different grammars and updating their linguistic order so that it is easier for speakers to express a situation through language (García & Wei, 2013). One of the countries that allows speakers to use *Translanguaging* two to more languages is Indonesia. Translanguaging itself in Indonesia is able to eradicate cases of local languages that are considered trivial when compared to dominant English (Wahyudi, 2023). In Indonesia itself, people are found to apply languages that are divided into Local Languages (Regions), National Languages (Indonesian), and International Languages (English) (Cesaria et al., 2023). The *translanguaging phenomenon* is also a pillar of interaction on social media and the digital footprint of mass media.

In today's world, social media has changed the way people talk and connect with each other. A common thing seen in communities where people speak many languages is translanguaging (West, 2022). This means using several languages in a flexible and natural way. This language behavior is especially interesting when we look at people who have lived or studied in other countries, as they often become very skilled in speaking two or more languages. Translanguaging is not just a way to express oneself; it also helps include everyone and keep cultural ties strong, even when people speak different languages (García & Wei, 2013). This study looks at how Zhafira Aqila, a well-known YouTuber, uses different languages. She is studying in the United States but still stays connected to her Indonesian roots. Zhafira, a content creator, often uses English and Indonesian in her videos, and sometimes other languages too. This shows that she can communicate in different ways, which helps her share information, engage with her audience, and express her identity. Zhafira shares her experiences as a student at Harvard University. Her stories help us understand how people in similar situations use different languages to deal with cultural and language difficulties.

Digital track records are considered to solve a problem in social circles. The existence of digital media is undeniable to provide efficiency in functioning to social needs. Such as with the existence of social media that shortens the distance between one individual and the target information of that individual. Without seeing each other face to face, each individual can still exchange ideas (Chusna, 2021). The capabilities generated by social media technology make it a breakthrough for people to keep learning to receive messages wherever they stand. Social media can be in the form of short messages, *E-commerce, E-learning, blogs, websites, virtual publications*, and *virtual videos*. Like through one of the YouTube video platforms, which has the advantage of sharing videos that last from 1 second without a maximum duration, live or *streaming, online* or *offline*. So making *YouTube* a social media for interactive information transfer is the right (Tinambunan, 2022). Recently content creator work has a fairly high interest, because many *YouTubers* (a term for YouTube channel owners who are quite well known) express what they like through videos that are quite short and attract a lot of attention from *Subscribers* (called YouTube channel followers). Not infrequently the language spoken by *YouTubers* involves *Translanguaging*, so that it has an impact on the audience, namely participating in implementing *translanguaging* habits in their daily lives.

Like one of the *Youtube* channels that raises the concept of education and productive activities that apply Indonesian, English, to Japanese in some of his videos, namely Zhafira Aqyla. With a total of 238 videos per 2024 on the Youtube channel. Starting from the beginning, Zhafira uploaded the video provided *English subtitles*, although the situation in the video still shows her in Indonesia. Most of her videos show Zhafira always talking to Indonesian-British. His use of language when taking videos hints at him living with more than one language culture, which may have led him to *translanguage frequently*. Zhafira Aqyla herself was born in Osaka, Japan and is of native Indonesian descent. Zhafira Aqyla has completed her undergraduate studies (S1) at *Osaka University* in 2017, and returned to continue her master's studies (S2) at *Harvard University* in 2020. In the middle of her studies and career, Zhafira married her Javanese-Indonesian husband, making her return to Indonesia several times. So some of his videos show a varied blend of language between Zhafira and the people around him. The content in some of Zhafira Aqyla's videos discusses scholarships, gender education, draft productive plans, fashion, culinary, English tips, and activities during her time at *Harvard University*.

There are various research reports that have conducted analyses related to the phenomenon *of translanguaging* which have different results in educational activities, even in a song and video. The first is research from (Nuryogawati, 2023) which analyzes instructors in an educational activity that applies *translanguaging* in the three English learning videos that have been analyzed, *the practice of translanguaging* implemented by instructors is predominantly varying according to needs. The results of the study explained that *translanguaging* is needed by instructors to be implemented in English learning videos in the three different videos summarized by researchers to provide views, re-explanations, explain the definition of the language, and also time efficiency to support students in understanding complex contexts in English Learning videos and provide space for bilingual or multilingual students to explore several things to develop her knowledge outside of school.

