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INTRA-SENTENTIAL CODE MIXING IN INDONESIAN GEN Z'S DAILY CONVERSATIONS ON YOUTUBE PODCASTS

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Abstract: This study contributes to the field of digital sociolinguistics by examining intra-sentential code-mixing in Indonesian Generation Z (Gen Z) YouTube podcast discourse, a context that remains underexplored in research on spoken digital media. This study aims to investigate the occurrence and patterns of intra-sentential code-mixing in Indonesian Gen Z's YouTube podcast conversations. A qualitative research design was employed to analyze naturally occurring speech in online interactions. The dataset consisted of 10 YouTube podcast videos featuring Gen Z speakers discussing daily life and entertainment-related topics. The analysis identified 190 instances of intra-sentential code-mixing, categorized into three structural levels: 110 word-level occurrences, 55 phrase-level occurrences, and 25 sentence-level occurrences. Word-level code-mixing emerged as the most dominant form, indicating its frequent use in spontaneous digital communication. Phrase-level and sentence-level forms were also present, reflecting varying degrees of bilingual integration within conversational speech. The findings suggest that the interchange of cultural exposure, technological affordances, and social environments shapes multilingual practices among Indonesian Gen Z. The dominance of word-level insertion indicates a tendency toward efficient lexical borrowing within fluid bilingual speech. Meanwhile, higher-level mixing forms uncover speakers' ability to alternate and integrate languages flexibly depending on communicative needs and interactional context. Intra-sentential code-mixing is shown to function as a normalized communicative strategy rather than a deviation from standard language use. It reflects the adaptive linguistic behavior of digital-native speakers in multilingual settings. This study discloses the dynamic and evolving nature of bilingual discourse in contemporary digital spaces. It contributes to a beneficial understanding of language practices among Indonesian Gen Z in online spoken media.
Keywords: *bilingual speech phenomena; digital sociolinguistics; Gen Z discourse; intra-sentential code mixing; YouTube podcast language.*

Introduction

The rapid expansion of digital technology has significantly transformed contemporary communication practices, particularly among younger generations (Filip et al., 2025; Hakimi et al., 2025). Generation Z (Gen Z), defined as individuals born between 1997 and 2012, represents a cohort that grew up during the digital transition and early internet culture, including social media, memes, and online interaction norms (Melissa et al., 2024). This condition aligns with broader findings that digital-native users develop distinct communicative competencies shaped by continuous exposure to networked environments (Boyd, 2014).

Consequently, their linguistic behavior reflects emerging patterns of online communication and participatory digital culture (Sadigzade, 2026). For Gen Z, digital communication is not merely a medium for exchanging information but also a space where linguistic choices are shaped, negotiated, and normalized through repeated interaction (Conny et al., 2024; Yuningsih & Surya, 2026). Their everyday language practices are therefore closely connected to the technological environments in which they communicate, socialize, and construct social belonging (Gul & Rukh, 2025; Yaseen et al., 2026).

Social media platforms, particularly YouTube, function as central spaces for everyday interaction

(Rotman & Preece, 2010; Ulusoy et al., 2024). As a dominant video-sharing platform, YouTube has developed into a sociocultural arena where users construct identity, share experiences, and engage in informal discourse (Jenkins, 2006). From a digital discourse perspective, such platforms continuously reshape language practices through multimodal interaction (Androutsopoulos, 2011). In this environment, Gen Z language use is often characterized by hybridity, creativity, and fluidity, consistent with broader findings in internet linguistics on linguistic innovation in online spaces (Crystal, 2006).

YouTube is especially relevant because it combines spoken language, visual performance, audience engagement, and platform-based interaction (Schmidt & Marx, 2020). These features allow speakers to present themselves in ways that are conversational, expressive, and socially recognizable (Balleys et al., 2020; Biel & Gatica-Perez, 2010). As a result, YouTube podcasts provide a productive site for observing how young speakers use language naturally while also responding to the expectations of digital audiences (Noviance & Rahardi, 2026; McRoberts et al., 2016).

