

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Sociolinguistics

Language is certainly needed to express thoughts, feelings, opinions, or other things. Therefore, language is very important for social life. In addition, language can also create and maintain social relationships. Sociolinguistics is a branch of linguistics that studies language and social life. Many linguists have made definitions of sociolinguistics.

In general, the branch of linguistics called sociolinguistics studies the relationship between language and the social environment in which it is used. It studies how language is used based on social factors such as class, gender, ethnicity, and geography, as well as how language is used in various social contexts. The field focuses on understanding how language can portray ideas in its social environment.

According to (Rehner & Lasan, 2023), The field provides invaluable information on how language differences can stem from a wide variety of social influences and can reflect the identity of individuals and social groups. How language can function as an identity is important in the study of sociolinguistics. For example, a person may use different language styles based on their social group, indicating that they belong to a particular group.

In addition, sociolinguistic knowledge, or the ability to communicate well, is essential. Both mother tongue users and second language users need this ability to use language well in various situations. In order to improve their overall communication skills and actively participate in various interactions, it is important to encourage these skills in the learning environment, according (Rehner & Lasan, 2023) .

Wardaugh in (Muliana & Mubarak, 2022) says that sociolinguistics is the study of social systems through linguistic analysis. The ability to translate from the source language to the target language is essential to improve communication. The target language is the language of people from all over the world, such as English, Russian, Spanish, etc. A person who speaks more than one target language is called a “polyglot”. A multilingual person is one who can speak two languages with others, while a bilingual person is one who can speak more than one language.

The science of sociolinguistics focuses on how language is used and how that language use varies depending on location, social class, and language. The field of linguistics known as sociolinguistics focuses its research on the social and linguistic activities of speech groups. That is, sociolinguistics investigates how a particular group of language users would use their native language or a foreign language they learned alongside their native language in a

way that is mutually acceptable and understood (Mefareh Almelhi, 2020).

From the explanation, it shows that language and society are intertwined. Sociolinguistics helps us understand how language is used in various social settings and how language reflects the culture and identity of a community. In this increasingly connected world, the ability to communicate in more than one language, especially in the context of translation, is crucial.

People who speak multiple languages have an advantage in communicating with various communities, and this ability is very useful in dealing with cultural and linguistic differences. People who speak two languages are called bilinguals, and people who speak more than two languages are called multilinguals, which indicates a higher degree of flexibility and adaptability in cross-cultural communication.

2. Bilingualism

Bilingualism is a person's ability to speak two or more languages. Bilingualism can be defined as a person's ability to speak and understand at least two languages. This definition includes non-verbal abilities, such as cultural and social understanding related to language (Dragaš, 2023).

Several studies have shown that bilinguals often have an advantage in some aspects of language competence. For example, bilinguals tend to have better phonological abilities compared to monolinguals. This is because understanding

phonological structures is fundamental in the process of forming effective reading skills (Medeiros et al., 2020). However, the results also show that certain situations can make monolinguals superior to bilinguals, for example in terms of precision and accuracy in using one language.

Bilingualism is the ability to speak two or more languages. Not only being able to speak one language fluently, but also being able to use both languages in various situations. Bilingualism is concerned with understanding the culture, social rules, and ethical norms inherent to each culture. People who are bilingual are not only able to translate words, but they also understand more about deeper language interactions, such as expressions, gestures, and even understanding different cultural contexts.

For example, people who speak both English and Indonesian have a strong understanding of the vocabulary and grammar of both languages, as well as an understanding of how each language is used in certain situations. English may be used more assertively and professionally in formal contexts, but in everyday situations, Indonesian may be used more casually and informally. This shows that bilingualism means adjusting to the social and cultural environment in which the language is used.

In addition, being bilingual often helps people become more open to other cultures, more flexible, and even better at decision making. People with more than one language also

tend to have a broader outlook as they can understand different perspectives conveyed in different languages.

