

AN ANALYSIS OF CODE-MIXING AND CODE-SWITCHING USED IN HELO BAGAS PODCAST TO SUPPORT VOCABULARY LEARNING

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By :

Putri Dewi Rikza

2520060

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Judul : AN ANALYSIS OF CODE-MIXING AND CODE-SWITCHING USED IN HELO BAGAS PODCAST TO SUPPORT VOCABULARY LEARNING

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Wassalamu'alaikum Wr.Wb.

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11. The researcher would like to thank herself for embracing this journey with patience, determination, and a willingness to keep learning. Completing this thesis is not only an academic accomplishment but also a reminder that every challenge brings an opportunity to grow.

Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are sincerely appreciated for the improvement of this study. It is hoped that this thesis will provide valuable contributions to the field of sociolinguistics, particularly studies on code-mixing, code-switching, and vocabulary learning, as well as serve as a useful reference for future researchers.

MOTTO

“Find your zest for life again.”

Take Care by Nicole Zefanya.



ABSTRAK

Campur kode dan alih kode telah menjadi fenomena linguistik yang umum dalam komunikasi dwibahasa, khususnya pada media digital seperti podcast. Penggunaannya tidak hanya mencerminkan gaya komunikasi penutur dwibahasa, tetapi juga memberikan paparan autentik terhadap kosakata bahasa Inggris yang berpotensi mendukung pembelajaran kosakata. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis campur kode dan alih kode yang digunakan dalam podcast Helo Bagas serta mengkaji bagaimana kedua fenomena bahasa tersebut mendukung pembelajaran kosakata bahasa Inggris pada mahasiswa. Data diperoleh dari tiga episode podcast Helo Bagas, yaitu *Jangan Jahat Sama Diri Sendiri*, *Stop Available Buat Semua Orang*, dan *Life After Break Up*. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Data dikumpulkan melalui dokumentasi dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa insertion merupakan jenis campur kode yang paling dominan dengan 66 kemunculan (73,33%), diikuti alternation sebanyak 24 kemunculan (26,67%), sedangkan congruent lexicalization tidak ditemukan. Pada alih kode, intra-sentential switching menjadi jenis yang paling dominan dengan 48 kemunculan (66,67%), diikuti inter-sentential switching sebanyak 13 kemunculan (18,06%) dan tag switching sebanyak 11 kemunculan (15,28%). Dalam pembelajaran kosakata, contextual meaning support menjadi indikator yang paling dominan dengan 123 kemunculan (75,93%), diikuti translation language sebanyak 24 kemunculan (14,81%) dan repetition sebanyak 15 kemunculan (9,26%). Meskipun pronunciation exposure tidak ditemukan pada analisis transkrip podcast, hasil wawancara menunjukkan bahwa seluruh partisipan memandang penggunaan campur kode dan alih kode membantu pembelajaran kosakata melalui konteks yang bermakna, penjelasan dalam bahasa Indonesia, pengulangan kosakata, serta paparan terhadap pelafalan bahasa Inggris. Dengan demikian, penggunaan campur kode dan alih kode dalam podcast Helo Bagas tidak hanya mencerminkan komunikasi dwibahasa yang alami, tetapi juga mendukung pembelajaran kosakata bahasa Inggris secara insidental. Oleh karena itu, podcast dwibahasa berpotensi menjadi media pembelajaran digital yang efektif untuk memperkaya kosakata bahasa Inggris melalui penggunaan bahasa yang autentik.

Kata Kunci: campur kode, alih kode, pembelajaran kosakata, podcast.

