Students' Perceptions on the Use of Code-Switching and Code-Mixing in the NSS Program on CXO Media

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Article Info	Abstract
	This study analyzed the types of code-switching and code-mixing in the "Ngobrol Sore Semaunya" (NSS) podcast and examined maritime students' perceptions of these phenomena. Using qualitative content analysis, the research focused on one episode featuring Boy William and Putri Tanjung. Data were collected through systematic observation and in-depth interviews with 30 cadets from Politeknik Pelayaran Kota Sorong, from both Grades III and IV. Three main forms of language switching were identified: intra-sentential, inter-sentential, and tag switching, with higher frequency in formal contexts. Most cadets viewed language switching as an essential skill for maritime careers, especially in developing vocabulary and professional communication. The findings suggest that code-switching and code-mixing are not merely linguistic variations, but also serve as important tools in maritime professional discourse, with implications for teaching Maritime English in multilingual settings.
Artikel Info	Abstrak
	Penelitian ini menganalisis jenis code-switching dan code-mixing dalam podcast "Ngobrol Sore Semaunya" (NSS) serta persepsi taruna maritim terhadap fenomena tersebut. Menggunakan analisis konten kualitatif, studi ini berfokus pada satu episode dengan Boy William dan Putri Tanjung. Data dikumpulkan melalui observasi sistematis dan wawancara mendalam dengan 30 taruna Politeknik Pelayaran Kota Sorong dari tingkat III dan IV. Ditemukan tiga bentuk utama peralihan bahasa: intra-sentensial, inter-sentensial, dan tag switching, dengan frekuensi lebih tinggi di konteks formal. Sebagian besar taruna menganggap peralihan bahasa sebagai keterampilan penting dalam karier maritim, terutama untuk pengembangan kosakata dan komunikasi profesional. Temuan ini menunjukkan bahwa code-switching dan code-mixing bukan hanya variasi bahasa, tetapi juga alat penting dalam diskursus profesional maritim, dengan implikasi bagi pengajaran Bahasa Inggris maritim di lingkungan multibahasa.

I. INTRODUCTION

Language is a fundamental tool for human communication, serving as a medium to express thoughts, feelings, and ideas. As Chaer and Agustina (2004) assert, language functions primarily as a tool for interaction and communication, conveying concepts and emotions. In today's global landscape, multilingualism has become increasingly prevalent, with UNESCO (2024) reporting approximately 7,000 spoken or signed languages worldwide and at least half of the global population being bilingual. This linguistic diversity holds significant importance, particularly in education, where multilingual instruction has been shown to enhance learning outcomes and promote inclusivity.

The development of technology and digital media has brought significant changes to communication methods, especially among university students. One phenomenon that has garnered attention is the use of code-switching and code-mixing in digital content, particularly podcasts. According to Bullock and Toribio (2009), code-switching refers to the practice of using two or more languages in a single conversation, while code-mixing involves blending linguistic elements from different languages within a single sentence. Numan and Carter (2001) further define these phenomena as "a phenomenon of switching from one language to another in the same discourse," with discourse considered as the naturally existing language use by students and teachers in the classroom. This definition aligns with the observed patterns of language alternation in the NSS podcast and maritime students' classroom interactions.

In the contemporary global context, English has emerged as the dominant international language, serving as a lingua franca in business, academia, technology, and entertainment (Rao, 2019). This prominence is reflected in educational curricula worldwide, including at Politeknik Pelayaran Sorong, where Maritime English courses aim to enhance students' language proficiency to meet international standards in the maritime industry. However, the interplay between English, Indonesian, and regional languages often leads to instances of code-switching and code-mixing among students.