3. Code

a. Definition of code switching

The term code switching was first introduced by Haugen (1950) and Weinreich (1953). It is also known by several other names, such as language switching, language mixing (Crystal, 1997), code mixing, language interlarding, or integration. Kebeya (2013) summarizes Haugen's definition as a situation where bilinguals insert a single unassimilated word from one language into another, although this definition is no longer in common use. Weinreich (1953) simply described code switching as the act of shifting between two languages. Later, Gumperz's research, together with Blom, helped shape the current understanding of code switching as “the process whereby speakers move from one language to another either within a single utterance or between one utterance and the next in the same interaction” (Bentahila & Davies, 1994, p. 75) as cited in (Dykes, 2018).

Often considered a good communication tool in bilingual situations, the phenomenon of code-switching is indicative of the social phenomena, cultural identity, and interaction skills performed by individuals. Code switching is a linguistic phenomenon that occurs when two or more languages are used in a single conversation.

It is very common in bilingual and multilingual environments, and has a significant impact on the way people communicate and identify their language.

The definition of code switching has evolved with recent research. According to (Albahoth et al., 2024), Social, cultural and situational factors influence complex code switching. Motivations for using CS vary, but it is not just a normal linguistic activity, but also a form of language adjustment and social development. Some studies show that CS is used for topic change, English practice, bilingualism/multilingualism, lack of vocabulary, and trends (Mewengkang & Fansury, 2021).

The impact of code switching on communication is complex. There is debate about Code Switching as an effective language learning method or as an obstacle in achieving the goal of learning the target language. Studies show that most teachers and students favor code switching in classical ESL, although some are still concerned about its negative effects (Anisah & Nasrullah, 2023).

All the explanations above make it clear that code switching is a linguistic phenomenon that has many aspects and is influenced by social, cultural, and contextual factors. Social, cultural, and discursive context factors play an important role in the use of code switching. Bilingual or multilingual individuals use code switching for social navigation, expressing their cultural identity,

and interacting with others. There are many reasons for using code switching, ranging from artistic expression or persuasion in media such as advertisements to adaptation strategies in complex linguistic contexts. Looking from a cultural perspective, code switching is often used to create meaning in multicultural contexts. Social values and customs in a community influence the frequency and type of code switching used. For example, code switching are used in multicultural societies to resolve difficult interpersonal relationships or as verbal art expressions in some oral traditions. In recent research, code switching is used more frequently in formal interactions, such as in lecture halls, as a tool for vocabulary improvement or targeted language practice. On the other hand, in informal contexts, such as social media, code switching is more often used for expression and entertainment.

b. Definition of code mixing

When a speaker incorporates two or more aspects of two or more languages into a single statement, phrase, or discourse, this is known as “code mixing”. Multilingual groups often use this technique, which has several benefits in communication. Recent research defines code mixing as “the integration of two or more languages without complexity” in communication, demonstrating fluent language use in a variety of contexts, including text

messaging and social media (Manivannan & Maruthy, 2024).

There are various reasons why code mixing is used, according to research. Code mixing is often used by social media users and influencers for various reasons, including following trends, limited vocabulary, topic change, and language proficiency. This shows how language use adapts to social situations and communication needs (Mewengkang & Fansury, 2021). In addition, code mixing is a tactic used by multilingual people to enhance clarity or convey ideas that may not be directly translatable in one language (Manivannan & Maruthy, 2024).

c. The differences between code switching and code mixing

In bilingual and multilingual communication, code switching (CS) and code mixing (CM) are common. Both describe a variety of linguistic behaviors that have diverse purposes in conversation, although they are often discussed together. Definitions, grammatical limitations and contexts of use of code switching and code mixing are highlighted in this literature review, which summarizes findings from current research.

The act of alternating between two or more languages or dialects in a conversation or dialog is known as “code switching”. Intra-sentential (within a sentence) and inter-sentential (between sentences) switching are two different levels that can occur. Scholars have observed that code

switching often reflects communication technique, speaker identity and social conditions (B. Setiawan, 2023). In contrast, code mixing is the process of combining parts of several language codes into a single statement or utterance. This can involve the incorporation of morphemes, words, or phrases from other languages. Since code mixing can occur naturally in an utterance without clear boundaries, it is often considered an easier process than code switching (Dewi, 2021).