ABSTRACT

Code-mixing and code-switching have become common linguistic phenomena in bilingual communication, particularly in digital media such as podcasts. Their use not only reflects the communication style of bilingual speakers but also provides authentic exposure to English vocabulary that may support vocabulary learning. This study aimed to identify the types of code-mixing and code-switching used in the *Helo Bagas* podcast and to investigate how these language practices support English vocabulary learning among students. The data were obtained from three podcast episodes: *Jangan Jahat Sama Diri Sendiri*, *Stop Available Buat Semua Orang*, and *Life After Break Up*. This study employed a qualitative descriptive approach. Data were collected through documentation and semi-structured interviews. The findings revealed that insertion was the most dominant type of code-mixing, with 66 occurrences (73.33%), followed by alternation with 24 occurrences (26.67%), while no instances of congruent lexicalization were identified. Regarding code-switching, intra-sentential switching was the most dominant type, accounting for 48 occurrences (66.67%), followed by inter-sentential switching with 13 occurrences (18.06%) and tag switching with 11 occurrences (15.28%). In terms of vocabulary learning, contextual meaning support was the most dominant indicator, occurring 123 times (75.93%), followed by translation language with 24 occurrences (14.81%) and repetition with 15 occurrences (9.26%). Although pronunciation exposure was not identified in the transcript-based analysis, the interview findings indicated that all participants perceived code-mixing and code-switching as beneficial for vocabulary learning by helping them understand unfamiliar vocabulary through contextual information, Indonesian translations, repeated exposure, and authentic pronunciation. Overall, the findings suggest that code-mixing and code-switching in the *Helo Bagas* podcast not only reflect natural bilingual communication but also support incidental English vocabulary learning. Therefore, bilingual podcasts have the potential to serve as effective digital learning resources for developing English vocabulary through authentic language use.

Keywords: code-mixing, code-switching, vocabulary learning, podcast.

PREFACE

All praise and gratitude be to Allah SWT, the Almighty, for His endless mercy, blessings, and guidance, which have enabled the researcher to complete this undergraduate thesis entitled “An Analysis of Code-Mixing and Code-Switching Used in Helo Bagas Podcast to Support Vocabulary Learning.” This thesis is submitted as one of the requirements for obtaining a Bachelor's Degree in the English Education Department, Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan.

This study investigates the types of code-mixing and code-switching used in the Helo Bagas podcast and examines how these language phenomena support English vocabulary learning. The researcher hopes that the findings of this study will enrich the discussion in the field of sociolinguistics, particularly concerning bilingual language use in digital media, and provide useful references for students, educators, and future researchers interested in vocabulary learning through authentic language exposure.

The researcher realizes that this thesis is still not free from limitations. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of future research. It is hoped that this thesis will be beneficial to readers and contribute to the development of knowledge, especially in the fields of sociolinguistics and English language education.