The relevance of code-switching and code-mixing to university students is significant. According to research by Wardhaugh and Fuller

(2015), students, as a group active in digital media usage and in a phase of linguistic development, are often exposed to and adopt these practices. This potentially influences how they communicate in academic and professional contexts. As Gardner-Chloros (2009) points out, the ability to switch between languages can enhance cognitive flexibility and cross-cultural communication competence. The rise of social media and digital platforms has further accelerated the prevalence of code-switching and code-mixing. Nurita (2018) notes that social media's integration into education has reshaped formal learning processes, focusing on knowledge collection. Platforms like YouTube and podcasts have become influential sources of information and entertainment for students, often featuring content that mixes languages.

Podcasts, in particular, have seen a surge in popularity among students. According to recent data, a notable 56.9% of listeners engage in daily podcast consumption, while an additional 30.1% partake several times a week. This striking revelation highlights the podcast industry's commitment to delivering high-quality content that keeps its audience engaged (Stripped Media, 2024). The genre preferences among listeners vary, with Entertainment and Pop Culture leading at 70%, followed by News and Politics at 50%, and Technology at 35% (Stripped Media, 2024). Adnan and Iskandar (2020) and Rosah and Aesthetika (2022) report that the largest group of podcast listeners in Indonesia falls within the 20–25 age range, which includes a significant portion of the student population.

One podcast that stands out in its use of code-switching and code-mixing is Ngobrol Sore Semaunya (NSS) by Boy William and Putri Tanjung on CXO Media. NSS attracts attention due to its flexible language use, mixing Indonesian, English, and regional languages in its content. This podcast offers a unique context to explore the phenomena of code-switching and code-mixing, as it features more extensive and diverse usage compared to other podcasts.

Although there has been research on code-switching and code-mixing in digital media, such as Androutsopoulos's (2013) study on language use in social media, there remains a gap in understanding students' perceptions of this phenomenon, particularly in the context of Indonesian podcasts. Previous studies, like those conducted by Poplack (2015), have focused more on the linguistic aspects of code-switching, but have paid less attention to how listeners, especially students, perceive and respond to these practices.

Recent studies have begun to explore these phenomena in various contexts. Nurfitriani (2020) identified three types of code-mixing and code-switching in podcasts, while Tsamarah (2021) analyzed the reasons for code-mixing in specific podcast segments. Laksono (2022) explored the social factors influencing speakers to use code-switching and code-mixing, finding that topic, participant, and function play significant roles.

A deeper understanding of students' perceptions of these language practices has important implications. In an educational context, as argued by Canagarajah (2011), knowledge of students' attitudes towards flexible language use can help educators design more effective teaching strategies, especially in language teaching and cross-cultural communication. Additionally, in the media industry context, this understanding can help content producers optimize language use to attract and retain student audiences.

This research aims to fill the existing gap by investigating students' perceptions of the use of code-switching and code-mixing in the Ngobrol Sore Semaunya podcast. By focusing on how students interpret and respond to these language practices, this study is expected to provide new insights into the role of code-switching and code-mixing in contemporary digital communication. The choice of the Ngobrol Sore Semaunya podcast as the research object is both interesting and unique, given its popularity and influence among the younger generation, particularly in terms of communication and language use.

Furthermore, this study offers novelty in terms of its specific and relevant research object in the context of the development of digital media in Indonesia. The NSS podcast is not only an entertainment platform but also a space where language and culture interact and evolve. This research is highly urgent in uncovering how students, as part of the digital generation, perceive and respond to the use of code-switching and code-mixing in the media they consume daily. The findings are expected to contribute significantly to understanding the role of these linguistic phenomena in shaping students' perceptions and engagement with media content, as well as their implications for language learning and communication in the digital era.

II. METHOD

This study employed a qualitative content analysis to investigate students' perceptions of code-switching and code-mixing in the "Ngobrol Sore Semaunya" (NSS) podcast on CXO Media. The research focused on identifying how maritime students interpret bilingual practices in informal media content, particularly in the speech of hosts Boy William and Putri Tanjung. The approach was chosen based on its suitability for capturing rich, contextual understandings of language behavior, as suggested by Creswell and Poth (2018). Data collection was carried out through a combination of classroom observations, semi-structured interviews, and documentation, which allowed the researcher to triangulate findings and capture multiple dimensions of the students' linguistic experiences and attitudes. This design was grounded in the interpretive paradigm, which emphasizes meaning-making and the subjective understanding of social phenomena (Denzin & Lincoln, 2017).