A growing body of research shows that Gen Z contributes to linguistic innovation through slang, lexical creativity, and hybrid language forms in both spoken and digital communication (Jabeen & Nawaz, 2025). Social media further accelerates these processes by enabling abbreviation, acronym formation, and language mixing within discourse (Crystal, 2006; Androutsopoulos, 2011; Seargeant & Tagg, 2014; Herring, 2012). YouTube podcasts are therefore relevant contexts for examining these phenomena because they reflect spontaneous spoken interaction in digital environments. Unlike scripted media, podcast conversations tend to capture authentic bilingual practices and natural speech patterns (Khan & Khalid, 2025). In podcast settings, speakers often move between formal and informal registers, personal narratives, humorous exchanges, and audience-oriented commentary. This makes podcast discourse useful for examining bilingual practices as they occur in dynamic and socially situated interaction rather than in isolated or artificial language tasks.

One prominent phenomenon in this context is code-mixing, defined as the alternation and integration of two or more languages within a single communicative event (Deuchar, 2020; Hofweber et al., 2023). It should not be viewed merely as evidence of linguistic limitation; rather, it can function as a strategic bilingual practice through which speakers express identity, maintain group solidarity, achieve communicative efficiency, and adapt to different social contexts (Auer, 2005; Wang, 2024; Yim & Clément, 2021). Code-mixing occurs when a dominant or matrix language incorporates lexical elements from another language into its grammatical structure (Aboh, 2020; Khan et al., 2020; Pratiwi, 2026). In insertional code-mixing, lexical material from a second language is inserted into the sentence frame of the base language (Bank et al., 2018). In bilingual communication, it is widely recognized as a sociolinguistic strategy rather than a deficit (Myers-Scotton, 2006; Muysken, 2000; Gardner-Chloros, 2009).

In the Indonesian context, the interaction between Indonesian and English is particularly significant because English is frequently associated with education, global media, digital culture, and contemporary youth identity. Therefore, the presence of English elements in Indonesian speech may reflect not only linguistic contact but also speakers' orientation toward modernity, global connectedness, and peer-group affiliation.

This study focuses specifically on intra-sentential code-mixing, a subtype that occurs when linguistic elements from another language are inserted within a single sentence structure (Adnyasuari et al., 2024). It can occur at word, phrase, and sentence levels depending on the degree of linguistic integration (Bullock & Toribio, 2009; Gardner-Chloros, 2009). At the word level, a single lexical item is inserted into another language frame. For example: "*Kakigori menjadi salah satu* dessert *Jepang yang mendunia*" (Juliarta & Suardana, 2025), meaning "Kakigori has become a globally popular Japanese dessert". Here, "dessert" is inserted into an Indonesian sentence (Muysken, 2000; Myers-Scotton, 2006). At the phrase level, multi-word units are inserted without altering grammatical structure. For example: "Drop box *baju donasi ini dikolaborasi bersama Setali Indonesia*" (Juliarta & Suardana, 2025), meaning "This clothing donation drop box is a collaboration with Setali Indonesia". The phrase "drop box" functions as a single lexical chunk within Indonesian syntax (Muysken, 2000; Gardner-Chloros, 2009). Finally, at the sentence level, full sentences from different languages are combined. For example: "*Aku capek banget hari ini*. I just want to sleep" (Juliarta & Suardana, 2025), meaning "I'm so tired today". Each sentence retains its own grammatical integrity while co-occurring in discourse (Myers-Scotton, 2006;

Bullock & Toribio, 2009). Compared with other forms of code-mixing, intra-sentential code-mixing provides valuable insights into how bilingual speakers integrate elements from two languages into a single grammatical structure during spontaneous communication. These levels are important because they show different degrees of bilingual integration, ranging from simple lexical insertion to more complex discourse-level alternation. Examining these levels allows researchers to identify whether English is used mainly as isolated vocabulary, as fixed expressions, or as larger communicative units within Indonesian speech (Sahib et al., 2021; Setiawan, 2016; Sumarsih et al., 2014). Therefore, focusing on intra-sentential code-mixing provides a more detailed understanding of bilingual language practices in the digital communication of Indonesian Gen Z.