Pekalongan, Juni 2026

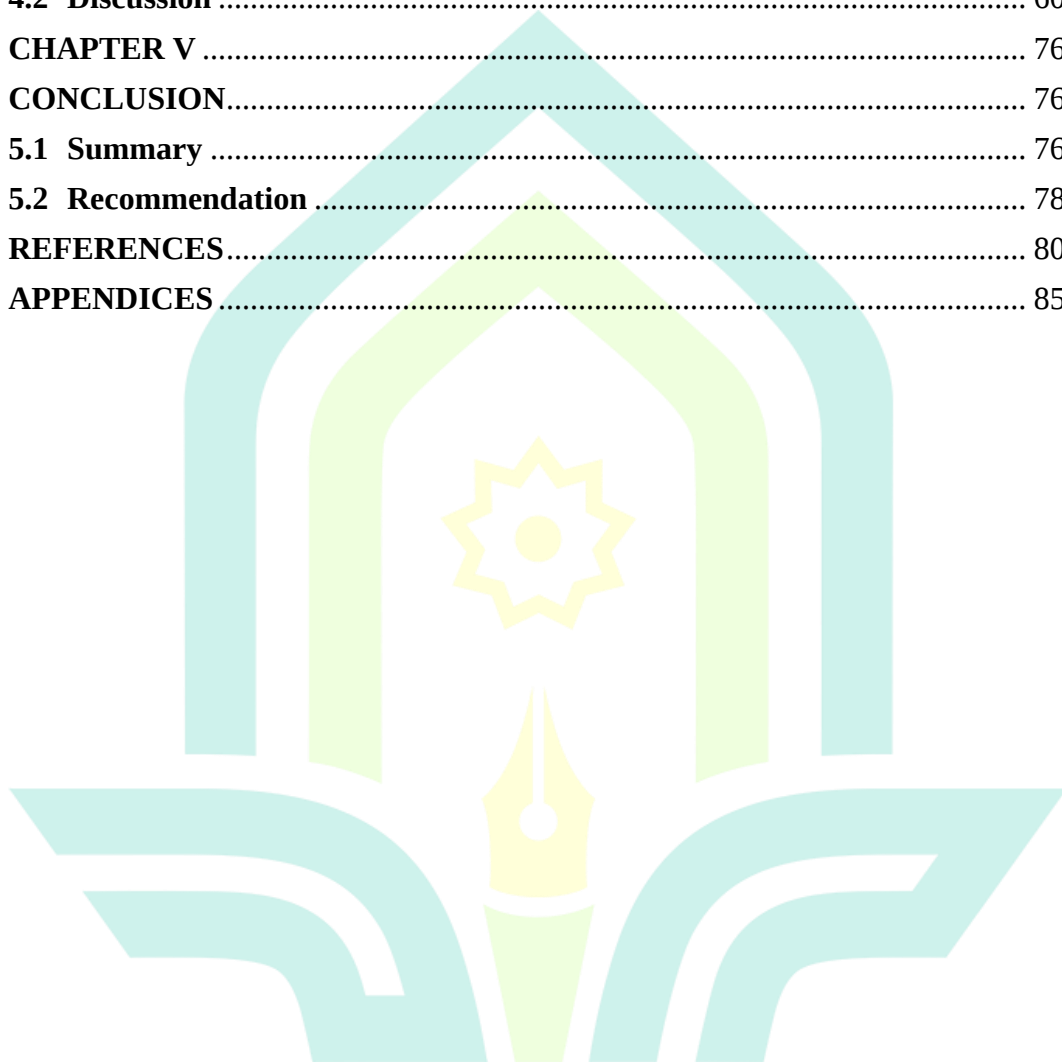


The Researcher

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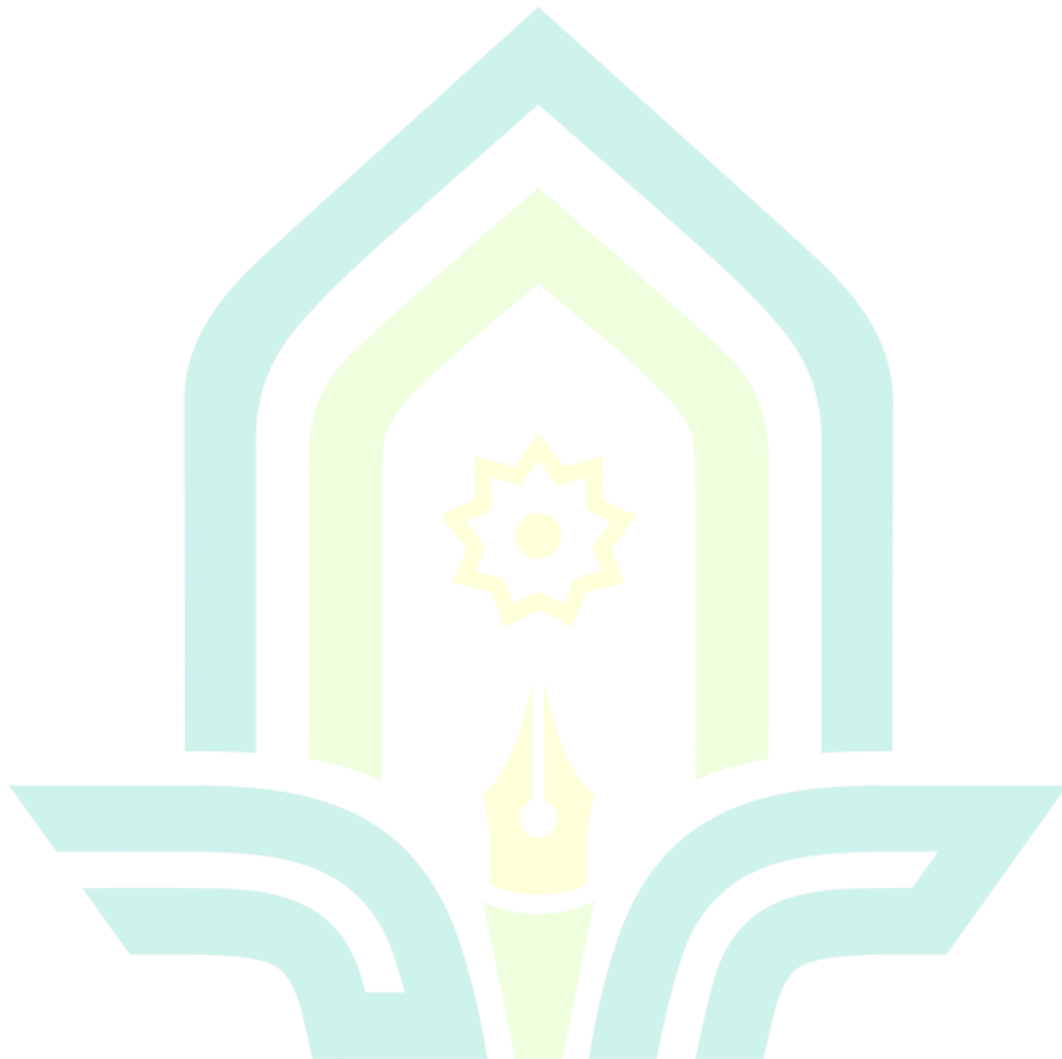