The primary data were drawn from selected utterances within the podcast episodes that clearly demonstrated patterns of code-switching and code-mixing, including types such as inter-sentential, intra-sentential, and tag-switching, as well as insertion, alternation, and congruent lexicalization. These samples were used to stimulate discussion and reflection among student participants. The research was conducted at Politeknik Pelayaran Kota Sorong, involving 30 students from Grades III and IV in the Nautical Study Program. Participants were selected using purposive sampling, targeting students who were actively engaged in classroom discussions and demonstrated bilingual or multilingual competence. Observations were carried out prior to participant selection to ensure suitability, and ethical considerations, such as informed consent and anonymity, were rigorously upheld throughout the study.

The researcher functioned as the primary instrument, with additional support from structured tools. Observations were recorded using detailed checklists and field notes, capturing spontaneous occurrences of code-switching during group work and formal presentations. Audio recordings supported the reliability of the data. Interviews were conducted using a semi-structured guide consisting of 14 open-ended questions, covering four main areas: perceptions of bilingual speech, comprehension of podcast content, motivations for language switching, and relevance to personal and academic contexts. These questions were validated by experts in sociolinguistics and education to ensure relevance and clarity. Each interview lasted between 30 to 45 minutes and was audio-recorded for transcription. Supplementary data from documents, such as podcast transcripts and student-written reflections, were also collected and analyzed to support triangulation and strengthen the credibility of findings.

Data analysis was performed using a thematic approach, beginning with the transcription and coding of all collected data. Codes were organized into themes that reflected students' attitudes, motivations, and language preferences. The analysis revealed recurring patterns in how students engaged with bilingual content, including a tendency to favor English for expressing technical knowledge and pop culture references, while using Indonesian for emotional or explanatory clarity. These insights were validated through member checking and peer debriefing to ensure trustworthiness and mini-mize researcher bias. The overall methodological design provided a comprehensive view of how students interact with and perceive bilingual language use in digital media, particularly in the context of a podcast that blends entertainment with linguistic hybridity.

III. RESULT AND DISCUSSION
A. Result
1. Observational Findings on Code-Switching and Code-Mixing in NSS
a) Forms of Code-Switching

Analysis of Episode 122 of *Ngobrol Sore Semaunya* (NSS), titled *"Happy Being Unbalance"*, reveals the dynamic use of code-switching between Indonesian and English by hosts Putri Tanjung and Boy William. The data showcases frequent and intentional code alternation, indicating a high level of bilingual proficiency and reflecting linguistic trends within Indonesian digital media.

1) Intra-sentential Switching

This type involves alternating languages within a single sentence. The hosts frequently embedded English lexical items and phrases into Indonesian syntactic structures, demonstrating advanced bilingual competence. Examples include:

a. *"Jadi without any further ado tepuk tangan yang sangat meriah untuk the one and only Boy William"*

b. *"Kita thinking creative bareng sama tim kita"*

This pattern supports Poplack's (2015) theory of grammatical competence in bilingual code-switching and aligns with Muysken's (2000) concept of insertional mixing, where phrases from a second language are smoothly incorporated into the base language structure. The switches often occurred in professional contexts such as discussing content creation, branding, or media strategies, as well as in personal reflections. In these instances, English terms were used for clarity, emphasis, or to convey concepts more commonly expressed in English within digital media discourse. These switches also serve to express emotions and enhance narrative flow, resonating with findings by Driver (2020) and Sanden (2015).

