

## **Code Switching and Code Mixing in Sacha Stevenson's YouTube Content: A Functional Analysis for Language Learning**

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**Abstract:** This study aims to analyze the use of code switching and code mixing in Sacha Stevenson's YouTube videos and examine their function in supporting informal English language learning. Employing a qualitative descriptive approach, the researchers analyzed three selected videos containing bilingual interactions in English and Indonesian. The data were interpreted using Poplack's (1980) theory of code switching, Muysken's (2000) theory of code mixing, and Gumperz's (1972) framework for sociolinguistic functions. The results reveal that intra-sentential code switching (47%) is the most frequently used, followed by inter-sentential (38%) and tag switching (15%). In terms of code mixing, insertion (50%) dominates, with alternation (43%) and congruent lexicalization (7%) appearing less frequently. These linguistic features serve as tools for increasing accessibility, contextual comprehension, and learner engagement, particularly for audiences in bilingual environments. The study contributes to the understanding of how bilingual content in digital media can serve as an effective medium for informal language acquisition. Practically, the findings suggest that educators and content creators can leverage bilingual discourse strategically to enhance language learning experiences. While the study is limited to a small sample and lacks quantitative analysis, it lays the groundwork for future research on the pedagogical value of code switching and mixing in online platforms.

**Keywords:** Code Mixing, Code Switching, Digital Communication, English Language Learning

### **A. Introduction**

Language is a complex, structured system for expressing ideas, feelings, and goals through grammar and vocabulary, essential for communication and reflecting cultural diversity (Oviogun & Veerdee, 2020). In today's globalized world, social media plays a key role in interaction, where code switching is a common phenomenon. For example, YouTuber Sacha Stevenson often mixes Indonesian and English, a practice widely used by social media influencers (El Nahal, 2023). Code switching and code mixing are sociolinguistic phenomena describing language variation in conversation, common among bilingual speakers. For example, inserting

English words into Indonesian sentences, like *“Datanglah ke party ku malam ini”* (Cindy Nabila & Andi Idayani, 2022). Generation Z, the largest social media users, often use mixed language and slang (Kandiawan, 2022). With growing social media use, especially among English learners, understanding code switching and mixing is important. This study analyzes code switching in Sacha Stevenson’s YouTube videos to understand its role in English language teaching. English is part of the Indonesian curriculum, so many students learn it both formally at school and informally through classes. Teachers often use code switching and code mixing to help students understand the material better. In English language teaching, code switching and mixing show how learners use their native language to grasp English, build interaction, and express cultural identity. This study analyzes code switching and mixing in Sacha Stevenson’s YouTube videos to explore their role in informal English learning on social media. Understanding these phenomena is crucial as they serve as important tools in educational contexts. Social media as a digital space has become a very diverse and open platform for interaction, where language users often combine several languages in one conversation, reflecting the reality of bilingualism that not only occurs verbally in the real world, but also in increasingly widespread online communication.

Code switching and code mixing are sociolinguistic phenomena describing language variation in conversation, common among bilingual speakers. For example, inserting English words into Indonesian sentences, like *“Datanglah ke party ku malam ini”* (Cindy Nabila & Andi Idayani, 2022). Generation Z, the largest social media users, often use mixed language and slang (Kandiawan, 2022). With growing social media use, especially among English learners, understanding code switching and mixing is important. This study analyzes code switching in Sacha Stevenson’s YouTube videos to understand its role in English language teaching. English is part of the Indonesian curriculum, so many students learn it both formally at school and informally through classes. Teachers often use code switching and code mixing to help students understand the material better. The use of code switching and code mixing in this informal learning process aims to overcome the gap in students’ understanding between their mother tongue and the target language, which in turn can increase students’ motivation and active participation in learning. In English language teaching, code switching and mixing show how learners use their native language to grasp English, build interaction, and express cultural identity. This study analyzes code switching and mixing in Sacha Stevenson’s YouTube videos to explore their role in informal English learning on social media. Understanding these phenomena is crucial as they serve as important tools in educational contexts. Moreover, understanding this phenomenon not only benefits teachers in designing appropriate learning strategies, but also helps learners to develop language skills more naturally and contextually through interactions they encounter outside the classroom.