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CHAPTER I

INTRODUCTION

1.1 Background of The Study

In learning English, vocabulary is one of the most fundamental components that should be mastered by learners. Richards and Renandya (2002) state that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. In addition, Nation (2001) explains that vocabulary learning is an essential part of language learning because learners need to acquire sufficient vocabulary to communicate effectively in a foreign language. Without sufficient vocabulary mastery, learners may experience difficulties in understanding meanings, expressing ideas, and using English appropriately in communication. However, many English learners still face problems in improving their vocabulary due to limited exposure to authentic English usage in daily life. Therefore, learners need interesting and accessible media that can help them enrich their vocabulary and improve their understanding of English in a more contextual and enjoyable way.

Along with the development of technology, digital media has become an important tool in language learning. According to Richards (2008), technology-based media can provide authentic language input that helps learners improve their language competence. One of the most popular digital media used in English learning is podcasts, which provide

authentic materials and engaging learning experiences through audio-based content. Podcasts offer several advantages for vocabulary learning because they expose learners to authentic language use, improve pronunciation, and allow learners to replay the audio repeatedly (Hasan & Hoon, 2013). However, podcasts also have some limitations, such as fast speech, unfamiliar vocabulary, and the absence of direct explanations for new words, which may make comprehension difficult for beginner learners (Cross, 2014). Therefore, learners may need additional contextual support to better understand the vocabulary used in podcasts.

In bilingual communication, people often combine two or more languages in a conversation, a phenomenon known as code-mixing. Muysken (2000) defines code-mixing as all cases where lexical items and grammatical features from two languages appear in one sentence. Code-mixing commonly appears in multilingual communities, especially among young people and digital content creators, because it can make communication sound more expressive, modern, and communicative. In the context of podcasts, speakers often mix Indonesian and English words or phrases in a single utterance to create a more natural communication.

Besides code-mixing, another common phenomenon in bilingual communication is code-switching. According to Holmes (2013), code-switching refers to the alternation between two languages or language varieties within a conversation. Unlike code-mixing, code-switching involves changing from one language to another in different sentences or

parts of conversation. This phenomenon is found in digital media, including podcasts, where speakers switch languages to emphasize meaning, or adjust to particular situations and audiences. Through code-switching, listeners are exposed to authentic English expressions and sentence structures, which may help them improve their understanding of vocabulary and language usage in real communication contexts.