Sociolinguistically, these intra-sentential switches reflect evolving communication patterns among Indonesian media professionals, supporting Zein's (2020) argument that language mixing in urban Indonesia is no longer limited to informal domains. Notably, these findings diverge from traditional perspectives that associate code-switching with linguistic deficiency, instead highlighting its role as a deliberate strategy for professional identity construction and communicative precision.

2) Inter-sentential Switching

Inter-sentential switching, where speakers alternate languages between complete clauses or sentences, was also prevalent. Examples include:

a. *"Ini kan udah tahun 2023, what's your highlight for 2023?"*

b. *"I want to make everything goes well, tapi seiring waktu kita juga harus belajar."*

These switches commonly occurred during transitions in topics, emotional disclosures, or moments of reflection, suggesting intentional usage for pragmatic emphasis and discourse management. The speakers' ability to alternate languages across sentence boundaries without disrupting coherence reflects a strategic use of bilingual resources. These inter-sentential switches further indicate a conscious adaptation to audience expectations in Indonesia's multicultural and bilingual media landscape, supporting Bullock and Toribio's (2009) perspective on code-switching as a stylistic and pragmatic choice in formal settings.

3) Tag Switching

In Episode 122 of NSS, *tag switching* surfaces as a distinct linguistic feature that enhances discourse functionality, especially in Boy William's speech. The most frequent tag observed is "you know," used multiple times throughout the conversation. According to Holmes (2013), such discourse markers serve pragmatic roles in bilingual contexts, which aligns with Gardner-Chloros's (2009) view that tag-switching is a common feature in bilingual speech, functioning as a conversation opener, emphasis marker, and engagement strategy. Poplack (2015) further affirms that using such discourse markers reflects high bilingual competence.

The data, illustrated through several instances, show that tag switches—primarily from Indonesian to English—occur at either the beginning or the end of an utterance. These include "you know," "yes," "right," "well," and "and," which each fulfill a unique discourse role: opening conversations, indicating agreement, emphasizing points, or shifting topics. For example, "Sedangkan sekarang, yes kita tetap orang yang ambisius" employs "yes" as an affirming transition device, while "well, my goal in the future..." marks a topic shift.

What makes these tag switches noteworthy is their seamless integration into Indonesian utterances

without disrupting grammatical structure. This naturalization suggests that English discourse markers have become embedded in the informal speech of Indonesian media personalities. Androutsopoulos (2013) highlights that such tags often become part of a speaker's habitual patterns, particularly in media environments shaped by globalization and English exposure. Functionally, tag switching in this episode fulfills four major roles: **Discourse organization** – helping structure conversations and signal transitions. **Emphasis** – drawing attention to key points. **Rapport building** – establishing a relaxed, engaging tone with listeners. **Style marking** – contributing to a contemporary, urban identity.

These tags appear to be deliberate and strategic choices that support the podcast's tone—casual yet professional. Their use projects a modern, internationally aware image that resonates with NSS's target audience: digitally literate, urban Indonesian youth. From a sociolinguistic standpoint, this usage reflects broader urban communication patterns, where English elements are interwoven into everyday discourse. The bilingual competence of the hosts is evidenced through fluent switches, appropriate tag placement, and natural integration. "You know," for instance, frequently introduces explanations or personal opinions, while "right" and "well" indicate agreement and topic shifts respectively.

In sum, tag switching in NSS not only facilitates smooth communication but also shapes the show's linguistic identity. It represents a communicative strategy aligned with Indonesian digital media culture, where English expressions are normalized and expected. This analysis underscores how media discourse mirrors evolving urban language practices, demonstrating that code-switching—particularly tag-switching—is more than a stylistic choice: it is a functional, identity-marking tool grounded in sociolinguistic realities.

b) Forms of Code-Mixing

The analysis of *code-mixing* in Episode 122 of "Ngobrol Sore Semaunya" reveals three primary forms of code-mixing as outlined by Muysken (2000): **insertion**, **alternation**, and **congruent lexicalization**, with insertion and alternation being the most frequently observed.