Previous studies show that code switching reduces misunderstandings and supports students, improving their learning experience (Nteziyaremye et al., 2024) In

addition, a study by (Pratama, 2022) Code mixing creates a dynamic, comfortable learning atmosphere, boosting student motivation. Understanding code switching helps tailor teaching strategies for diverse learners (Yanti, 2022). YouTube offers a valuable platform to study code switching in language learning. Sacha Stevenson, with over 1.27 million subscribers, is chosen for his bilingual background and influence. His use of code switching and mixing not only explains meaning but also builds closer communication through humor and social criticism. However, there is a significant research gap on how the phenomenon of code switching and code mixing occurs specifically in the context of informal English language learning through digital video platforms such as YouTube, which presents a different learning experience from conventional learning or even text-based social media.

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 multilingual 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. In the context of English language learning, understanding sociolinguistics can be the basis for teachers to determine teaching methods that are in accordance with the social and cultural characteristics of students, including how the use of mother tongue as one of the supporting sources in the process of English language acquisition, as well as how language variation can be a strategic tool in improving student interaction and understanding in the classroom.

Code switching is defined as "The ability to alternate between two or more languages, dialects, or language varieties within a single conversation or discourse"

(Bullock et al., 2009). Three types of code switching based on Poplack (1980) in (Suadnyani & I Komang Sulatra, 2024), they are: Tag Switching, Intra-sentential Switching, and Inter-sentential Switching. 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”. 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). According to Muysken in (Yuana, 2022) code mixing is divided into three main types : Insertion, Alternation and Congruent Lexicalization. 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. Therefore, this research is very important because it will not only increase the understanding of the phenomenon of code switching and code mixing, but also provide a practical picture that can help teachers and learners in applying these strategies effectively, so as to improve the quality of the English language learning process by utilizing social and digital situations that are relevant to students’ daily lives.

YouTube is a useful tool for improving language skills as it provides a variety of content that accommodates different learning styles. The multimedia format of video, which combines auditory and visual components, helps students understand and remember language topics more effectively (Cahyana, 2020). 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). Several previous studies have examined the phenomenon of code switching and code mixing in various contexts, offering important foundations for this current research. One such study was 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. Another relevant study was conducted by (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.

Furthermore, (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. 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. This research is an exploration of how bilingual digital content contributes to informal English language learning, particularly through viewer engagement and interaction with authentic spoken discourse. Thus, the results of this study are expected to provide significant practical benefits, not only for teachers in developing more appropriate and contextual learning strategies, but also for content creators and curriculum developers to maximize the use of digital media in a more innovative and effective English language learning process in the digital era.

## **B. Methods**

This study employed a qualitative descriptive method with a content analysis design to investigate the types and functions of code switching and code mixing. The research was conducted through online media by analyzing selected videos uploaded on Sacha Stevenson’s YouTube channel, which served as the research site. No human respondents were involved; instead, the utterances in the videos functioned as the data source. The data were collected using a documentation technique, including downloading the videos, transcribing the dialogue, and identifying utterances that contained code switching and code mixing. The main instrument used was a data analysis sheet designed by the researcher to classify the types and functions of code switching and code mixing. The data analysis process involved three stages: (1) identifying the types of code switching based on Poplack’s (1980) theory and code mixing based on Muysken’s (2000) theory, (2) analyzing their speech functions using Gumperz’s (1982) interactional sociolinguistic framework, and (3) interpreting the findings in relation to their role in informal English language learning.

### C. Results and Discussion

This section has presented a summary of the result of the study. Based on the analysis of the types of code switching found in Sacha Stevenson’s YouTube channel a total of 34 utterances containing code switching were identified. These utterances were categorized into three types of code switching, following Poplack’s (1980) classification in (Suadnyani & I Komang Sulatra, 2024). The distribution of these occurrences is presented in the following table:

**Table 1. Types of Code Switching Found in Sacha Stevenson’s YouTube Channel**

No	Types of code switching	Data	Percentage
1.	Tag switching	5	15%
2.	Intra-sentential switching	16	47%
3.	Inter-sentential switching	13	38%
Total		34	100%

Table 1 shows the frequency and percentage of various types of code switching found in Sacha Stevenson’s YouTube. There are 34 data divided into 3 types of code switching. Based on the table, there are 16 intra-sentential code-switching utterances (47%), 13 inter-sentential code-switching utterances (38%), and 5 tag switching utterances (15%). From the data, it can be concluded that the most widely used type of code switching in Sacha Stevenson’s videos is intra-sentential code switching with 16 utterances. Meanwhile, the least type of code switching found is tag switching with 5 utterances.

The analysis of three videos from Sacha Stevenson’s YouTube channel revealed distinct patterns in the use of code switching and code mixing. The quantitative distribution of code switching is presented in Table 2.