The next study entitled Translanguaging Practices in Songs by Indonesian Singers was researched by (Sugiharto, 2015) who also analyzed translanguaging about several songs from Indonesian singers who apply one type of translanguaging, namely code- switching. This happens because of the process of mixing languages carried out by switching one language to another. While the use of translanguaging is done by combining two languages in one song. Singers make language changes through verse-by-verse. So that in this phenomenon, translanguaging occurs through code-switching practices. In this phenomenon, it is stated that the reason singers practice translanguaging is because they want to show their identity, which refers to the theory of (Hoffmann, 2014) which states that the application of language from one group is different from other groups. Therefore, the identity of the speaker can be demonstrated through the application of language in translanguaging practices. Therefore, the use of Indonesian in the songs *"Lathi"* by Weird Genius and Sara Fajira, "Hari Bahagia" by Atta Halilintar and Aurel Hermansyah, *"Holiday"* by Via Vallen, *"School Revolution"* by Voice of Baceprot, and "Ya Never Mind" by Bondan Prakoso and Fade 2 Black shows the singer's identity as Indonesian.

Furthermore, still with (Hoffmann, 2014) theory, is a study by (Permadi et al., 2023) which shows an analysis of the existence of two components of translanguaging in all videos presented. Namely code-switching, as well as translation and interpretation. Researchers found six reasons why Nessie Judge used translanguaging. This includes talking about a particular topic, quoting others, emphasizing something, interacting, using repetition to provide clarification, and striving to clarify what the interlocutor is saying. Researchers also found five speech functions in translanguaging: referential, expressive, phatic, poetic, and metalinguistic.

The study aims to identify forms of *translanguaging* in social interaction, translation, and speech of a Zhafira Aqyla through her YouTube video blog . Next is to look at how does translanguaging function in shaping communication and audience engagement in Zhafira Aqyla's YouTube videos. Thus, readers who want to study linguistics in a multilingual realm can deepen their knowledge in a wider scope, and can understand the possibilities that occur when L2 language has become in the host country. This study is important not just for Zhafira's personal story but also for how it relates to the use of multiple languages in today's world. Social media sites like

YouTube let people share and express their different language identities. More and more content creators are working in places where people speak two or more languages. This shows a trend where language rules are not as strict, and people easily switch between languages to communicate better (Zhao & Flewitt, 2020).

Method

In this study, the method used was a qualitative descriptive method. Based on (Creswell & Poth, 2017) Qualitative research is a method of studying and understanding the meaning of social or humanitarian problems considered by individuals or groups. Questions and procedures that arise, data typically collected in the participant environment, and inductive analysis from a specific theme to a common theme are all part of the research process. Lastly, researchers interpret the meaning of the data. The final written report is flexible in its structure. According to (Tomaszewski et al., 2020) case studies are also often used for evaluation, such as external reviews. A case study can also be a complete research project, such as a study of a specific organization, community, or program. Case studies in this study include instrumental case studies. These instrumental case studies are conducted to provide an understanding of a particular problem that can be generalized (Wei et al., 2020).

The focus of the study was three YouTube videos of Zhafira Aqyla: 'Welcome Orientation at Harvard,' 'Last Week of the Semester at Harvard,' and 'Grad School Decision Reaction.' Data was collected through documentation techniques, namely by watching and analyzing the video. The data collection process begins by transcribing the speech in the video into written text. After that, the transcripts are identified and grouped based on translanguaging components, such as code-switching and translating and interpreting, according to the approach adapted from (Permadi et al., 2023), each sentence, clause, or word that indicates the use of translanguaging is organized in the form of a table for easy analysis. Data analysis was carried out with reference to the Grand Theory of Translanguaging developed by (Wang, 2019). Through this theory, translanguaging is understood as an adaptation strategy that allows speakers to tailor their language usage according to the audience's background and needs. The translanguaging component is then further analyzed to understand the reasons and functions of the use of translanguaging in Zhafira Aqyla's video. The results of the analysis are then presented in a frequency table to illustrate the distribution of components and the function of translanguaging. Through this theory, I will be able to distinguish forms of translanguaging in Zhafira Aqyla's speech and analyzing its function in shaping communication and audience engagement.