Previous research on code-mixing in digital communication can be broadly categorized into several themes. The first theme concerns code-mixing as a sociolinguistic practice associated with identity construction, community affiliation, and communicative negotiation in online environments (Androutsopoulos, 2011; Seargeant & Tagg, 2014). These studies reveal that bilingual speakers strategically employ multiple languages to express social meanings and adapt their communication to digital contexts. The second theme focuses on code-mixing patterns and their interactional functions across social media platforms, showing how language choices are shaped by platform characteristics, audience expectations, and communicative purposes (Juliarta & Suardana, 2025; Locher et al., 2015). However, existing studies have predominantly examined written digital discourse, including social media posts, captions, and online comments, while spoken digital interactions have received comparatively less attention. The third theme involves emerging research on spoken digital media, particularly YouTube-based communication, which highlights the importance of conversational features such as turn-taking, spontaneity, prosodic elements, and real-time negotiation in shaping bilingual practices (Fitriana & Setiawan, 2022; Noor et al., 2025). Nevertheless, research specifically investigating intra-sentential code-mixing in YouTube podcast interactions involving Indonesian Gen Z speakers remains limited. Therefore, further investigation is needed to understand how bilingual speakers integrate linguistic elements within sentences and construct meaning through spontaneous spoken interactions in contemporary digital environments.

The present study investigates the patterns and distribution of intra-sentential code-mixing in Indonesian Gen Z YouTube podcast conversations by addressing the following research question: (1) What are the patterns and distribution of intra-sentential code-mixing in Indonesian Gen Z's YouTube podcast conversations?

Previous studies have discerned digital code-mixing practices; however, their analytical focus and contexts differ from the present study. Androutsopoulos (2011) and Seargeant and Tagg (2014), for example, examined language practices in online written communication and showed how multilingual users construct identity and negotiate social meanings through digital interaction. Similarly, Locher et al. (2015) explored computer-mediated communication by emphasizing the role of platform contexts in shaping linguistic choices, while Juliarta and Suardana (2025) investigated code-mixing patterns in specific digital environments. However, these studies primarily examined written forms of online communication, such as posts, comments, and captions, rather than spontaneous spoken interaction. Although Fitriana and Setiawan (2022) and Noor et al. (2025) have highlighted the importance of conversational features in digital spoken media, research specifically addressing intra-sentential code-mixing in YouTube podcast conversations among Indonesian Generation Z speakers remains insufficiently explored.

Unlike previous studies that analyze isolated written texts or limited digital contexts, the present study focuses on naturally occurring spoken interactions in YouTube podcasts, where bilingual speakers engage in real-time turn-taking, spontaneous language choices, and conversational negotiation. By examining how Indonesian Gen Z speakers integrate English and Indonesian elements within sentences, this study provides empirical evidence of code-mixing as a communicative strategy in contemporary digital spoken discourse. The findings contribute to sociolinguistic and digital discourse research by expanding understanding of bilingual practices in Southeast Asian media environments, particularly at the intersection of language variation, global linguistic influence, and youth identity construction.

METHOD

This study employed a qualitative research design to explore intra-sentential code-mixing and non-standard affixation in Indonesian Gen Z's digital discourse. A qualitative approach was selected

because it enables in-depth interpretation of naturally occurring language use in real communicative contexts (Creswell & Poth, 2018), particularly within multimodal digital environments such as YouTube podcasts. This approach is suitable for examining language variation and bilingual practices that are context-dependent and socially constructed (Dörnyei, 2007; Creswell & Poth, 2018). The design focuses on describing linguistic patterns and interpreting meaning and usage in authentic spoken interactions, rather than producing statistical generalizations.