**Table 2. Types of Code Switching in Sacha Stevenson’s YouTube Videos**

Type	Frequency	Percentage
Intra-sentential	16	47%
Inter-sentential	13	38%
Tag switching	5	15%
Total	34	100%

Intra-sentential switching, such as in the utterance, “Ada teleprompter atau mungkin kertas di sini, cause you can see his eyes reading,” dominates the dataset. This switch occurs within a sentence to elaborate or clarify a point naturally. This supports Novianti and Said (2021), who found such switching increases learner comprehension. Inter-sentential switching was also frequent, exemplified by: “My move to 2014, but at that time dipaksa Papa, karena Papa ngerasa Indonesia udah gak ada harapan.” This type is effective in narrative transitions, aligning with Fanani

and Ma’u (2018), who argued that inter-sentential switching enhances storytelling in learning contexts.

**Table 3. Types of Code Mixing in Sacha Stevenson’s YouTube Videos**

Type	Frequency	Percentage
Insertion	21	50%
Alternation	18	43%
Congruent Lexicalization	3	7%
<b>Total</b>	<b>42</b>	<b>100%</b>

Insertion mixing is illustrated in: “...*I think aku dikirim itu kelas 10 SMA tuh pas itu...*” showing casual, embedded English within Indonesian. This reflects the habit of bilinguals to insert accessible English vocabulary a trend also observed by Khatimah and Korompot (2023). Alternation, as in: “*We would say, kalau baru turun dari kapal,*” switches between full clauses across languages, indicating higher bilingual proficiency. Congruent lexicalization, while rare, was visible in utterances like “...*metode ngajarnya sangat simple...*,” suggesting a shared syntactic structure between English and Indonesian.

**Table 4. Functions of Code Switching and Code Mixing Based on Gumperz’s Framework**

Function	Frequency	Percentage
Message Qualification	46	61%
Addressee Specification	13	17%
Interjection	10	13%
Reiteration	4	5%
Personalization/Objectivation	2	3%
Quotation	1	1%
<b>Total</b>	<b>76</b>	<b>100%</b>

The dominant function was message qualification, used to add clarity or nuance. For instance, “*So, maklum kalau mereka punya kesalahan, kan?*” uses ‘so’ to cue justification. This confirms Van der Walt’s (2020) findings that switching often enhances explanation. Addressee specification appeared in direct responses to others, increasing personalization. Interjections like “wow” or “anyway” added emotion or spontaneity, a feature supported by Suryaningsih (2023). These findings demonstrate that code switching and mixing in bilingual digital media are purposeful and functional. Compared to Pratama (2022), who found mixing fosters a comfortable learning environment, this study adds that specific types particularly intra-sentential switching and insertion – are especially effective in informal learning settings. However, unlike Suryaningsih (2023), who focused on classroom instruction, our data come from spontaneous interactions, showing the broader relevance of these strategies. In sum, the data suggest that code switching and

mixing, as exemplified in Sacha Stevenson’s bilingual YouTube content, play vital roles in fostering understanding, engagement, and inclusivity in language learning.

To explain each type of code switching found in the data, the following are examples of utterances:

**Utterance 1 (Tag Switching):** “So, *maklum kalau mereka punya kesalahan, kan?*” In this utterance, Sacha inserts the English discourse marker “so” at the beginning of the Indonesian sentence to provide an explanation. This insertion shows the bilingual speech style commonly used in conversations on digital media.

**Utterance 2 ( Intra-sentential switching) :** “*Ada teleprompter atau mungkin kertas di sini, cause you can see his eyes reading.*” In this utterance, Sacha inserts the English phrase “because you can see his eyes reading” to explain his opinion in a casual way. This transition shows a bilingual conversational style and adds a humorous and relaxed feel as he comments on the actor’s reading in the commercial.

**Utterance 3 (Inter-sentential switching):** “My move to 2014, but at that *time dipaksa Papa, karena Papa ngerasa Indonesia udah gak ada harapan.*” In this utterance, Yujin (Interviewed by Sacha) switches from English to Indonesian in one sentence to explain the background of his move in 2014, emphasizing his father’s perspective on Indonesia. This intra-sentential code-switching emphasizes the seamless blending of the two languages to convey a personal story in a natural and expressive way.