Results and Discussion

Table 1.   The Frequency of Components

Title of the Video	Components			Cal
	CS (%)	TI (%)	LB (%)	(N) (%)
Welcome Orientation at Harvard	45	10	1	56
	80	18	2	100
Last Week of the Semester at Harvard	35	15	0	50
	70	30	0	100
Grad School Decision Reaction	32	7	0	39
	82	18	0	100
Total	112	32	1	145
	78	21	1	100

Note: (CS) Code-Switching, (TI) Translating and Interpreting, (LB) Language Brokering

Code-Switching (CS), as a prominent component, represents a dynamic interaction between languages in bilingual or multilingual communication. According to Wang's Grand Theory, code-switching serves both communicative and social functions, allowing speakers to navigate between linguistic contexts to convey meaning effectively and to express cultural identity. This is particularly important in social media contexts, where audiences are often diverse in terms of language and cultural backgrounds. In the table, code-switching (CS) occurs most frequently in the video "Grad School Decision Reaction," making up 82% of the speech components. This is likely due to the emotional intensity and personal nature of the content, as decisions about grad school involve personal reflections that can trigger a higher use of native language for emphasis. Zhafira's audience, composed of both English and Indonesian speakers, would find this switch helpful for understanding her thoughts in both languages. In "Welcome Orientation at Harvard," CS makes up 80% of the speech, slightly lower than in "Grad School Decision Reaction." The orientation setting likely required the use of academic English, but Zhafira may have also shifted to Indonesian to contextualize her experience for her Indonesian-speaking audience, making the academic content more relatable. Lastly, "Last Week of the Semester at Harvard" shows a slightly lower rate of CS (70%), which can be attributed to the fact that much of the content might have involved narrating routines or factual updates that don't require as much emotional depth or cultural switching as personal decision-making.

Translating and Interpreting (TI) is another key component of translanguaging, as described in Wang's theory. This involves not just the literal translation of language, but the interpretation of cultural and contextual nuances. TI plays a crucial role in bridging linguistic gaps between audiences who may not be equally proficient in both languages. In "Welcome Orientation at Harvard," TI constitutes 18% of the speech. This makes sense in an orientation setting, where specific terms and academic jargon need to be translated into simpler or more culturally relatable language for non-native speakers. The relatively high percentage indicates that Zhafira took care to interpret complex information for her viewers, aligning with Wang's idea that translanguaging fosters better understanding in multicultural contexts. The percentage of TI increases to 30% in "Last Week of the Semester at Harvard." The higher rate may reflect the need for more contextual explanation as Zhafira discusses her academic performance, schedules, and specific terminology that might not be easily understood by her audience. This aligns with Wang's theory, which suggests that TI is necessary when the discourse includes technical or specialized language that requires interpretation to make it more accessible. In "Grad School Decision Reaction," TI drops to 18%, reflecting that less technical interpretation was needed, likely because the content was more emotional and personal rather than academic or technical. The role of TI here might be more focused on clarifying expressions of feelings rather than translating complex concepts.

Language Brokering (LB), although it plays a minor role in this analysis, is a critical function in the broader framework of translanguaging, according to Wang. Language brokering involves the informal translation and mediation between languages, often for specific social and cultural purposes. It's more than just translation; it includes adapting messages to fit the audience's cultural background. In all three videos, the presence of LB is minimal or absent, which is interesting. Only in "Welcome Orientation at Harvard" does LB occur, at 2%. This could suggest that Zhafira had little need to mediate between cultures directly, as her audience likely already shares a basic understanding of both English and Indonesian cultural contexts. The absence of LB in "Last Week of the Semester at Harvard" and "Grad School Decision Reaction" further supports this, indicating that the content was either straightforward or sufficiently explained through code-switching and interpreting. Wang's Grand Theory supports these findings by emphasizing that translanguaging is not just about switching languages but about creating meaning across linguistic and cultural borders. In Zhafira's case, the heavy use

of code-switching allows her to express emotions, convey academic content, and relate her experiences in ways that are meaningful to both English and Indonesian speakers. The interpreting component, meanwhile, ensures that complex academic and cultural concepts are accessible, further enhancing the inclusivity of her content.

The table 2 showcases the frequency distribution of reasons behind the use of language components in three different videos on Zhafira Aqila's YouTube channel. These reasons are categorized as Social Interaction Purposes, Knowledge Sharing, Audience Engagement, Identity and Cultural Affirmation, and Emotional Expression. Each video is analyzed by calculating the percentage of each reason's occurrence, followed by a cumulative total.