1) Insertion

Insertion refers to the embedding of lexical items or entire constituents from one language into a structure from another. In this episode, this form of code-mixing is dominant. Lexical insertions commonly consist of English nouns and noun phrases, such as *hands on*, *breakdown segment*, *KPI*, *partner*, *propose*, and *fulfil*. These insertions function as precise lexical choices often not easily substituted in Bahasa Indonesia, particularly in professional or business-related discourse.

Moreover, insertion is employed to express emotional intensification or nuanced affective states, as seen in expressions such as *very excited* and *catch up*, which serve both semantic and pragmatic functions in discourse. The inserted items are seamlessly integrated into the syntactic structure of Bahasa Indonesia, demonstrating a high degree of bilingual competence among the speakers. According to Muysken (2000), this form typically occurs when a single lexical item from Language B is placed into a syntactic frame of Language A.

The frequent use of insertion in this context aligns with the emergence of hybrid linguistic registers in urban Indonesian media, especially within professional and youth-oriented contexts. Poplack (1980) also noted that such insertions often involve content words (e.g., nouns, verbs) that carry significant informational weight, thus enhancing the overall communicative

efficiency and identity signaling of the speaker.

2) Alternation

Alternation involves a switch between structures of two languages, where each language maintains its own grammatical integrity within a discourse. In Episode 122, alternation occurs between clauses and occasionally within phrases, such as: *"we just started kalau kita lanjutin ini akan membuat semua orang tersenyum."*

This form of mixing is indicative of high bilingual fluency and is often motivated by discourse-related functions such as topic shift, emphasis, or affective expression. It allows the speaker to alternate between linguistic codes to manage interpersonal relationships, structure discourse, or invoke different identities. Gumperz (1982) emphasizes that alternation is not merely a grammatical phenomenon but a strategic choice used to mark boundaries, frame certain utterances, or invoke symbolic meaning. In this case, alternation reflects the speaker's dual membership in both local (Indonesian) and global (English-speaking) communities, enhancing both the semantic richness and sociocultural resonance of their speech.

3) Congruent Lexicalization

Congruent lexicalization refers to a situation where both languages share grammatical structures, allowing lexical items from either language to be inserted freely without disrupting the syntactic frame. While less prominent than insertion or alternation, this form is nonetheless present in utterances where English and Indonesian words coexist within shared morphosyntactic construc-tions. For example, a speaker might say: *"ini tuh salah satu growth-nya kita,"* blending an Indonesian structure with an English-derived noun in a way that respects the morphosyntactic expectations of both languages.

This form of mixing is especially common among speakers in urban multilingual environments who are regularly exposed to both languages in similar structural contexts, such as in education, media, and the workplace. Muysken (2000) argues that congruent lexicalization tends to emerge in bilingual communities where both languages are grammati-cally and socially integrated. In the context of the podcast, congruent lexicalization signals a deeper linguistic convergence shaped by prolonged contact and high-frequency use of English in digital and professional domains. The syntactic fluidity seen here allows for greater creative and expressive freedom while reinforcing the bilingual identity of the speakers.

c) Forms *of Code*-switching *and Code-mixing in NSS Program*

The episode "Happy Being Unbalance" of *Ngobrol Sore Semaunya* (NSS), featuring Putri Tanjung and Boy William, showcases extensive use of code-switching and code-mixing between Indonesian and English. Indonesian-to-English switching occurs more frequently than English-to-Indonesian, often for clarity, emphasis, or style, especially in professional and emotional contexts. Within-sentence mixing is common, demonstrating high bilingual fluency and a consistent bilingual discourse mode. From the opening lines, code-switching sets the tone and reflects the speakers' identities and audience expectations, aligning with views by Canagarajah (2011), McLellan et al. (2016), and Androutsopoulos (2013).