In addition to the findings related to the types of code switching, this study also identified the existence of code mixing in Sacha Stevenson’s Youtube videos. This code mixing refers to the theory of Muysken (2000) cited in (Yuana, 2022), which divides code mixing into three types, namely Insertion, Alternation, and Congruent Lexicalization.

**Table 5. Types of Code Mixing Found in Sacha Stevenson’s YouTube Channel**

No.	Types of code mixing	Data	Percentage
1.	Insertion	21	50%
2.	Alternation	18	43%
3.	Congruent Lexicalization	3	7%
	<b>Total</b>	<b>42</b>	<b>100%</b>

Table 5 shows the frequency and percentage of various types of code mixing found in Sacha Stevenson’s Youtube. There are 42 data divided into 3 types of code mixing. Based on the table, there are 21 Insertion utterances (50%), 18 Alternation utterances (43%), 3 Congruent Lexicalization utterances (7%). From the data, it can be concluded that the most widely used type of mixing in Sacha Stevenson’s videos Insertion with 21 utterances. Meanwhile, the least type of mixing found is Congruent Lexicalization with 3 utterances.

To explain each type of Mixing found in the data, the following are examples of utterances:

**Utterance 4 (Insertion):** “*Terus ya udah fast forward, I think aku dikirim itu kelas 10 SMA tuh pas itu... Nah ya udah, habis itu aku lanjut kuliah, lanjut uni, sekarang aku kerja dan akhirnya udah aku mau settle di sini.*” This utterance is an insertion type of code mix, as seen in the use of English words such as “fast forward”, “I think”, “uni”, and “settle” in sentences that mostly use Indonesian. Yujin, when describing her educational journey and move, uses these English inserts to express ideas that are familiar or more naturally conveyed in English, such as describing the acceleration of time (“fast forward”) or her desire to live in Canada permanently (“settle”). This reflects her bilingualism and creates a relaxed conversational atmosphere.

**Utterance 5 (Alternation):** “*We would say, kalau baru turun dari kapal. Bule’s gonna say: /'tu:ri/. Karena /t/ yang dibaca “d” namanya “flap t” dan pakai IPA symbol “/ɾ/”.*” This utterance is a type of alternation code mix because there is a mixing of English and Indonesian clauses in one utterance. Sacha uses English when stating the standard pronunciation and then switches to Indonesian to explain the meaning and phonological concept. The use of English, such as “we would say” and “Bule’s gonna say: /'tu:ri/,” provides examples of pronunciation similar to native speakers, while the switch to Indonesian helps clarify the explanation of the /t/ sound for Indonesian listeners. These switches facilitate better understanding and engage bilingual audiences in a more understandable and accessible way.

**Utterance 6 (Congruent Lexicalization):** “*Sama Miss Cathy, metode ngajarnya sangat simple dan gampang dicerna.*” This utterance belongs to the congruent lexicalization type because the English word “simple” is embedded in the Indonesian sentence without changing the overall sentence structure. The word “simple” blends naturally with the Indonesian grammar, indicating lexicon similarity between the two languages. The use of a familiar English word in a casual context emphasizes the speaker’s bilingual identity and reflects the everyday language habits of bilingual speakers who switch between languages to express ideas more effectively and naturally.

After identifying the types of code switching and code mixing, this research also analyzes the function of language use based on speech function theory. Referring to Gumperz’s theory (1972) in (Nilep, 2006), Bilingual speakers use code switching and code mixing to perform various functions in conversation that reflect social meaning and language use in a particular context. These functions include quotation, addressee specification, interjection, reiteration, message qualification, and personalization vs. objectification.

**Table 6 Frequency of Occurrence of Code Switching and Code-Mixing Data Based on Functions According to Gumperz**

Function of Code Switching/Code Mixing	Data	Percentage
Quotation	1	1%
Addressee Specification	13	17%
Interjection	10	13%
Reiteration	4	5%
Message Qualification	46	61%
Personalization vs Objectivization	2	3%
Total	76	100%

Table 6 shows the frequency and percentage of code switching and code-mixing functions based on speech function theory in Sacha Stevenson’s Youtube videos. From a total of 76 data, the most common function is message qualification with 46 data (61%). The addressee specification function ranks second with 13 data (17%), followed by interjection with 10 data (13%). Meanwhile, the function of reiteration was found as much as 4 data (5%), personalization vs objectivization as much as 2 data (3%), and quotation is the function that appears the least, only 1 data (1%). These findings show that the use of code switching and code mixing in Sacha’s videos serves more to clarify the message than for other functions.