One of the podcasts that frequently uses code-mixing and code-switching is the podcast created by Hello Bagas on Spotify. The creator, Bagas Ali Prasetyo, is widely known among young listeners in Indonesia because of his casual, conversational, and communication style. The podcast gained significant popularity and frequently ranked among Spotify's Top 3 podcasts in Indonesia around 2021 to 2022 (Hastuti, 2021). The podcast discusses various topics such as daily life, self-improvement, and motivation, which are closely related to listeners' everyday experiences. However, the frequent use of code-mixing and code-switching may also create challenges for some listeners, especially beginners, because they may find it difficult to understand unfamiliar English words and expressions used in conversations. It is important to analyze the type of code-mixing and code-switching used in the podcast that may support vocabulary learning.

The use of code-mixing and code-switching in podcasts may contribute to vocabulary learning because listeners are exposed to English words and expressions in meaningful contexts. According to Nation

(2001), learners can improve their vocabulary through repeated exposure to language input in authentic communication. In addition, Schmitt (2000) states that vocabulary learning becomes more effective when learners encounter words in meaningful and contextualized situations. Through podcasts, listeners not only hear new vocabulary but also understand its meaning from the context of the conversation. In addition, the combination of Indonesian and English may help listeners interpret new words more easily without relying heavily on dictionaries or direct translations.

Several previous studies have discussed code-mixing and code-switching in media communication, such as talk shows. One study by Noveldo and Linuwih (2018), analyzed the use of code-mixing and code-switching in the *Sarah Sechan* talk show and focused on the types and reasons for using bilingual language in communication. Another study by Putrianto, et.al, (2023), found that podcasts positively impact vocabulary skills, which participants expressed their intention to continue using podcasts for language learning in the future. However, previous studies have not specifically discussed how code-mixing and code-switching in podcasts may support vocabulary learning. In addition, studies related to bilingual communication in podcasts created by Hello Bagas are still limited. Therefore, this research focus on analyzing the use of code-mixing and code-switching in Helo Bagas podcasts in relation to support vocabulary learning.

Based on the explanation above, many students have begun using Spotify podcasts as an alternative medium for learning English vocabulary, indicating that podcasts have potential as an alternative learning resource in the digital era. However, previous studies on code-switching and code-mixing have mainly focused on identifying their types and analyzing the factors influencing their use in digital media. Meanwhile, limited research has examined how these bilingual language practices may contribute to vocabulary learning through podcast media. Therefore, this research aims to analyze the use of code-mixing and code-switching in the Helo Bagas Podcast and explore how these phenomena can support vocabulary learning. It is expected that this research will contribute to the development of innovative vocabulary learning media through podcasts and provide a deeper understanding of bilingual communication in the context of language learning in the digital era.

1.2 Identification of The Problem

Based on the background of the study, several problems can be identified. First, many English learners still experience difficulties in acquiring and understanding English vocabulary. Second, learners need engaging and accessible learning media that provide authentic language exposure to support vocabulary learning. Third, bilingual podcasts have become increasingly popular as digital learning media, yet their educational potential, particularly in language learning, has not been fully explored. In addition, code-mixing and code-switching frequently occur in

bilingual podcasts such as the Helo Bagas podcast. However, limited studies have investigated the types of code-mixing and code-switching used in bilingual podcasts and explored how these language practices support vocabulary learning from the perspectives of English Education students.

1.3 Limitation of The Study

This study is limited to the analysis of code-mixing and code-switching found in three selected episodes of the *Helo Bagas* Spotify podcast. The study focuses on identifying the types of code-mixing based on Muysken's (2000) theory and the types of code-switching based on Poplack's (1980) theory. Furthermore, the study explores how the use of code-mixing and code-switching in the podcast supports vocabulary learning among English Education students by employing Nation's (2001) vocabulary learning indicators and semi-structured interviews. The interview participants are limited to three English Education students; therefore, the findings represent their perceptions and experiences and cannot be generalized to all English learners. This study does not measure vocabulary improvement through pre-tests or post-tests but focuses on participants' perceptions of how code-mixing and code-switching in the podcast support vocabulary learning.

