

**AN ANALYSIS OF CODE SWITCHING AND CODE MIXING
IN SACHA STEVENSON'S BILINGUAL EDUCATIONAL
VLOGS: UNDERSTANDING ITS FUNCTION
IN ENGLISH LANGUAGE LEARNING**

THESIS

Submitted As a Partial Requirements for the degree of
Sarjana Pendidikan (S. Pd)
In English Education Study Program Tarbiyah and Tadris
Faculty UIN Fatmawati Sukarno Bengkulu



Arranged by:

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FACULTY OF TARBIYAH AND TADRIS
ISLAMIC UNIVERSITY OF FATMAWATI SUKARNO
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RATIFICATION

This is to certify the thesis entitled **“An Analysis of Code Switching and Code Mixing in Sacha Stevenson’s Bilingual Educational Vlogs : Understanding its Function in English Language Learning”** by Nungki, NIM 2111230042.

Has been defended in front of the Thesis Examiner Board of the Faculty of Tarbiyah and Tadris UINFAS Bengkulu on Thursday, 5 June 2025, and has been approved by the board of Thesis Examiners as the requirement for degree of *Sarjana* in English Education Program.

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I hereby sincerely state that the thesis titled “An Analysis of Code Switching and Code Mixing in Sacha Stevenson’s Bilingual Educational Vlogs: Understanding its Function in English Language Learning” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and refered in the blibliography. If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, June 2025
Stated by



Nungki
NIM. 2111230042

MOTTO

"I have not failed. I've just found 10,000 ways that won't work."

- Thomas Edison



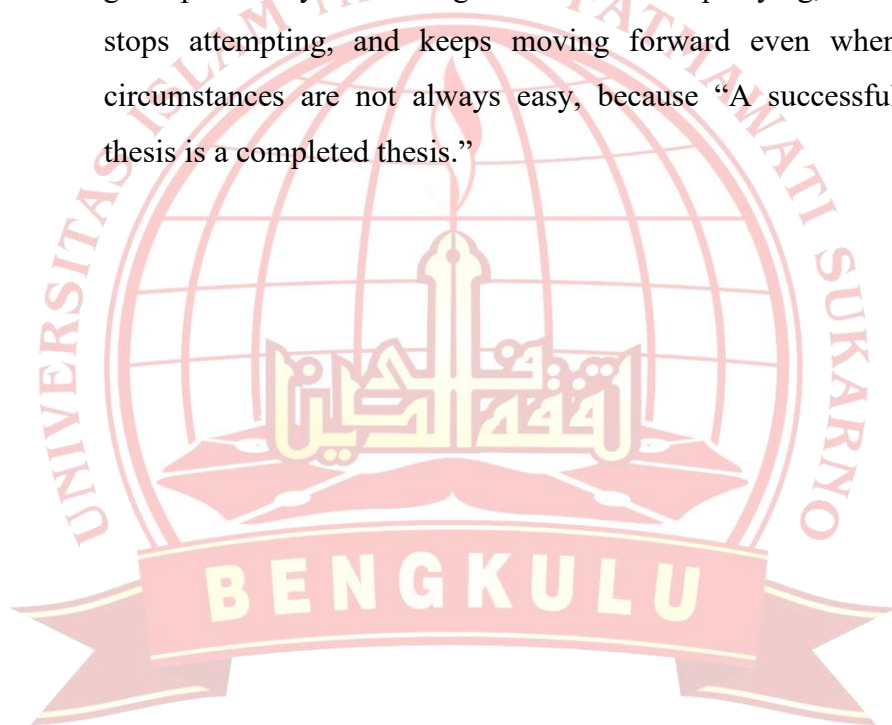
DEDICATION

I dedicated this thesis to :

1. All praise is due to Allah SWT, the Lord of the Worlds. For His mercy, guidance, and strength that I have been able to complete this thesis.
2. To my beloved parents, the best support system in my life. To my father, **Dinato**, a true role model who has worked tirelessly, facing the harshness of life for my future. Thank you for always striving to do what is best for me. Although he did not receive a college education, he was able to raise me well. To my beloved mother, **Arpina**, who is full of love and sincerity, who willingly set aside her own simple desires to support me in completing my studies. Thank you for your sincere prayers, boundless love, and unwavering spirit, which gave me the strength to complete my studies and earn my bachelor's degree.
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6. My alma mater, UIN FAS Bengkulu.
7. Lastly, the author would also like to express gratitude to himself for persevering this far. Despite moments of doubt and pressure from all sides, the author chose to continue rather than give up. Thank you for being someone who keeps trying, never stops attempting, and keeps moving forward even when circumstances are not always easy, because “A successful thesis is a completed thesis.”