The analysis shows that the most common type of code switching is intra-sentential switching (47%), and for code mixing, the most frequent type is insertion (50%). The dominant function is message qualification (61%), followed by addressee specification (17%), interjection (13%), and reiteration (5%). The findings conclude that code switching and code mixing are used with specific communicative purposes. The most common function is message qualification, showing that English is used to clarify or add information. Other functions like addressee specification, interjection, and reiteration reflect flexible language use based on context. Less frequent functions such as personalization vs objectivization and quotation still help adjust nuance or intent.

This finding shows that code switching and code mixing are effective tools in bilingual communication. In English language learning, they help teachers facilitate teaching and improve students’ understanding. On Sacha Stevenson’s YouTube channel, the most dominant function is message qualification (61%), which helps clarify messages so students better understand and avoid misunderstanding, especially those with limited English proficiency. (Novianti & Said, 2021).

The addressee specification function (17%) shows that code switching and code mixing help adjust messages to the listener’s needs, making learning more personalized, effective, and communicative. (Van der Walt, 2020). The interjection function (13%) is important as it expresses emotions, provides pauses, or attracts attention, making the classroom more lively and interactive. (Novianti & Said, 2021). The reiteration function (5%) shows that repeating messages in different languages

helps strengthen students' understanding and improves retention. (Van der Walt, 2020). The personalization vs objectivization (2%) and quotation (1%) functions support varied delivery of material, matching the teacher's style and quoting relevant sources. Overall, teachers' use of code switching and code mixing in English learning is not just a communication aid but also an effective strategy to overcome students' language barriers, increase engagement, and clarify material. (Van der Walt, 2020).

In this context, to analyze the function of code switching and code mixing in English language learning through Sacha Stevenson's content, several language learning theories from experts can be used as a basis. One relevant theory is the theory of behaviorism, which emphasizes the importance of learning through repetition and reinforcement (stimulus-response). For example, in Sacha's videos, the use of a mixture of Indonesian and English serves as a stimulus that triggers a response from the viewer, such as the repetition of a key phrase in English after an explanation in Indonesian. This helps to reinforce understanding and facilitate mastery of the target language structures.

Based on an in-depth analysis of code switching and code mixing in three of Sacha Stevenson's YouTube videos, it was found that these phenomena are not only linguistic but also functional and adaptable English learning strategies, especially in bilingualism and digital media contexts. According to Poplack's (1980) classification, the three main types of code switching are tag switching, intra-sentential switching, and inter-sentential switching, with intra-sentential switching being the most dominant (47%), followed by inter-sentential (38%) and tag switching (15%). Based on Muysken's (2000) theory, the dominant code-mixing types are insertion (50%), alternation (43%), and congruent lexicalization (7%), with insertion as the most frequent.

The dominance of intra-sentential switching and insertion shows that Sacha Stevenson has a high ability to naturally combine two languages in one sentence, demonstrating language proficiency and adaptability to a diverse audience in an active learning context. Tag switching and inter-sentential switching also enhance communication by marking transitions, clarifying messages, and building rapport. Analysis based on Gumperz's (1972) speech function theory reveals that code-switching and code-mixing play a strategic role in English learning. The main functions are quotation, interjection, message qualification, repetition, and interlocutor specification, with message qualification being the most dominant (61%). This shows code-switching and mixing are consciously used to adjust tone, refine, or emphasize messages according to social context, helping teachers convey complex material clearly while maintaining cultural courtesy and professionalism. In addition, Reiteration and addressee specification play important roles in ensuring learners' comprehension and organizing social interaction. Reiteration in two languages clarifies meaning and helps learners with limited vocabulary, while

addressee specification directs messages to specific individuals or groups, making communication more effective and targeted.

These functions support Gumperz's theory on the importance of repetition and message targeting for effective bilingual communication, and are also supported by behaviorism theory. (Yulianti, 2023) Behaviorism emphasizes that learning happens through interaction between stimulus and response, where behavior changes result from strengthening their relationship. A stimulus is what the environment or teacher gives to learners, and a response is the learners' reaction. Learning is successful when observable behavior changes occur in response to the stimulus. Repetition and positive reinforcement are key to strengthening desired responses, enabling new behaviors to be learned and maintained. For example, in language learning, teachers repeat English phrases (stimulus) and give praise or rewards (reinforcement) when students use them correctly, strengthening the stimulus-response link for easier mastery. Inappropriate responses can be reduced by lessening reinforcement or applying punishment. Thus, behaviorism views learning as behavior change through experience via a systematic, observable process of repetition and reinforcement.