In discussions of media trends, English is used to convey technical terms and global references, as seen in Boy's comment on TikTok's impact. Personal reflections also involve emotional code-switching, as in Boy's bilingual expression of uncertainty. These choices enhance expressiveness and audience connection. The hosts' transitions are smooth, indicating their linguistic competence, and the audience appears

comfortable with this bilingual style. Structurally, intra-sentential mixing is most frequent, along with inter-sentential switches and tag-switching.

Overall, code-switching and code-mixing in NSS are strategic and culturally relevant, not random. They reflect global influences, support nuanced expression, and illustrate how bilingual communication is central in Indonesian media today, resonating with findings from Gumperz (1982), Muysken (2000), and Androutsopoulos (2015).

d) Observation Findings on Students' Language Use

The observation conducted on October 21, 2024, at Politeknik Pelayaran Kota Sorong revealed meaningful patterns of code-switching and code-mixing among Grade III and IV Nautic students. Among the 27 students observed—14 from Grade III and 13 from Grade IV—both groups demonstrated a high frequency of mixed language use in academic and social settings. Grade III students showed 23 instances of code-switching and 20 of code-mixing, while Grade IV students exhibited 21 instances of code-switching and a higher number of code-mixing occurrences, totaling 28. This suggests that senior students tend to use code-mixing more frequently, possibly due to greater exposure and linguistic maturity. The data also indicated that mixed language was more commonly used in formal academic contexts than informal ones, highlighting the students' comfort with bilingual communication during classroom interactions.

Language mixing served both functional and stylistic purposes. Clarification-driven usage appeared in seven cases for Grade III and six for Grade IV, while both grades showed nine stylistic instances, reflecting a consistent professional tone in communication. Examples such as students switching languages during explanations illustrated their ability to blend Indonesian and English naturally in learning scenarios. The observations emphasized the positive impact of bilingual usage on classroom dynamics,

promoting interaction, comprehension, and student confidence, especially in English conversations. Furthermore, there were no signs of hesitation or confusion during language transitions, suggesting a well-developed bilingual competence. Students employed code-switching and mixing across various situations, from casual peer discussions to formal presentations.

Overall, the findings demonstrate that code-switching and code-mixing are integral to academic discourse in maritime education. These practices not only facilitate clearer communication and engagement but also reflect students' adaptation to multilingual demands in their educational and future professional environments. The variation in patterns between the two grade levels suggests that language skills evolve with academic progression, reinforcing the role of mixed language use as both a learning strategy and a form of professional readiness.

2. **Interview Findings: Students' Perspectives**

The interview findings reveal that students generally hold positive and nuanced perceptions toward code-switching and code-mixing as featured in the Ngobrol Sore Semaunya (NSS) podcast. The participants—thirty students from the Nautic program, predominantly male and aged between 18 and 22—represented a balanced distribution across academic levels (Nautic III and IV). Their demographic context, rooted in maritime education, provided a relevant backdrop for interpreting language practices in bilingual communication. Code-switching was widely perceived as educationally beneficial, enhancing vocabulary acquisition and comprehension while reflecting authentic, real-world linguistic dynamics of maritime professions. Students expressed that such language blending not only supported their understanding but also increased their motivation and confidence in using English, aligning with the bilingual demands of their future careers. Moreover, code-switching was seen as a culturally reflective practice, indicative of professional environments in

Indonesia where two languages often coexist. Despite some initial confusion, most students adapted quickly and regarded the experience as part of a valuable learning curve. Similarly, code-mixing was acknowledged as a powerful tool for lexical development and comprehension, serving as a bridge that eased students into English through familiar linguistic structures. It was also valued for its contextual relevance to maritime communication, where flexibility between languages is often necessary. These findings collectively suggest that both code-switching and code-mixing are not only accepted but appreciated by students as practical, pedagogical tools that enhance learning and prepare them for bilingual professional settings, aligning with theoretical perspectives such as those proposed by Gumperz (1982) and Cook (2001).

