

CHAPTER I

INTRODUCTION

A. Background Of The Study

Language is a complex and structured system of communication that helps a person get their point across by using a number of provisions related to grammar and vocabulary. Language plays an important role in expressing ideas, feelings and goals, both orally and in writing. Language is a hallmark of cultural diversity and historical development, showing significant variation across societies. Language is also dependent on social conventions and acquired through learning, which emphasizes its role as a tool for social interaction and self-expression. (Oviogun & Veerdee, 2020)

In this era of globalization, social media has become an important part of daily life, one of which is for means of interaction. An interesting phenomenon in social media is code switching, where speakers use two or more languages in one conversation or message. Sacha Stevenson, a popular YouTube content creator, often interacts with his audience by using a mixture of Indonesian and English in his videos.

Whether they realize it or not, social media influencers use code-switching, a phenomenon that has become very popular and widespread today (El Nahal, 2023). Code switching and Code Mixing is part of a sociolinguistic phenomenon that describes language variation in a conversation or in an utterance. Someone

who does code switching can be said to be a bilingualist. Code switching is something that often occurs in a communication activity. Many people around the world speak two or more languages in their daily lives. This has become a trend or language style in society.

The phenomenon of code switching and Code Mixing, particularly in the YouTube context, has received significant attention as it illustrates the linguistic diversity and difficulty in using a language among students. Code switching, broadly defined as the act of switching between two languages in conversation, is common in bilingual environments and serves a variety of communication functions. Code mixing is the incorporation of two or more languages in an utterance, which is common in multilingual contexts. It takes several forms such as word addition, where an English term is inserted into an Indonesian sentence. (contohnya, “Datanglah ke party ku malam ini”) (Cindy Nabila & Andi Idayani, 2022).

The majority of social media users are generation Z. Gen Z is a generation that often interacts with fellow social media users using mixed language and slang. The transition from Indonesian to other regional languages or English and the use of slang have dominated in social media, not only in the use of words but also in the use of sentences (Kandiawan, 2022).

As the use of social media as a means of interaction increases, especially for users who are learning English, understanding how code-switching and Code Mixing is used in

this context is important. This study conducts research based on a video found on the online video platform, YouTube, namely Sacha Stevenson. This study aims to analyze the use of code-switching on Sacha Stevenson's YouTube Channel, specifically to understand how language is used in the context of English language teaching.

In addition, English is also included in the Indonesian curriculum as one of the subjects in the educational environment. As a result, many Indonesians, especially students, learn English both formally at school and informally through language classes or tutoring. When learning a foreign language, such as English, students often encounter code switching and Code Mixing situations. The main reason why teachers use Code Switching and Code Mixing techniques to communicate the subject matter effectively is so that students can understand it.

In the context of English language teaching, Code Switching and Code Mixing can reveal how learners use their native language to help them understand and master English. Analyzing the videos on Sacha Stevenson's Youtube Channel provides an opportunity to further explore how code-switching occurs in non-formal teaching environments and its effects on language acquisition. In the context of English language teaching, code switching and Code Mixing can help understand, build interaction, and express a cultural identity.

In the study, the researcher expands this research on the phenomenon of code switching and code mixing that occurs in the

education context, that is, in the English learning course on social media networks-based, especially on YouTube. By analyzing the types Of Code Switching And Code Mixing found in the videos on Sacha Stevenson's Youtube Channel and seeing their relationship with English learning. Analyzing Code Switching And Code Mixing in Sacha Stevenson's YouTube channel is crucial to understanding their role in English language learning. These linguistic phenomena, which involve switching between languages or mixing languages, serve as significant tools in educational contexts.

Previous research has shown that code switching and code mixing have a significant impact in the context of English language learning, especially in aiding the understanding of complex concepts and enhancing students' interaction with learning materials. For example, research by (Nteziyaremye et al., 2024) in his study 'The Impact of Code Switching and Code Mixing on Learning of English Language in Lower Secondary School Level: A Case Study of Selected Schools in Rubavu District, Rwanda' found that the use of code-switching can reduce misunderstandings as well as provide additional support to students, thus improving their overall learning experience. In addition, a study by (Pratama, 2022) entitled 'Code Switching and Code Mixing in English Language Learning during Online Learning in Covid-19 Outbreak' reveals that code-mixing creates a more dynamic learning atmosphere, where students feel more

comfortable expressing themselves and are more motivated in learning English.