The data were obtained from spoken interactions of Indonesian Generation Z participants appearing as guests in YouTube podcast videos. Participants were selected through purposive sampling based on the criteria of individuals born between 1997 and 2012 who actively used both Indonesian and English in conversational settings. Purposive sampling is commonly applied in qualitative discourse studies to ensure that data sources are information-rich and aligned with research objectives (Palinkas et al., 2015; Patton, 2015). The dataset consisted of 10 Gen Z entertainers featured across five YouTube podcast channels, totaling approximately seven hours of recorded material. The podcast episodes were selected based on the following criteria: they involved spontaneous discussions on daily life and entertainment-related topics, were publicly available, had clear audio quality, and contained conversations relevant to the research objectives. To ensure balanced representation while maintaining a manageable dataset for qualitative analysis, two episodes were selected from each YouTube channel.

Publicly available YouTube podcast videos were used as the data source in this study. No direct interaction with participants or collection of private information was involved. Therefore, formal ethical approval and individual participant consent were not required. All data were used solely for academic purposes and were analyzed in accordance with ethical standards for research involving publicly accessible online content.

The primary research instrument in this study was the researchers, who played a central role in identifying and interpreting instances of code-mixing and non-standard affixation. In qualitative linguistic research, the researcher functions as the key interpretive instrument, as meaning is constructed through direct engagement with the data (Merriam & Tisdell, 2016). To enhance analytical accuracy, structured observation sheets and note-taking formats were also used to document occurrences of intra-sentential code-mixing systematically. This combination of researcher interpretation and structured documentation supports rigor and consistency in qualitative linguistic analysis (Miles et al., 2014).

Data were collected using listening, observation, and note-taking techniques adapted from digital discourse analysis procedures. The process involved repeated viewing of YouTube podcast recordings to ensure accurate identification of linguistic phenomena in natural speech. Systematic observation and repeated listening are essential in spoken discourse analysis, particularly in digital contexts where interaction is multimodal (Barton & Lee, 2013; Androutsopoulos, 2014). Each instance of code-mixing was transcribed and categorized according to linguistic levels (word, phrase, or sentence), ensuring comprehensive capture of relevant linguistic data.

The data were analyzed using qualitative content analysis consisting of four stages: identifying, classifying, interpreting, and concluding. This procedure follows established qualitative analysis frameworks that emphasize systematic coding and interpretation of spoken or textual data (Harding, 2018; Saldaña, 2021). First, instances of code-mixing were identified from the transcribed data. Second, the data were classified based on intra-sentential categories. Third, each category was interpreted in relation to linguistic structure and context of use. Finally, conclusions were drawn to explain patterns of language mixing among Gen Z speakers in digital podcast interactions.

RESULTS AND DISCUSSION

The findings of this study indicate that, based on the analysis of ten YouTube podcast videos, a total of 190 instances of intra-sentential code-mixing were identified in the conversational data. These instances were categorized into three linguistic levels: word, phrase, and sentence. As presented in Table 4, 110 instances occurred at the word level, 55 at the phrase level, and 25 at the sentence level.

Table 1. *Distribution of intra-sentential code-mixing by Gen Z speakers in YouTube podcasts*

No.	Linguistic Level	Occurrences
1	Word	110
2	Phrase	55
3	Sentence	25
Total		

The distribution of these occurrences shows

that word-level intra-sentential code-mixing is the most dominant category, followed by phrase-level and sentence-level code-mixing. This pattern suggests that Gen Z speakers, as represented in the analyzed podcast videos, more frequently integrate single English lexical items into Indonesian utterances rather than incorporating longer English linguistic structures such as phrases or full sentences. Such a tendency reflects a preference for lexical borrowing at the word level, indicating that English is primarily used as a supplementary lexical resource within otherwise Indonesian-dominant discourse.

Word-level

Intra-sentential code-mixing at the word level occurs when speakers insert a single English lexical item into an otherwise Indonesian sentence. This phenomenon represents the first level of bilingual integration in which English functions as an embedded lexical resource without disrupting the grammatical structure of the base language. In everyday communication, this type of code-mixing frequently occurs, indicating that meaning remains fully intelligible while simultaneously reflecting the influence of bilingual exposure and digital language practices among Generation Z speakers.