The aim of recent research is to distinguish the grammatical differences between code-switching and code mixing. For example, research shows that code-switching occurs at the clause, sentence, and utterance levels, but code mixing usually occurs at the morpheme, word, and phrase levels (B. Setiawan, 2023). Understanding how a bilingual speaker uses a wide variety of languages requires awareness of these differences. Code switching and code mixing can occur in a variety of situations. Code switching is commonly used in social media interactions, where speakers may code-switch to convey a specific meaning or to conform to different social groups, according to a systematic review of research (Mewengkang & Fansury, 2021).

In addition, research has shown that bilingual people may use code-switching to overcome communication difficulties, such as when they experience stuttering

(Manivannan & Maruthy, 2024). On the other hand, code mixing is often seen in everyday contexts where speakers mix languages in their ordinary conversations. It shows a less formal approach to language use and is influenced by things like cultural identification and proficiency in both languages (Dewi, 2021).

In conclusion, although code switching and code mixing are comparable phenomena in multilingual communication, they differ in terms of definition, grammatical construction, context of use, and underlying ideology. Researchers and practitioners in the fields of linguistics, sociolinguistics and communication studies should understand these differences. To better understand the function of this phenomenon in modern conversation, future research should continue to examine it across different linguistic communities.

d. The type of code switching

There are three types of code switching based on Poplack (1980) in (Suadnyani & I Komang Sulatra, 2024), they are :

a) Tag Switching

Extra-sentential switching or tag-switching is the insertion of tag elements in the form of phrases or words from one language into another. Extra-sentential switching is considered the simplest code-switching because there is very little chance of violating

grammatical rules. This is because the tags used are between completed sentences. Examples of tags in English are like “okay”, “you know”, “well”, “so”, and “like”, while in Indonesian, the tags are like “lah” or “kan”. The example is shown below:

(Code switching from English to Indonesian)

“Of course, ini aku harus omongin dong.”

In the example above, the sentence is delivered in both English and Indonesian. It can be seen that the word “of course” in English is used as a filler word. Therefore, the above example is considered a tag switch.

b) Inter-sentential switching

When a speaker switches between languages at sentence boundaries, this is known as inter-sentential switching. In order to communicate complex ideas more clearly, this type is frequently employed when a speaker feels more at ease expressing particular ideas in one language than another. It may also reveal the cultural background and linguistic identity of the speaker.

A changeover between two languages that takes place at the sentence or utterance boundary within a single sentence is known as inter-sentential switching. Since the prefix “inter-” indicates between or among, it could be used as a guide to determine where switching will take place. After the first statement is finished, the

switch takes place, and the subsequent sentence will be in a different language. The following as an example:

(Code switching from Indonesian to English)

"Terima kasih sudah meluangkan waktu untuk saya. I have so much fun today."

Two different languages are used in the example sentences above. The first sentence is given in Indonesian, while the second sentence is given in English. In other words, the switch occurs in a new sentence that uses a different language, not in the same sentence. Since the code-switching occurs within or between sentences, it is considered an inter-sentence switch.

c) Intra-sentential switching

Intra-sentential diversion is when phrases or clauses from different languages are combined in one sentence. Since it combines components from both languages well, this type requires a higher level of fluency and understanding of the grammatical structures of both languages. Bilingual speakers who feel comfortable switching between languages often show it in casual conversation. The example as follows:

“Tapi sebelum itu make sure to follow Instagram Bright Future English karena disitu aku sering posting berbagai tips.”

The usage of English in an Indonesian sentence is seen in the example above. "Make sure to follow Instagram" is the hint used for code switching. Because the English changeover takes place inside the Indonesian base sentence rather than in a separate sentence, this example is regarded as intrasentential switching. Furthermore, as there was no full stop between the code switches, this is clearly classified as intra-sentential code switching.

e. Type Of Code Mixing

Code mixing is a term used to describe any situation where grammatical and vocabulary elements from two different languages are used in the same phrase. Two languages can also be mixed using code mixing. There are several examples of code mixing in words, phrases and clauses. Usually, this takes the form of idioms, word reduplication or hybrids. According to Muysken in (Yuana, 2022) code mixing is divided into three main types :

a) Insertion

Insertion is the process of incorporating vocabulary or complete components from one language into another's structure. Code mixing is defined as the process of inserting an unfamiliar phrasal category or vocabulary into a

preexisting framework. The size and kind of element inserted—for example, a noun vs a noun phrase would be the only differences. Insertions often consist of a single, morphologically integrated word with content (a noun or adjective, for example).