Moreover, analyzing this practice can reveal insights into the social identity and cultural context of bilingual speakers. Understanding how and why individuals switch codes can inform teaching strategies that suit diverse linguistic backgrounds, thus making language learning more relevant and effective. (Yanti, 2022). Thus, exploring code switching and code mixing not only enriches our understanding of language use in educational settings, but also enhances pedagogical approaches in teaching English as a foreign language.

YouTube, a leading platform for educational content, provides a special platform to study how learners and teachers utilize code switching to overcome language acquisition challenges. Previous research has shed light on the effectiveness of code switching in the classroom, showing a positive impact on the understanding and mastery of language concepts. For example, one study revealed that code-switching was able to improve students' skills in expressing ideas when they were struggling to express themselves using English, thus creating fun and conducive learning conditions. (Yanti, 2022)

Sacha Stevenson is one example of a content creator who makes good use of code switching and code mixing techniques in his videos. Sacha Stevenson was chosen as the object of research in the analysis of code switching and code mixing on YouTube because of his unique background as a bilingual speaker and its

relation to English language learning. As a Canadian who has lived in Indonesia for 17 years, Sacha is fluent in both English and Indonesian, so he often switches languages naturally in his content. His content that discusses Indonesian culture from a foreigner's perspective also encourages the use of both languages to reach local and international audiences, resulting in various forms of code switching and code mixing that are interesting to study.

In addition, the channel has over 1.27 million subscribers and 140 million views, demonstrating its great influence as an informal learning medium. The combination of his language skills and the popularity of his content make this channel a great source of data to understand how bilingualism is evolving in digital media. Sacha also shows that code switching and code mixing is not only a tool to explain meaning, but also a way to communicate more closely with audiences through humor and social criticism.

B. Identification Of The Problem

- a. Code Switching & Code Mixing is a common phenomenon in the media.
- b. Code Switching & Code Mixing on YouTube highlight students' linguistic diversity and language challenges.
- c. Social media is key for English language learners, but research on Code Switching & Code Mixing in informal learning is limited.

- d. Code Switching aids English language learning in the classroom, but its use on YouTube has been largely unnoticed.

C. Limitation Of The Research

“This research is limited on the use of code switching and Code Mixing (between English and Indonesian) and analyzes the types and functions of code switching and code mixing in english language learning on the YouTube channel “Sacha Stevenson ” The researcher will analyze three videos on the YouTube channel as the object of research.

D. Research Question

Based on the identification of the problems and background of the research above. Then the researcher formulated the research questions as follows:

- a. What are the types and dominant occurrences of code switching and code mixing used in Sacha Stevenson’s bilingual educational vlogs?
- b. What are the code switching and code mixing functions in English Language Learning utilized in the Sacha Stevenson bilingual educational vlogs?

E. Research Objectives

Based on the research question above, then this research is :

- a. To identify the types and dominant occurrences of code switching and code mixing used in Sacha Stevenson’s bilingual educational vlogs for English Language Learning.

- b. To explain the functions of code switching and code mixing in English Language Learning used on Sacha Stevenson's bilingual educational vlogs for English Language Learning.

F. Significant Of The Research

The significance of the study of the study divided into theoretically and practically :

1. Significant Theorities

The benefits of this research are expected to have a positive impact on sociolinguistic research. It is hoped that this research will be a reference for other researchers who are interested in examining the phenomenon of code switching and Code Mixing. Or this research will be able to provide insight into how code-switching and Code Mixing can help English language learning by using YouTube videos that occur in non-formal situations. In this platform, code switching and code mixing shows how the process of switching from Indonesian to English or otherwise.

2. Significant Practically

This research has significant practical implications for various stakeholders in English language learning, including educational institutions, teachers, students, and future researchers. Understanding code switching and code mixing can enhance bilingual communication, support language acquisition, and provide valuable insights for educators. Additionally, this study sheds light on how digital platforms, such as YouTube, contribute to the learning process. The

findings of this research can be applied in different educational contexts to improve teaching strategies and student engagement in English learning. The specific contributions of this study to each group are explained as follows:

1) Educational Institutions

This research provides valuable insights for educational institutions, helping them understand the role of code switching and code mixing in bilingual communication. These insights can be used to develop more effective language learning strategies, making it easier for students to grasp both languages in an academic setting.