B. Discussion

1. Types of Code-Switching and Code-Mixing in NSS Program

The NSS podcast displays three dominant language mixing types: intra-sentential, inter-sentential, and tag switching. Intra-sentential switching is most frequent (23 instances), used strategically in professional contexts, supporting Muysken's (2000) and Poplack's (2015) theories on insertional code-mixing and bilingual competence. Inter-sentential switching (21 instances) aligns with Gardner-Chloros's (2009) discourse-motivated switching, differing from entertainment-focused uses found in Nurfitriani (2020). Tag switching, such as frequent use of "you know" (9 times), reflects pragmatic adaptation (Bullock & Toribio, 2009), extending Androutsopoulos's (2013) findings into maritime-specific contexts.

These patterns show how language mixing is evolving in Indonesian professional discourse, particularly in maritime education, supporting Zein (2020) and extending work by Ahmmed et al. (2020) and Sartini (2020). The findings highlight complex, strategic language use that integrates technical and interpersonal functions, revealing a unique linguistic adaptation in maritime professional communication (Simanjuntak, 2024).

2. Students' Perception of Code-Switching and Code-Mixing

Maritime students perceive code-switching and code-mixing as professionally valuable tools. Interview and classroom data show strong links between language mixing and career readiness, echoing Zein (2020) and Dewi (2015). Students report enhanced vocabulary and confidence from exposure to bilingual content, as supported by Batu (2024). Classroom observations recorded high frequencies of language mixing in formal academic contexts, reflecting active student engagement and aligning with Idris (2016).

Students distinguish between code-switching (strategic tool) and code-mixing (natural discourse), confirming findings by Azhar (2024) and Saputra (2023). NSS podcast exposure reinforces these perceptions, validating language mixing as part of professional identity (Shi & Fan, 2021). Even students facing comprehension challenges maintain positive attitudes, motivated by professional aspirations (Simanjuntak, 2024). These insights suggest integrating language mixing in maritime curricula may align well with student learning preferences (Batalla, 2023; Iakovaki & Maria, 2010).

3. Implications of Code-Switching and Code-Mixing for Language Learning and Engagement

Language mixing in the NSS podcast supports vocabulary growth, bilingual competence, and student engagement. Authentic exposure aids vocabulary retention and contextual understanding, in line with Larsen-Freeman & Tedick (2016) and Dörnyei (2004). Observations confirm teachers' code-switching facilitates comprehension of technical maritime terms, reflecting Vygotsky's (1978) mediated learning principles.

Code-mixing reduces anxiety and boosts student confidence (Krashen, 1982), especially as NSS content mirrors students' own bilingual practices. Classroom discussions show students actively switch languages for clarity and fluency, indicating that language mixing functions as both a cognitive scaffold and social-linguistic strategy. These findings suggest code-switching enhances not only language

learning but also prepares students for the multilingual demands of maritime communication.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The analysis of the *Ngobrol Sore Semaunya* (NSS) podcast revealed three main forms of language mixing: inter-sentential switching during topic shifts and emphasis, intra-sentential mixing in professional discussions involving English terms, and tag switching (e.g., *"you know"*) to maintain conversational flow. Interview data from 30 maritime students showed that they perceived such language mixing as relevant to their future careers, enhancing their bilingual confidence and offering realistic models of maritime communication. Most students (26 out of 30) linked these practices to professional needs, viewing the podcast as both a learning tool and a reflection of real-world discourse.

B. Saran

Based on the findings and conclusions, five key recommendations are proposed: (1) language educators should integrate code-switching and code-mixing into their teaching methods to enhance bilingual communication skills and vocabulary acquisition; (2) professional training programs should emphasize the use of language mixing as a communication tool in maritime and global industries; (3) students are encouraged to analyze authentic media such as podcasts to understand the practical applications of code-switching and code-mixing in professional contexts; (4) the development of bilingual learning resources that reflect natural language mixing is essential to prepare students for real-world communication; and (5) further research should be conducted in other professional fields to expand understanding of how code-switching and code-mixing contribute to career-oriented communication.

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