Findings on code mixing, like inserting English words into Indonesian sentences (e.g., "Event-nya"), can be explained by Chomsky's cognitive theory of Language Acquisition Device (LAD) and Universal Grammar (UG). This theory highlights humans' innate ability to process language creatively. Code mixing in Sacha's content helps viewers link new vocabulary with familiar contexts, aiding natural language internalization without memorizing formal grammar. Chomsky argued that without LAD, children couldn't acquire language from limited input. (Ritonga, 2022). In Sacha Stevenson's YouTube content, code mixing such as the phrase "Event-nya" acts as linguistic exposure that naturally stimulates LAD activation. This helps viewers creatively link new English vocabulary with their Indonesian context, speeding up language internalization without explicit learning. Chomsky's cognitive theory, especially LAD and Universal Grammar, explains humans' innate ability to process language creatively and acquire complex structures with limited input. Code mixing reflects this ability, allowing spontaneous blending of languages to meet communication needs. Universal Grammar provides a framework for understanding language structures, so exposure to code mixing helps viewers intuitively grasp English patterns within their first language context. Thus, code mixing is not just language mixing but a deep cognitive process in second language acquisition, bridging familiar and new languages to facilitate natural and effective English learning.

The use of code switching in Sacha Stevenson's videos supports Krashen's language acquisition theory, especially the Input Hypothesis and Affective Filter Hypothesis. Krashen explains that Sacha's switches to English in casual conversation provide naturally comprehensible input, creating a low-stress environment ideal for

language acquisition. (Mweneni Hautemo & Homateni Julius, 2020). Krashen's Input Hypothesis states that language is acquired when learners receive input slightly above their current level ( $i+1$ ). This study supports it by showing that exposure to English in natural, everyday contexts not just formal learning improves understanding. In Sacha's videos, code switching occurs naturally, such as: "Ada teleprompter *atau mungkin kertas di sini*, because you can see his eyes reading." This provides comprehensible input to viewers familiar with Indonesian sentence structures, aiding acquisition. Krashen's Affective Filter Hypothesis adds that stress hinders learning. Sacha's informal, humorous style creates a low-stress environment, making audiences more open to input. Thus, code switching and mixing in Sacha's content act as tools to facilitate fluent learning from the mother tongue to the target language, reinforce language patterns in relevant contexts, and keep learners motivated. The frequent use of message qualification via intra-sentential switching and insertion shows these are strategic methods to enhance understanding. Sacha's content mixes languages to clarify pronunciation, vocabulary, and grammar, making learning accessible and interactive.

This finding is also supported by previous research by (Pharamita et al., 2021) stated that code switching and code mixing in the English classroom help students better understand the material and improve focus. This aligns with the finding that intra-sentential switching and insertions are often used to explain difficult vocabulary or structures. Research (Fanani & Ma'u, 2018) shows that code switching helps build good social relations between teachers and students, creating a comfortable, interactive learning atmosphere. Its small but significant use acts as a contextualization cue to maintain listener familiarity and attention. According to (Khatimah & Anwar Korompot, 2023) Code mixing arises due to limited vocabulary acquisition in one language and as a habit in bilingual communities. The use of insertions and substitutions helps students and teachers continue communication unhindered, and reinforces understanding of the material.

#### **D. Conclusions**

This study found that intra-sentential switching (47%) and insertion-type mixing (50%) were the most frequent in Sacha Stevenson's YouTube videos, with message qualification (61%) being the dominant function. These patterns illustrate how bilingual speakers use code switching and code mixing not just as stylistic variation but as deliberate strategies to clarify meaning, tailor messages to specific audiences, and enhance informal English learning. The findings align with language acquisition theories: behaviorism (repetition as reinforcement), Chomsky's cognitive theory (natural acquisition through internalized structures), and Krashen's Input Hypothesis (comprehensible input in low-stress environments). Real examples from the data, such as "cause you can see his eyes reading," demonstrate how such switches facilitate understanding. However, this study is limited by its scope: it focused on a single content creator and relied solely on qualitative data from three

videos without triangulation or quantitative measurement. These constraints limit the generalizability of the findings. Future research should include a broader range of speakers or platforms, integrate interview-based data, and employ longitudinal or experimental designs to assess the pedagogical impact of code switching and mixing on language learning outcomes more systematically. Incorporating learner perspectives would also provide deeper insights into its efficacy as an instructional tool.

## **E. Acknowledgement**

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