Example : *Tergantung* team, *terus juga tergantung* event.
(Depends on the team, and it also depends on the event.)

b) Alternation

Although it happens in many other societies as well, the alternation process is more common in stable bilingual communities with a history of language separation. In contrast to insertion, alternation is a method of language mixing in which two languages stay distinct in the bilingual utterance as A...B. A non-nested A...B...A structure is also seen in alternation, indicating that the elements that come before and after the "switched string" are not "structurally" connected. Poplack believed that alternation code mixing occurred when a language A constituent was followed by a language B constituent. Language B is unknown, while language A is dominant.

Example : For your information, ini berhasil. (for your information, it works)

c) Congruent Lexicalization

Congruent lexicalization occurs when two languages have similar grammatical structures, so vocabulary from both languages can be used interchangeably in a sentence without

disrupting the meaning or structure. This type is usually found in bilingual speakers who use two languages that are structurally close, such as dialects and standard languages, or languages that are equal in social status and do not have a strong dividing line. This type of code mixing often appears in communities of second-generation immigrant speakers or in post-preole societies that use two language systems simultaneously.

Example : *Saya akan check kembali dokumen tersebut sebelum dikumpulkan.* (I will check the documents again before submitting them.)

4. The Reason for Code Switching and Code Mixing

The reasons for the code switching and code mixing by Hoffman (1991) in (Sanjaya et al., 2023). There are seven reasons for bilinguals to switch their languages. The seven reasons are as follows :

1) Talking about a particular topic

Talking about a particular topic can be defined as a person's tendency to choose one language over another when conveying a discussion. This choice of language is usually influenced by comfort, habit, or the suitability of the language to the context of the topic being discussed. In some cases, speakers also feel more free and comfortable expressing emotional feelings in a language that is not used in everyday life, especially if the language is

considered more expressive or appropriate to convey these emotions.

2) Quoting somebody else

Quoting the words of others is a form of code switching and code mixing that occurs when a speaker switches languages to convey a quote, famous expression, proverb, or statement from a widely recognized figure. This language shift usually only occurs in the part of the sentence that is claimed to be the speech of the person quoted by the speaker.

3) Being emphatic about something (expressing solidarity)

Being emphatic about something or expressing solidarity is a form of code switching and code mixing that occurs when a speaker switches languages to emphasize his statement. This switch usually occurs when the speaker feels that the use of a particular language, either the first or second language, is more appropriate or more comfortable to show emotion or emotional involvement. Speakers can move from second language to first language, or vice versa, depending on which language is felt to be more effective in conveying the emphasis or solidarity.

4) Interjection (inserting sentence fillers or sentence connectors)

Interjections are a form of code switching and code mixing that occurs when a speaker inserts an interjection

or short phrase into a sentence to convey surprise, strong emotion, or to grab the listener's attention. These words are usually spontaneous and do not directly affect the main sentence structure. Examples of frequently used interjections include: "Ouch!", "Eh!", "Wah!", or "Lho!". In a bilingual context, interjections can come from another language as part of a communication strategy.

5) Repetition used for clarification

Repetition used for clarification is a form of code switching and code mixing performed by bilingual or multilingual speakers by repeating the same message in two different languages. The aim is to clarify the meaning so that the listener can more easily understand the content of the conversation. Generally, the message conveyed in one language will be repeated literally in the other language. In addition to clarifying, this repetition can also function to strengthen or emphasize the message conveyed.

6) The intention of clarifying the speech content for the interlocutor

Clarification of speech content for interlocutors is a form of code switching and code mixing performed by bilingual or multilingual speakers when speaking with interlocutors who also master more than one language. In this situation, code switching often occurs to ensure that the content of the conversation can be understood properly

and communication runs smoothly. Usually, the message conveyed in one language will be repeated in another language with a slightly modified form, so that the meaning is more easily understood by the listener.

7) Expressing group identity.

Expressing group identity is a form of code switching or code mixing used by speakers to reflect their membership or attachment to a particular community. The communication style used by a group, such as academics in a particular field, is clearly different from the communication style of other groups. In other words, the way a community communicates will be different from people who are outside the community. The use of code switching or code mixing in this context serves as a marker of social or professional identity.