> (1) *Biasanya kalau ada* experience *horor gitu, aku langsung cerita ke papa.* [Usually, when I have a horror experience like that, I immediately tell my dad.] (Data JE-TA (IS-2))
>
> (2) *Jurnal kita itu tercatat di* database. [Our journal is listed in the database.] (Data AC-SA (IS-1))
>
> (3) *Mungkin kita beda* style *juga.* [Maybe we just have different styles.] (Data C-N (IS-7))
>
> (4) *Sebenarnya itu kata-kata yang terdengar* simple. [Actually, those are words that sound simple.] (Data JE-TA (IS-15))
>
> (5) *Dia benar-benar* aware *banget sama penampilannya.* [He's really very aware of his appearance.] (Data JE-BSBM (IS-6))

The utterances in (1) to (5) are examples of intra-sentential code-mixing at the word level, with the English words "experience, database, style, simple," and "aware" inserted into Indonesian sentence structures. These examples from the data reveal that word-level intra-sentential code-mixing is a systematic and recurring linguistic practice among Gen Z speakers. The use of English lexical items indicates a consistent pattern of lexical borrowing in informal speech. Although Indonesian equivalents exist for these terms (*pengalaman, basis data, gaya, sederhana,* and *sadar*), speakers frequently prefer English forms. This preference is not attributable to lexical insufficiency in Indonesian, but rather to sociolinguistic factors such as exposure to English through social media, education, entertainment, and digital communication environments.

Furthermore, the repeated use of English lexical items reflects a shift in language attitude, where English is perceived as more contemporary, stylistically expressive, and socially aligned with modern youth identity. In this sense, word-level code-mixing functions not only as a linguistic strategy for efficiency and fluency, but also as a marker of identity performance within digital and peer-group communication contexts. Consequently, the phenomenon illustrates how bilingual practices among Gen Z are shaped by both communicative needs and socio-cultural positioning, rather than by structural linguistic necessity alone.

Phrase-level

Intra-sentential code-mixing at the phrase level occurs when a multi-word English expression is inserted into an otherwise Indonesian utterance. Unlike word-level insertion, phrase-level code-mixing involves a higher linguistic unit that carries a more complete and contextually bound meaning. Despite this insertion, the overall grammatical structure of the Indonesian sentence remains intact, indicating that bilingual speakers can integrate foreign linguistic elements without disrupting syntactic coherence. This form of code-mixing reflects an intermediate level of bilingual integration, where English phrases function as ready-made lexical chunks within Indonesian discourse.

(6) *Seingat aku tuh,* my first interaction *dengan psikologi tuh pas ada summer break*. [For me, my first interaction with psychology happened during summer break.] (Data SB-OE (IS-1))
(7) *Tapi itulah keputusan-keputusan yang kita ambil setiap harinya dan paling sering kita sebenarnya* rely on that. [But those are the decisions that we take every day, and most frequently, we actually rely on that] (Data SB-OE (IS-10))
(8) *Cuma,* the problem is, *siapa yang mau dengerin ide itu?* [Except, the problem is, who wants to hear that idea?.] (Data SB-JP (IS-19))
(9) *Aku bisa* send live location. [I can share my live location.] (Data AC-SA (IS-15))
(10) *Terima kasih* for inviting me. [Thank you for

inviting me.] (Data C-N (IS-1))

The phrases in (6) to (10) are classified as phrase-level intra-sentential code-mixing because the speaker inserts the English phrases of "my first interaction, rely on that, the problem is, send live location," and "for inviting me" into Indonesian sentence structures. These examples show that phrase-level intra-sentential code-mixing is a systematic bilingual strategy in which Gen Z speakers integrate English multi-word expressions into Indonesian speech while maintaining grammatical stability. The use of these phrases indicates that English is not only borrowed at the lexical level but also at the level of fixed or semi-fixed expressions that carry pragmatic and semantic efficiency. This pattern suggests that English phrases are increasingly processed as holistic linguistic units rather than analytically constructed forms. Their frequent use in informal discourse reflects the influence of digital communication environments, where exposure to English expressions is constant and repetitive. As a result, these expressions become cognitively salient and are easily retrieved during spontaneous speech.