1.4 Formulation of The Problem

This research provides a research question:

1. What are the types of code-mixing and code-switching used in Helo Bagas podcast to support vocabulary learning?
2. How do code-mixing and code-switching in Helo Bagas podcast support vocabulary learning among English Education student?

1.5 Operational Definition

To avoid difficulties, this research offers several definitions, as follows:

1. **Code-Mixing** : Code-mixing in this study refers to the use of English linguistic elements within Indonesian utterances in Helo Bagas Podcast. The classification of code-mixing is based on Muysken's (2000) theory, which includes insertion, alternation, and congruent lexicalization.
2. **Insertion** : Based on Muysken's (2000) theory, insertion refers to the embedding of words or phrases from one language into the grammatical structure of another language. In this study, insertion is identified when English words or phrases are inserted into an Indonesian utterance without changing the main grammatical structure of the sentence.
3. **Alternation** : Based on Muysken's (2000) concept of alternation, this study operationalizes

alternation as the use of two relatively complete clauses from different languages within a single utterance, where each clause maintains the grammatical structure of its respective language.

4. Congruent Lexicalization : Based on Muysken's (2000) theory, congruent lexicalization refers to the use of lexical items from different languages within a shared grammatical structure. In this study, congruent lexicalization is identified when Indonesian and English elements occur within the same syntactic framework, making the language boundaries difficult to distinguish.
5. Code-Switching : Code-switching in this study refers to the alternation between Indonesian and English within an utterance or across utterances in Helo Bagas Podcast. The types of code-switching are identified based on Poplack's (1980) theory, including intra-sentential switching, inter-sentential switching, and tag-switching.
6. Intra-sentential : Based on Poplack's (1980) classification, this study defines intra-sentential switching as the

occurrence of English elements or clauses embedded within the structure of an Indonesian sentence.

7. Inter-sentential : Based on Poplack's (1980) classification, inter-sentential switching refers to language switching between separate sentences. In this study, inter-sentential switching is identified when an Indonesian sentence is followed by an English sentence, or vice versa.
8. Tag-switching : Based on Poplack's (1980) classification, tag-switching refers to the insertion of tags, discourse markers, or fixed expressions from one language into another language. In this study, tag-switching is identified when short English expressions such as greetings, interjections, discourse markers, or formulaic expressions are inserted into Indonesian discourse without affecting the grammatical structure of the utterance.
9. Podcast : Kargozari and Zarinkamar (2014) define a podcast as a readily downloadable audio file from the Internet. Podcast in this study refers to Helo Bagus Podcast available on Spotify,

which contains instances of code-mixing and code-switching between Indonesian and English.

10. Vocabulary Learning : Vocabulary learning in this study refers to the process of acquiring and understanding English vocabulary through exposure to podcast utterances. Based on Nation (2001), vocabulary learning is identified through four indicators: contextual meaning support, translation language, repetition, and pronunciation exposure.

1.6 Aims of The Study

Based on the formulation of the problem, the aims of this study as follows:

1. To identify the types of code-mixing and code-switching used in the Helo Bagas podcast to support vocabulary learning.
2. To analyze how do code-mixing and code-switching in the Helo Bagas podcast support vocabulary learning among English Education Student.

1.7 Significance of Research

The researcher expects that this research can provide the following advantages:

1. Theoretical Use : This research is expected to enrich the literature on code-mixing, code-switching, and vocabulary learning by examining the use of bilingual language in the Helo Bagas podcast. It is also expected to contribute to future studies investigating the relationship between bilingual language practices and language learning through digital media.
2. Empirical Use : This research provides empirical findings from documentation and semi-structured interviews with English Education students regarding how code-mixing and code-switching in the Helo Bagas podcast support vocabulary learning. The findings are expected to provide evidence of learners' experiences and perceptions of learning vocabulary through bilingual podcast content.
3. Practical Use : This research is expected to provide useful insights for English teachers, students, and future researchers regarding the use of bilingual podcasts as a supplementary learning medium. The findings may assist teachers in integrating authentic digital materials into

vocabulary instruction and encourage students to utilize podcasts as an alternative resource for independent vocabulary learning.