5. Code switching and code mixing in English language learning

In the context of English language learning, code switching and code mixing is the act of alternating between two or more languages or language varieties during a conversation-has attracted much attention from researchers. The implications, advantages, and difficulties of code switching in the English as a Second Language (ESL) classroom will be examined in this literature review. Two

opposing viewpoints on code switching in ESL environments are presented by recent research. A thorough review of the literature was conducted by (Anisah & Nasrullah, 2023) shows how some teachers see code-switching as a useful teaching tool, while others see it as a barrier to mastering the target language. According to the study, which examined 34 journal papers from 2012 to 2022, the majority of teachers and learners have a favorable opinion of code-switching and code mixing recognize its ability to increase understanding and engagement. Nonetheless, there is also an awareness of its potential drawbacks, which indicates cautious implementation.

Code switching and code mixing serves various purposes in the context of language learning. Students' first language (L1) can aid the learning process by providing context and clarity when used appropriately. This is consistent with the findings from 1, which showed that teachers can intentionally use code-switching to improve understanding and foster a positive social climate in the classroom. The precise purpose of code switching, such as encouraging student participation or explaining difficult ideas, often determines how effective the use of code switching is (Anisah & Nasrullah, 2023). The efficiency of code switching is greatly influenced by the context in which code switching occurs. For example, code switching is common in computer-mediated communication platforms

such as WhatsApp, according to a study conducted on Malaysian university students. The social motives for style shifting in digital environments are highlighted by the way these settings affect the way students interact with language and negotiate meaning (Ismail et al., 2021).

The results of this study highlight how important it is to consider the sociolinguistic context when assessing how code switching and code mixing functions in language learning. Despite the recognized benefits of code switching and code mixing, there is still a lack of training for teachers on how to implement it effectively. According to the research, many teachers do not have sufficient knowledge on how to incorporate code-switching into their lesson plans (Nik Mohamed et al., 2021).

In summary, code switching and code mixing is a tricky business in the context of English language learning. While it can be a useful tool for enhancing student understanding and engagement, its efficacy depends on careful application and contextual awareness. The dynamics of code-switching and code mixing in various educational contexts should be further investigated in future studies, and a framework for teacher preparation that prioritizes its strategic application for the best language acquisition outcomes should be created.

6. Teaching English through video on youtube

Traditional teaching methods, especially in language acquisition, have changed as a result of the use of technology in education. One important tool for teaching English as a foreign language (EFL) is YouTube, a widely available platform. The uses, difficulties, and pedagogical consequences of using YouTube videos in English language training will be examined in this literature review.

YouTube is a useful tool for improving language skills as it provides a variety of content that accommodates different learning styles. Using YouTube videos in the classroom greatly improves students' speaking, listening, reading, and writing skills, according to a study by (Rahayu & Putri 2022). The multimedia format of video, which combines auditory and visual components, helps students understand and remember language topics more effectively (Cahyana, 2020).

YouTube videos have been proven to increase students' enthusiasm and interest in learning English. Students prefer YouTube videos to conventional teaching techniques, which often result in boredom in the classroom. A more dynamic learning environment is created due to the interactive nature of the video information that encourages active engagement (R. Setiawan & Novita, 2024). In addition, when exposed to

engaging video resources, the students showed greater enthusiasm for learning English (Putri et al., 2024).

YouTube has educational benefits that go beyond user engagement. YouTube video content helps students overcome certain barriers, including vocabulary acquisition and grammar issues. The wide variety of instructional videos allows teachers to modify their lessons to suit the needs of different students, thus enhancing individualized learning opportunities (Audina et al., 2023). The use of YouTube in EFL contexts has been linked to the development of critical thinking skills in addition to language proficiency. Students gain analyzing skills and critical viewpoints on language use in various situations by observing video footage and discussing it (Cahyana, 2020).

According to research, YouTube is a useful tool for teaching English as a foreign language because it can foster critical thinking skills, increase student engagement, and improve language proficiency. However, teachers also have to face issues related to technology and content choice. To maximize learning outcomes, future research should concentrate on creating best practices for incorporating YouTube into the EFL curriculum while resolving these issues.