Furthermore, the use of English phrases also reflects sociolinguistic motivations beyond linguistic necessity. Gen Z speakers often associate English expressions with modernity, expressiveness, and social identity construction. Consequently, phrase-level code-mixing functions not only as a communicative strategy but also as a marker of stylistic orientation and group identity within peer interactions and digital communication contexts.

Sentence-level

Intra-sentential code-mixing at the sentence level occurs when speakers combine Indonesian and English sentences within a single utterance. In this form of code-mixing, a complete clause or sentence from one language is inserted alongside another language, resulting in a bilingual discourse structure. Unlike word- and phrase-level mixing, this type involves a higher degree of linguistic alternation, as speakers shift between two grammatical systems while maintaining coherence and continuity of meaning. This phenomenon reflects not only bilingual competence but also discourse-level flexibility in managing two linguistic codes during spontaneous speech.

(11) I don't really complain. *Karena aku tau, hidup aku kayak gini adalah pilihan aku.* [I don't really complain because I know this kind of life is my own choice.] (Data AC-PL (IS-20))

(12) I'm not from a rich family. *Jadi kayak benar-benar hemat untuk diri sendiri gitu.* [I'm not from a rich family, so I'm really careful with my spending.] (Data SB-JP (IS-22))

(13) They have their own strength. *Kayak dia jago disini, dia jago disini*. [They each have their own strengths. Like one is good at this, and another is good at that.] (Data AC-SA (IS-22))

(14) Just call me whatever you want. *Jadi, aku nggak menentukan diri aku apa sih.* [Just call me whatever you want. So, I don't really define myself as anything.] (Data AC-PL (IS-9))

(15) I've never been to Thailand. *Aku cuma liat-liat aja.* [I've never been to Thailand. I've only looked around online.] (Data C-N (IS-10))

The utterances in (10) to (15) are classified as sentence-level intra-sentential code-mixing because the speaker combines a complete English sentence with an Indonesian sentence within one utterance while preserving overall discourse coherence. Sentence-level intra-sentential code-mixing exhibits a more advanced form of bilingual integration than word- and phrase-level mixing. It involves alternating complete sentences in English and Indonesian within a single utterance, showing that speakers can operate across two grammatical systems without disrupting communicative flow. This pattern suggests that bilingual competence among Gen Z extends beyond lexical borrowing to include discourse-level switching strategies that support meaning construction and pragmatic emphasis.

Furthermore, this phenomenon reflects functional differentiation between the two languages. English is often used to introduce statements, express stance, or foreground personal identity, while Indonesian is used to elaborate, clarify, or maintain narrative continuity. This distribution indicates that language choice is not random but strategically organized based on communicative intent. The presence of sentence-level code-mixing in Gen Z speech also indicates that bilingualism has become a normalized communicative resource rather than an exceptional ability. The ability to alternate between English and Indonesian at sentence boundaries reflects linguistic flexibility and adaptive communication skills shaped by digital exposure, peer exposure, and global media consumption. Therefore, this phenomenon should be interpreted as a marker of pragmatic competence and sociolinguistic

adaptation, rather than as evidence of language interference or deficiency.

The findings of this study reveal that intra-sentential code-mixing is a prominent feature of Indonesian Generation Z's conversations in YouTube podcasts. Across ten podcast videos, 190 instances of intra-sentential code-mixing were identified, consisting of 110 word-level, 55 phrase-level, and 25 sentence-level occurrences. The dominance of word-level code-mixing indicates that English is primarily used as an embedded lexical resource within Indonesian discourse, while Indonesian remains the matrix language. This pattern reflects insertional code-mixing, where linguistic elements from one language are incorporated into the grammatical structure of another language without affecting the overall syntactic organization (Muysken, 2000; Myers-Scotton, 2006).

The frequent occurrence of word-level insertion suggests that Indonesian Gen Z speakers tend to adopt English lexical items because they are socially meaningful, familiar, and efficient in digital communication. Words such as "experience," "database," "style," and "aware" are easily integrated into Indonesian sentences, even when equivalent Indonesian expressions exist. Therefore, this practice cannot be interpreted merely as a result of lexical gaps but rather as a reflection of bilingual identity, digital exposure, and participation in global youth culture. This supports previous research indicating that code-mixing functions as a marker of social identity, group affiliation, and communicative orientation rather than simply a linguistic necessity (Auer, 2005; Yim & Clément, 2021).