ABSTRACT

Nungki, SRN. 2111230042, with the title “An Analysis of Code Switching and Code Mixing in Sacha Stevenson’s Bilingual Educational Vlogs: Understanding its Function in English Language Learning”. English Language Education Study Program, Faculty of Tarbiyah and Tadris, UIN FAS Bengkulu.

Advisor 1 : M. Arif Rahman Hakim, Ph. D

Advisor 2 : Hanura Febriani, M. Pd

The phenomenon of code switching and code mixing is increasingly common in bilingual interactions, especially on social media platforms such as YouTube. This study aims to analyze the types and functions of code switching and code mixing that appear on Sacha Stevenson's YouTube channel, as well as to understand the role of these phenomena in informal English language learning. The method used is descriptive qualitative with data collection through conversation transcripts on three selected videos that contain bilingual interactions of Indonesian and English. Data analysis used Poplack's (1980) code switching theory, Muysken's (2000) code mixing theory, and Hoffman (1991) theory to examine pragmatic functions in the context of English language learning. The results show that the most dominant type of code switching in Sacha Stevenson's videos is intra-sentential (47%), followed by inter-sentential (38%) and tag switching (15%). For code-mixing, insertion (50%) is most commonly used, followed by alternation (43%) and congruent lexicalization (7%). This phenomenon has social and pragmatic reasons such as talking about a particular topic, quotating somebody else, and repetition used for clarification. The findings support Chomsky's behaviorism, cognitive, and Krashen's comprehensible input theories, which show that code switching and code mixing can strengthen concept understanding, increase participation, and create a communicative learning atmosphere in bilingual learning.

Keywords: *Bilingualism, Code Mixing, Code Switching, Digital Communiation, English Language Learning*

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3. M. Hidayatullah, M. Pd. I as the head of Tadris Department of UIN Fatmawati Sukarno Bengkulu.
4. Hanura Febriani, M. Pd as the head of English Education Study Program.
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6. All parties who have helped write this thesis which cannot be mentioned one by one. The hope of writing anywhere and anytime is that Allah's grace continues to run well.
- 7.

Bengkulu, May 2025

Written

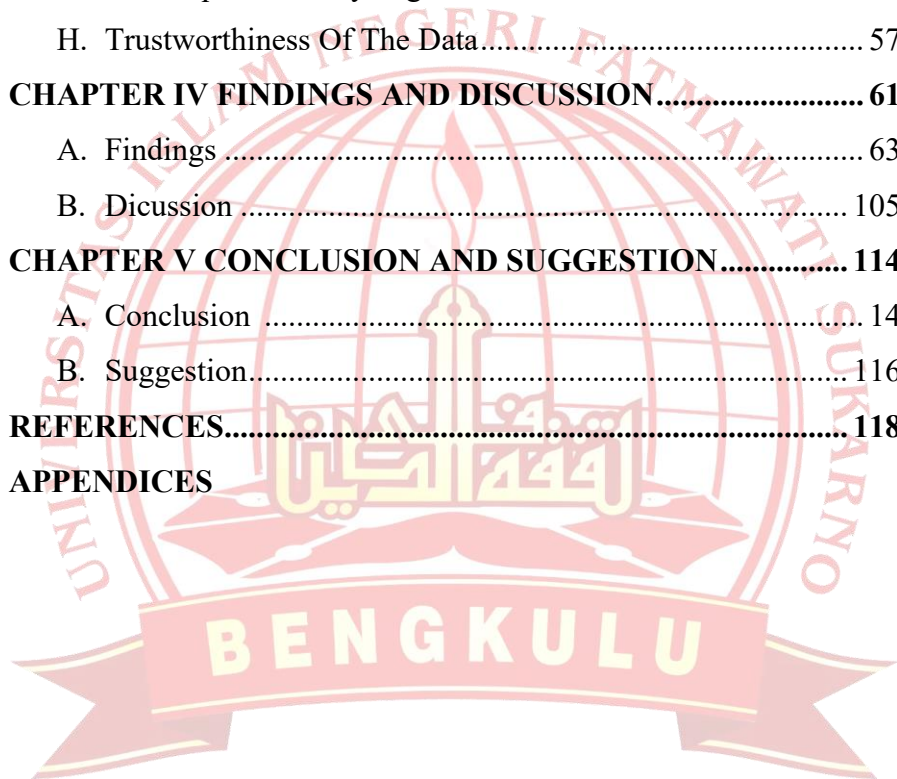
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