2) Teacher

For teachers, this study highlights how code switching and code mixing can be used as an effective teaching strategy, particularly in language classrooms. It also demonstrates the potential of using YouTube as a learning medium, offering creative and engaging ways to facilitate English learning and increase student engagement.

3) Students

This research helps students understand how to apply code switching and code mixing in their daily lives, which can improve their bilingual communication skills. By integrating code switching into their conversations, students can become more confident in using English in various social and academic contexts.

4) To Other Researcher

This study serves as a reference for future researchers interested in exploring code-switching on different social media platforms. It opens up possibilities for further research on how bilingual communication can be applied to English language teaching, offering a foundation for deeper exploration in the field of language learning

G. Definition Of Key Terms

In this research, there are several keywords used. The key terms of the research are as follows:

1. Code Switching

According to Myers-Scotton 1993:47 in (Mabule, 2015) code switching refers to the “use of two or more languages in the same conversation, usually within the same conversational turn, or even within the same sentence of that turn.” Grosjean (1984) in (Xxi et al., 2021), “Code-switching involves the complete shift to the other language for a word, a phrase, a sentence, or an utterance”.

Bilingual or multilingual speakers often exhibit it when they switch between languages according to the situation, interlocutor, or topic of conversation. This phenomenon can be used to highlight a point, communicate identity, or explain meaning, among other purposes. Poplack (1980) distinguishes three main categories of code-switching: tag-switching (inserting a tag questions from one language into the utterance of another language), intra-sentential switching

(intra-sentence switching), and inter-sentence switching (inter-sentence switching) (Xxi et al., 2021).

The act of switching between two or more languages or dialects within a talk, conversation, or even a single sentence is known as “Code Switching”. This refers to the well-done switching between English and other languages (such as Indonesian) on Sacha Stevenson's YouTube channel to increase audience engagement, improve communication, and accelerate language acquisition.

2. Code Mixing

The phenomenon of code mixing is when a speaker combines elements from two or more languages in a single utterance by using various linguistic units such as words, phrases, and clauses. This act often occurs in a multilingual environment and demonstrates the linguistic ability of the speaker rather than a deliberate choice to switch languages to pacify the message (Nurfitriani, 2021).

3. Youtube

YouTube is a website that allows users to create, view and share videos. With a variety of content that aids the development of language competence and cultural understanding, the site has become a significant tool in education and language learning. According to research, websites like YouTube are essential for helping EFL students as they offer interactive learning opportunities and real-world language exposure (Nasser Al Harbi, 2020).

4. Sacha Stevenson

Sacha Stevenson is a Canadian comedian, and YouTuber. His YouTube channel contains various types of content, such as social experiments, music videos, and Indonesian and English language learning. Created on December 21, 2009, this channel can be used to learn English as it provides educational videos that help learners gain motivation and enrich their vocabulary and phrases to improve their language skills. His videos are popular because they cover pronunciation in an interesting and easy-to-understand way, especially for beginners in learning English. He also often mixes English and Indonesian in his speech, making it appealing to a wide range of people.

5. Function of Code Switching and Code Mixing

Code switching and code mixing serve important communicative functions in bilingual or multilingual settings. Code switching, which involves shifting from one language to another at sentence or clause boundaries, often occurs when speakers are unable to express themselves fully in one language, thus compensating for linguistic gaps. It also functions to express emotions, establish solidarity with a particular social group, or exclude others from a conversation. Additionally, code switching can clarify meaning, emphasize points, or manage changes in topic or setting (Chaer & Agustina, 1995; Crystal, cited in (Reni, 2022)).

On the other hand, code mixing, which blends words or phrases from different languages within a single sentence, is commonly used to fill lexical gaps where a concept is better expressed in one language, to reflect social identity, and to add pragmatic nuance or creativity to communication (Ezeh et al., 2022). In educational contexts, both phenomena help facilitate understanding, build rapport between teachers and students, and support vocabulary development and task discussions (Pratiwi, 2018). Overall, code switching and code mixing are dynamic linguistic strategies that enhance communication by leveraging the speaker's bilingual competence to meet social and expressive needs effectively.

Code switching serves as a learning tool to improve students' understanding and communication skills. When learning a new language, it allows students to use their prior language knowledge and express themselves more freely. According to research, code switching can improve social relationships among students, help clarify meaning, and encourage the exchange of opinions (Azira et al., 2023).