CHAPTER V

CONCLUSION

5.1 Summary

This study aimed to analyze the types of code-mixing and code-switching used in the Helo Bagas podcast and to investigate how these language practices support vocabulary learning among students. The analysis was conducted using Muysken's (2000) theory of code-mixing, Poplack's (1980) theory of code-switching, and Nation's (2001) framework of vocabulary learning indicators. To obtain a more comprehensive understanding of vocabulary learning, the findings were supported by semi-structured interviews with three participants.

The findings revealed that both code-mixing and code-switching frequently occurred throughout the podcast, indicating that the speaker naturally alternated between Indonesian and English during communication. Regarding code-mixing, two types were identified: insertion and alternation. Insertion was the dominant type, with 66 occurrences (73.33%), while alternation occurred 24 times (26.67%). No instances of congruent lexicalization were found. Regarding code-switching, three types were identified: intra-sentential switching, inter-sentential switching, and tag switching. Intra-sentential switching was the most dominant type, accounting for 48 occurrences (66.67%), followed by inter-sentential switching with 13 occurrences (18.06%) and tag switching with 11 occurrences (15.28%). These findings indicate that the speaker predominantly embedded English elements into Indonesian utterances

and frequently alternated languages within the same sentence, reflecting a natural bilingual communication style.

Regarding vocabulary learning, the analysis identified four indicators based on Nation's (2001) framework. Contextual meaning support was the most dominant indicator, accounting for 123 occurrences (75.93%), followed by translation language with 24 occurrences (14.81%) and repetition with 15 occurrences (9.26%). No instances of pronunciation exposure were identified in the transcript-based analysis. However, the interview findings showed that all participants perceived the use of code-mixing and code-switching as beneficial for learning English vocabulary. They reported that the Indonesian context helped them infer the meanings of unfamiliar English words, translation facilitated immediate understanding, repetition strengthened vocabulary retention, and listening to the podcast increased their familiarity with the pronunciation of English words. These findings demonstrate that code-mixing and code-switching supported vocabulary learning by providing meaningful contextual information, bilingual explanations, repeated exposure, and authentic spoken language.

Overall, this study concludes that the use of code-mixing and code-switching in the Helo Bagas podcast serves not only as a bilingual communication strategy but also as a means of supporting English vocabulary learning. By integrating Indonesian and English in authentic communication, the podcast provides meaningful opportunities for learners to understand, remember, and become familiar with English vocabulary in natural contexts.

Therefore, the Helo Bagas podcast can be considered a valuable source of authentic bilingual input that supports incidental vocabulary learning while exposing learners to English expressions commonly used in everyday communication.