Table 2. The Frequency of Components

Video Number	Reasons					Cal (n) (%)
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	
V1	15	24	7	10	9	65
	23	37	11	15	14	100
V2	23	12	5	8	4	52
	44	23	10	15	8	100
V3	5	25	12	4	10	56
	9	45	21	7	18	100
Total	43	61	24	22	23	173
	25	35	14	13	13	100

Note :
1 : Social Interaction Purposes
2 : Knowledge Sharing
3 : Audience Engagement
4 : Identity and Cultural Affirmation
5 : Emotional Expression

The first video indicates that 15% of the components were used for Social Interaction Purposes, 24% for Knowledge Sharing, and only 7% for Audience Engagement. The most significant focus in this video, however, is on Knowledge Sharing (37%). This might imply that Zhafira uses translanguaging as a tool to disseminate information, perhaps through explanatory content where bilingualism enhances the clarity and accessibility of the information for a broader audience. The usage of 14% for Emotional Expression highlights how translanguaging can be employed to connect with viewers on an emotional level. For the second video, Social Interaction Purposes and Knowledge Sharing show a marked reduction (23% and 12% respectively). This shift could indicate a change in content type or audience interaction style, perhaps moving towards a more identity-driven content focus (Audience Engagement at 23%, and Identity and Cultural Affirmation at 15%). The use of translanguaging here may serve to bridge the cultural gap, emphasizing personal identity and connecting with viewers who share a similar background. This aligns with the notion that translanguaging can serve as a form of cultural affirmation, expressing and celebrating one's cultural identity. The third video shows the highest percentage (45%) for Knowledge Sharing. Translanguaging in this context might be used to elaborate on complex topics, making them more digestible for multilingual viewers. Interestingly, Emotional Expression (18%) also has a high presence, suggesting a blend of emotional connectivity with the audience alongside knowledge dissemination. This could reflect a more informal and emotionally resonant style of communication, where language diversity helps in forming stronger emotional bonds with the audience.

Wang's theory suggests that one of the main purposes of translanguaging in social media is to increase audience engagement. In this context, Zhafira Aqila's videos demonstrate varying degrees of audience engagement, peaking at 21% in V3. This suggests that she might be using different languages to actively engage with a multilingual audience. Identity and cultural affirmation are key components of translanguaging practices. Zhafira's use of multiple languages can be interpreted as a way of reinforcing her cultural identity and connecting with viewers who share similar cultural backgrounds. As evidenced in Video 2 and Video 3, where Identity and Cultural Affirmation components stand at 15% and 7% respectively, this indicates the strategic use of translanguaging to build a sense of community and belonging among her viewers. The emotional expression component, seen more prominently in Videos 2 and 3, further solidifies Wang's concept of translanguaging as a means of creating a more intimate and relatable connection with the audience. By expressing emotions in multiple languages, Zhafira can reach her audience on a deeper level, making her content more engaging and authentic.

Table 3. Frequency of Speech Function

Video Number	Speech Function						Cal (n) %
	RF %	DF %	EF %	PF %	MF %	PoF %	
V1	10	1	9	2	38	3	63
	16	2	14	3	60	5	100
V2	7	0	8	1	40	2	58
	12	0	14	2	69	3	100
V3	9	0	8	2	39	4	62
	15	0	13	3	63	6	100
Total	26	1	25	5	117	9	183
	14	1	14	3	64	4	100

Note : (RS) referential function, (DF) directive function, (EF) expressive function, (PF) phatic function, (MF) metalinguistic function, and (PoF) poetic function.

The table 3 shows that the RF (Referential Function) which focuses on conveying information and facts, is present in moderate amounts across all videos, with a total frequency of 15% (V1: 10%, V2: 7%, V3: 9%). This reflects the informative nature of Zhafira's content, as she discusses her experiences at Harvard and her decision-making process for graduate school. Given the academic context of the videos, it is expected that referential language plays a significant role in providing viewers with relevant and factual information. The DF (Directive Function) which involves giving instructions or guidance, is the least frequent function, with only 1% of instances. This suggests that Zhafira's videos are not heavily focused on giving explicit instructions but are rather aimed at sharing personal experiences and reflections. The low frequency indicates that her content is not primarily didactic in nature but rather centered around narrative and emotional expression.