7. Sacha Stevenson

Sacha Stevenson is a Canadian-born YouTuber, comedian, and content creator who has gained widespread

popularity in Indonesia through her engaging and humorous content. Known for her deep understanding and appreciation of Indonesian culture, Sacha often addresses social, cultural, and linguistic topics that resonate with her diverse audience. Her YouTube channel, which features a mix of Bahasa Indonesia and English, has become a prominent platform for bilingual communication. Sacha frequently employs code-switching and code-mixing as communicative tools to connect with her viewers, bridging the gap between her English-speaking background and her Indonesian audience.

Her ability to seamlessly alternate between English and Bahasa Indonesia makes her content not only entertaining but also educational, as it exposes viewers to authentic bilingual interactions. Through her videos, viewers are presented with real-life examples of language alternation, showcasing the practical functions of code-switching and code-mixing, such as emphasizing a point, adapting to her audience, and injecting humor or cultural references. This makes Sacha Stevenson's channel particularly relevant for linguistic studies, especially in exploring the role of bilingualism in digital media and its implications for English language learning. By analyzing her use of language, learners and researchers alike can gain insights into how bilingual content can facilitate better comprehension, cultural understanding, and

communicative competence in English as a foreign language (EFL) settings.

8. Sacha Stevenson's Youtube Channel

Sacha Stevenson's YouTube content focuses on sketches and vlogs in both English and Indonesian. He discusses life in Indonesia from the perspective of a foreigner who has lived in the country for a long time. Sacha is best known for his “How to Act Indonesian” series, but he also regularly uploads videos on daily life, cultural differences, personal experiences, and interactions with Indonesians and his family.

In addition, Sacha also creates content that focuses on language learning, especially English and Indonesian, with a light, interactive, and humorous approach. As a Canadian citizen who has lived in Indonesia for a long time, he utilizes his ability as a native English speaker and fluent Indonesian speaker to deliver material that is easily understood by audiences from various language backgrounds.

One of his popular segments is “Seleb English”, where Sacha comments on and corrects the use of English by Indonesian celebrities and public figures. In this segment, he not only discusses pronunciation and grammar, but also gives suggestions to make English sound more natural like a native speaker. He discusses various aspects such as pronunciation, word emphasis,

vocabulary selection, and sentence structure. Sacha also gives an assessment of the character's English skills, so that the audience can learn directly from real examples.

With a relaxed, humorous, and often reflective style of delivery on his experiences as a “bule” in Indonesia, Sacha Stevenson is able to make language learning a fun and relevant activity, while providing cultural insights that enrich understanding across languages and nations.

B. Previous research

This research is not the only one that analyzes about code switching. There are some previous researchers similar to this one. For example, First a research that conducted by (Nadia et al., 2024) with entitled “Code Switching Used by Cinta Laura and Maudy Ayunda on YouTube Channel” examined the types of code-switching found in the speech of Cinta Laura and Maudy Ayunda. The study identified intra-sentential, inter-sentential, and tag-switching, focusing on their frequency and patterns in a single video. However, this study did not discuss the role of code-switching in language learning.

In contrast, this research analyzes code switching and code mixing in Sacha Stevenson’s YouTube content, which is known for its educational and cross-cultural themes. Unlike previous studies that focus on Indonesian public figures, this study examines how a non-native Indonesian speaker blends English and Indonesian in her videos. The novelty of this research lies in its focus on the pedagogical function of code-switching and code-

mixing, as well as how Sacha Stevenson's bilingual content contributes to English language learning in an informal setting.

The second previous studies is coming from (Suryaningsih, 2023) with a research entitled "Exploring the Functions of Code Switching in the Context of Teaching and Learning Activities" examined the role of code switching in educational settings. This study identified various functions of code-switching in the teaching and learning process, emphasizing its academic role. The findings suggested that teachers use code switching to prevent misunderstandings and ensure better comprehension of subject matter. However, this study focused solely on the use of code switching in formal educational settings, particularly in the classroom.

In contrast, this research analyzes code switching and code mixing in Sacha Stevenson's YouTube content, which is widely recognized for its bilingual nature and educational approach. Unlike previous studies that focus on classroom interactions, this study examines how a non-native Indonesian speaker utilizes code-switching and code-mixing in an informal learning environment. The novelty of this research lies in its exploration of how bilingual content on digital platforms, such as YouTube, contributes to English language learning outside the formal classroom setting.