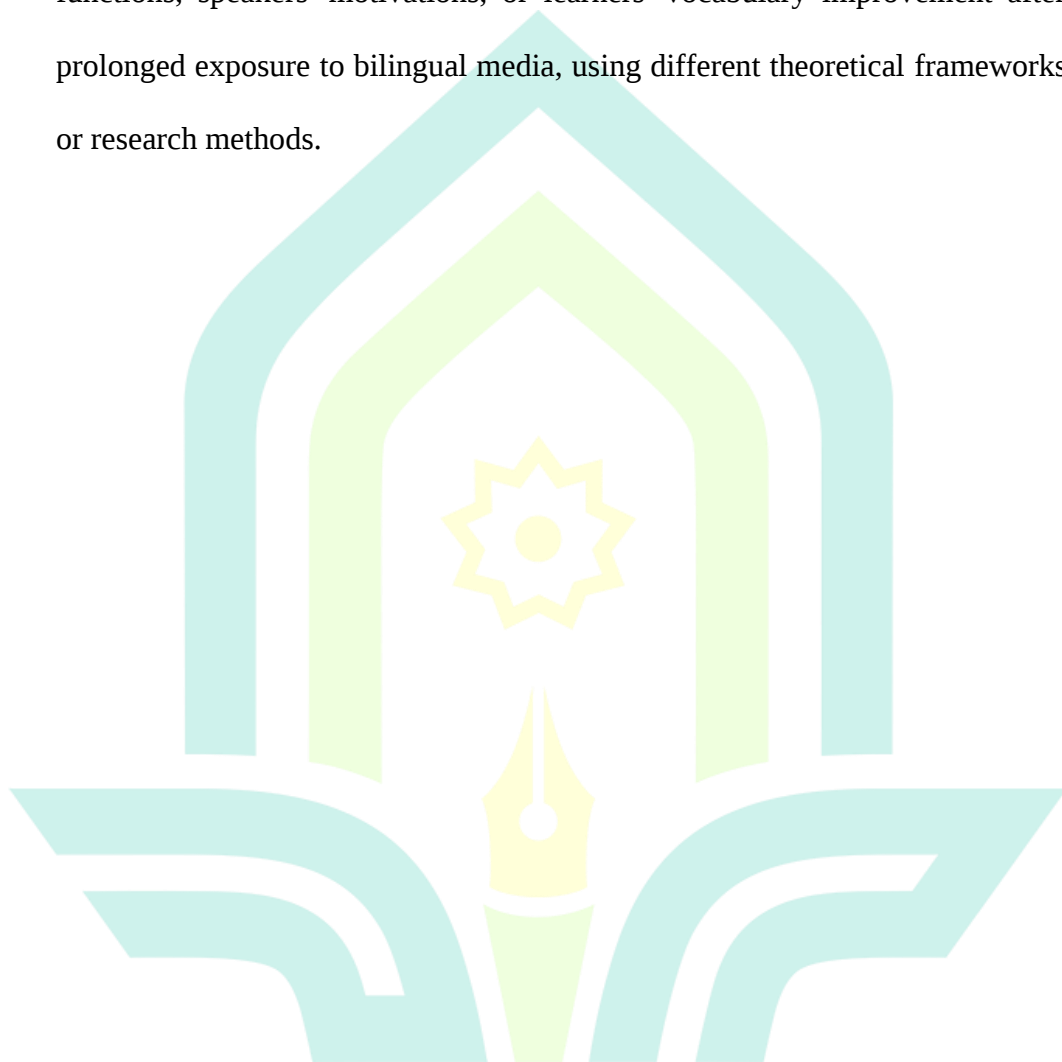
5.2 Recommendation

Based on the findings of this study, several suggestions are proposed. First, English learners are encouraged to utilize bilingual podcasts, such as the Helo Bagas podcast, as supplementary learning resources to improve their English vocabulary. Since this study found that code-mixing and code-switching support vocabulary learning through contextual meaning support, translation, repetition, and authentic pronunciation exposure, learners may benefit from listening to bilingual podcasts regularly to become more familiar with English vocabulary used in natural communication.

Second, podcast creators and English educators are encouraged to incorporate code-mixing and code-switching appropriately when designing bilingual learning content. Presenting English vocabulary within meaningful Indonesian contexts, accompanied by natural explanations and repeated exposure, may facilitate learners' vocabulary comprehension while maintaining authentic communication. Such an approach can make English learning more engaging and accessible, particularly for learners at beginner and intermediate levels.

Finally, future researchers are encouraged to expand this study by investigating code-mixing and code-switching in different podcast genres or

other digital media platforms, such as YouTube, TikTok, or Instagram. Future studies may also involve a larger number of podcast episodes or participants to obtain more comprehensive findings. In addition, researchers are encouraged to examine other aspects of bilingual communication, such as the communicative functions, speakers' motivations, or learners' vocabulary improvement after prolonged exposure to bilingual media, using different theoretical frameworks or research methods.



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