The EF (Expressive Function) which deals with the expression of emotions and personal feelings, is moderately frequent, with a total of 14% across the three videos. This suggests that Zhafira engages in self-expression, sharing her feelings about her experiences, particularly during critical moments like her orientation at Harvard and her graduate school decision. This aligns with translanguaging's focus on personal and emotional expression in bilingual contexts. The PF (Phatic Function) which serves to maintain social connections, is minimally present (3%). This low percentage indicates that Zhafira's primary goal is not to build or maintain social relationships during these videos but to convey her narrative. Social bonding in this context likely occurs through other platforms or interactions with her audience outside the recorded content. The MF (Metalinguistic Function) which deals with language reflection or analysis, is highly prevalent, accounting for 64% of the speech functions observed. This suggests that Zhafira frequently switches between languages to reflect on language use, discuss concepts related to language and culture, or express metacognitive thoughts. This high percentage aligns well with Wang's theory, which underscores

the role of translanguaging in metalinguistic awareness and cognitive flexibility.

Lastly, the PoF (Poetic Function) which emphasizes creativity and language play, appears in only 4% of the cases. This shows that although Zhafira occasionally engages in language play or creative expressions, these are not the central focus of her communication in the selected videos. This analysis, based on Wang's Grand Theory, shows the different ways Zhafira Aqila uses various types of speech in her work with multiple languages. Her main focus is on sharing information and thinking about how she uses language. She also uses some expressive and social language to support her storytelling and emotions. The findings from this study show how language changes in online settings and highlight how important it is to use multiple languages to communicate effectively in different situations.

Discussion

Form of translanguaging does Zhafira Aqyla do with the people around her in her YouTube videos.

Translanguaging is when people who speak more than one language use all their language skills to communicate (Canagarajah, 2012). They mix different languages easily when they talk, write, or use online content. Zhafira Aqila's YouTube videos show how people use different languages together to express themselves and create content online. In Zhafira's videos, one main way she uses different languages is by code-switching. This means she switches between English and Bahasa Indonesia in her sentences or in different parts of her videos. For example, she might start a video speaking English to greet her audience, and then switch to Indonesian to explain harder ideas. This switching is not random. It is often done on purpose to show feelings, highlight important points, or make some parts of the message easier for her different audience to understand (Urban, 2019).

Also, code-mixing happens a lot, where Zhafira uses words or phrases from one language while speaking in another language. For example, she might speak in Indonesian but mix in English words like "content," "subscribe," or "like," which many people know in the world of making online content (Shalihah, 2024). This mix of languages shows translanguaging in a globalized, digital world, where Zhafira's audience is likely made up of people who speak two or more languages. Wang's theory says that translanguaging is not just about talking or writing. It also includes other ways to communicate, like pictures, sounds, and other methods that go beyond just language. In Zhafira's videos, she often uses visuals and sounds like music, emojis, and text on the screen in both English and Indonesian. These elements support her messages and add to the variety of her content, helping her connect with people who might not speak one of the languages she uses. In summary, Zhafira Aqila's translanguaging manifests primarily through code-switching, code-mixing, and multimodal communication, all of which reflect her ability to navigate between languages fluidly and strategically. This aligns with Wang's concept of translanguaging as a dynamic, context-dependent practice, tailored to the communicative needs of the speaker and their audience.

Translanguaging function in shaping communication and audience engagement in Zhafira Aqyla's YouTube videos.

Translanguaging in Zhafira Aqila's videos helps her communicate better and connect with her audience in important ways. Using Wang's ideas, we can look at how her way of mixing languages helps people understand things, shape their identities, and connect with their audience. One of the main jobs of using different languages in Zhafira's videos is to help understand the meaning. By mixing languages, Zhafira can share messages that connect better with her audience's cultures and languages. Some jokes, cultural references, or sayings may only be understood in Indonesian. On the other hand, technical terms or ideas related to her content creation

are usually better expressed in English because they come from English-speaking platforms.

Wang's big idea is that translanguaging helps people use all their language skills to communicate better. For Zhafira, using different languages helps her share her thoughts better than if she only used one language. It lets her connect with people all over the world on YouTube while still being true to her Indonesian background. Another key role of translanguaging in Zhafira's videos is building identity. As a content creator who speaks multiple languages, Zhafira's choice of words shows that she identifies as both a member of the global online community and as an Indonesian speaker. She uses English to connect with a larger group of people who create content around the world. At the same time, she uses Indonesian to show her local identity and make her content easy for her main audience to understand.