The third previous studies taken from (Nordin, 2023) with a study entitled "Code-Switching And Code-Mixing Among Users Of Social Media" examined the phenomenon of code switching

and code mixing in online interactions. This study highlighted how multilingual social media users frequently switch between languages due to various factors, including linguistic preference, audience adaptation, and social identity. The study also categorized the different types of code-switching and code-mixing found on digital platforms and explored the reasons behind their use. However, this research primarily focused on written communication in social media and did not examine the impact of code switching and code mixing on language learning.

In contrast, this study investigates code switching and code mixing in Sacha Stevenson's YouTube content, emphasizing its function in English language learning. Unlike previous studies that focus on text-based social media interactions, this research analyzes spoken language in video content, where code switching occurs naturally in real-time communication. The novelty of this research lies in its exploration of how bilingual digital content contributes to informal English language learning, particularly through the engagement and interaction of viewers with authentic spoken discourse.

C. Theoretical Framework

This research is a descriptive qualitative study that focuses on analyzing code switching and code mixing in Sacha Stevenson's YouTube channel and their functions in English language learning. Therefore, the study involves two main variables: code switching and code mixing. The primary areas of focus include:

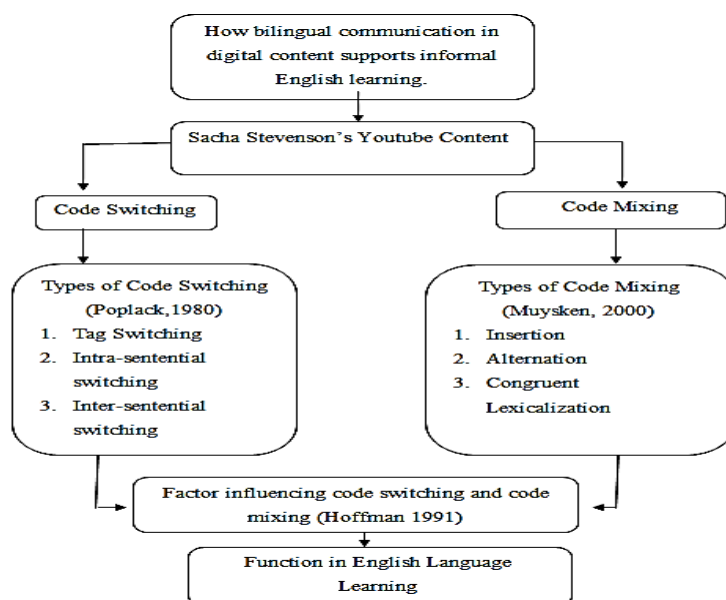


Figure 2.1 Theoretical Framework

This research is based on sociolinguistic theories related to bilingualism and language contact, particularly in the context of digital media. The study analyzes code switching and code mixing in Sacha Stevenson's YouTube content and their functions in English language learning. The theoretical foundation of this research consists of the following key concepts:

1. Analysis of Sacha Stevenson's YouTube Content

This study investigates how Sacha Stevenson integrates English and Indonesian in her content and how her linguistic choices align with sociolinguistic theories of

bilingualism. By examining her bilingual discourse, this research aims to understand how code switching and code mixing function in her videos and their potential impact on English language learners.

2. Code Switching and Code Mixing

According to Poplack (1980), code switching is the alternating use of two or more languages within a single conversation or utterance. Code switching can be classified into three types: intra-sentential switching, inter-sentential switching, and tag-switching. Meanwhile, Muysken (2000) defines code mixing as the blending of linguistic elements from different languages within a sentence or discourse. In this study, both code switching and code mixing are examined in the context of bilingual communication in Sacha Stevenson's YouTube videos.

3. Functions of Code Switching and Code Mixing in English Language Learning

This research extends these findings to the digital learning space, analyzing how Sacha Stevenson employs code switching and code mixing as an informal language learning resource. By integrating these theoretical perspectives, this research provides a comprehensive analysis of how code switching and code mixing function within Sacha Stevenson's YouTube content and their potential relevance on English Language Learning.