Wang's theory focuses on how using multiple languages together helps people create mixed identities, especially in today's online and global world (Ariawan et al., 2022). Zhafira's videos show how she moves easily between her global identity, speaking English, and her local identity, speaking Indonesian. By using different languages, she shapes her identity, seeing herself as part of the global YouTube community while also representing her local culture. Translanguaging helps keep viewers interested in Zhafira's videos. By using different languages, Zhafira makes it easier for people who speak different languages to feel connected to her content. For example, people who speak English might connect more with her content that has a global perspective, while those who speak Indonesian might enjoy the local touches and cultural references in her use of Bahasa Indonesia.

Also, using different languages on screen and pictures helps keep the audience interested by giving them more ways to understand the content (Jupriaman et al., 2023). People who don't completely understand a language can still keep up by using pictures, subtitles, or words they recognize from another language. This supports the idea that translanguaging is not just about moving between different languages easily, but also about improving understanding and involvement using different ways to communicate. Wang's idea focuses on how translanguaging helps people communicate better. It shows that language can be a helpful tool for conversation instead of something that gets in the way. In Zhafira's situation, it's clear that she uses her skills in multiple languages to connect with her audience, get them to engage, and create a feeling of community among viewers who speak different languages.

Zhafira Aqila uses translanguaging in her YouTube videos, showing how languages can be mixed and used freely in online spaces. Zhafira uses different languages and ways of communicating to connect with her audience, show who she is, and make her message clearer. Using Wang's main idea, it's clear that Zhafira's use of different languages is not just about language itself, but a smart way to improve communication and connect with the audience. In today's world where social media connects people everywhere, translanguaging helps creators like Zhafira share their work in ways that people from different languages and cultures can understand and appreciate. This case study shows that it's important to view translanguaging not just as a way of using language, but also as an important part of how we communicate online and build our identities.

Conclusions

From the data analysis presented, it can be concluded that Zhafira Aqila utilizes various linguistic components and speech functions to connect with her diverse audience in a meaningful way. The most prominent component, Code-Switching (CS), is used extensively across her videos, reflecting the bilingual nature of her content. In particular, CS appears most frequently in her "Grad School Decision Reaction" video (82%), likely due to the personal and emotional context of the content, where switching between languages helps to convey deep personal

reflections and connect with viewers who share both English and Indonesian linguistic backgrounds. In contrast, "Welcome Orientation at Harvard" (80%) and "Last Week of the Semester at Harvard" (70%) show slightly lower levels of CS, which can be attributed to the more formal and academic tone of the content, where Zhafira likely maintains a balance between professional language and cultural relatability.

Translating and Interpreting (TI), another key component, is observed more in academic settings, where Zhafira takes care to explain complex terms or concepts to her audience. TI is most prominent in "Last Week of the Semester at Harvard" (30%), where she likely interprets academic jargon or schedules for her audience, ensuring broader understanding. Similarly, in the "Welcome Orientation at Harvard" video, TI is used at 18% to clarify academic content. The lower rate of TI in "Grad School Decision Reaction" (18%) suggests that less technical interpretation was necessary, focusing instead on more emotional expressions. Language Brokering (LB) plays a minimal role across all videos, indicating that Zhafira's audience is already familiar with both cultural contexts, thus reducing the need for significant mediation between languages. When analyzing the speech functions, the data reveals that Zhafira's content is predominantly Referential (RF) and Metalinguistic (MF) in nature. RF, which focuses on providing factual information, appears consistently across all videos, reflecting her efforts to share her experiences and knowledge, particularly related to her academic journey. MF is highly prevalent, especially in the context of reflecting on language use and discussing concepts related to language and culture, accounting for 64% of the speech functions across all videos. Additionally, Expressive Function (EF), which captures emotional and personal expression, is moderately used, highlighting how Zhafira incorporates personal feelings into her content, particularly in emotionally charged videos like "Grad School Decision Reaction." Directive Function (DF), which involves giving instructions, is rarely present, indicating that her content is more focused on storytelling and personal reflection than providing guidance or commands. In summary, Zhafira Aqila's use of translanguaging strategies, particularly code-switching and metalinguistic reflection, allows her to effectively communicate with a bilingual audience. Her content blends information-sharing with emotional connection, making it relatable to viewers from both linguistic and cultural backgrounds.

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