Phrase-level code-mixing, although less frequent than word-level insertion, demonstrates that speakers also incorporate larger English expressions as meaningful discourse units. Expressions such as "my first interaction," "the problem is," and "send live location" illustrate how repeated exposure to English through digital platforms enables speakers to integrate commonly encountered phrases into Indonesian conversations. Meanwhile, sentence-level code-mixing occurred least frequently, indicating that complete English sentences require greater bilingual competence and stronger control over discourse organization. Nevertheless, its occurrence shows that Gen Z speakers are capable of shifting between languages strategically to express emphasis, personal stance, or particular meanings within conversational contexts. These findings support the perspective that code-mixing represents a systematic bilingual practice shaped by communicative purposes rather than random language alternation (Gardner-Chloros, 2009; Bullock & Toribio, 2009).

The distribution of code-mixing forms reveals a clear hierarchy in Indonesian Gen Z digital communication: speakers predominantly use English at the lexical level, occasionally at the phrasal level, and less frequently at the sentence level. This pattern suggests that English serves as a complementary communicative resource that enriches Indonesian interaction rather than replacing it. In YouTube podcast contexts, code-mixing enables speakers to negotiate meaning, construct identity, express modernity, and align themselves with global digital communities. Thus, intra-sentential code-mixing should be understood as a natural feature of contemporary bilingual communication influenced by linguistic competence, media exposure, and sociocultural factors.

From an English Language Teaching (ELT) perspective, the findings highlight the importance of recognizing students' existing bilingual practices as valuable learning resources. Rather than viewing code-mixing as interference or incorrect language use, teachers can incorporate learners' multilingual repertoires as a foundation for developing English proficiency. The frequent use of English lexical items among Indonesian Gen Z speakers suggests that learners already possess informal exposure to English vocabulary through digital media, which can be transformed into structured classroom learning activities. For example, teachers can use authentic digital content, including podcasts, social media interactions, and online discussions, to explore vocabulary use, pragmatic meanings, and differences between formal and informal English expressions.

Furthermore, the findings support the application of translanguaging-informed pedagogy in ELT contexts. Translanguaging allows learners to strategically use their complete linguistic repertoire to enhance comprehension, develop metalinguistic awareness, and construct meaning (Creese & Blackledge, 2010; Cenoz & Gorter, 2020). In Indonesian EFL classrooms, controlled and purposeful use of code-mixing may support vocabulary acquisition, reduce communication anxiety, and encourage active participation, particularly among learners who frequently encounter English in digital environments. Teachers may design activities that encourage students to compare Indonesian and English expressions, analyze code-mixing patterns in

authentic conversations, and reflect on how language choices relate to audience, context, and identity.

This study finally discloses that intra-sentential code-mixing among Indonesian Gen Z speakers represents a socially meaningful and pedagogically relevant bilingual practice. The findings suggest that ELT should move beyond a strict monolingual approach and acknowledge the linguistic realities of digitally connected learners. By incorporating students' everyday bilingual experiences into classroom practices, English teaching can become more contextualized, inclusive, and aligned with the communicative demands of contemporary society.

CONCLUSION

This study reveals that intra-sentential code-mixing is a prevalent feature in the spoken communication of Gen Z in Indonesian YouTube podcast discourse, with word-level code-mixing being the most dominant form (110 occurrences), followed by phrase- (55 occurrences) and sentence- (25 occurrences) level forms. The findings indicate that Indonesian and English are frequently integrated within utterances, with English primarily functioning as lexical insertion within Indonesian grammatical structures. This pattern reflects the normalization of bilingual language use shaped by digital interaction and sociocultural exposure. These results suggest that code-mixing in this context operates as a systematic communicative strategy rather than a random linguistic deviation.

The study is limited by its moderate dataset, which is restricted to ten YouTube podcast videos, and by its focus on intra-sentential code-mixing only. Future research is recommended to include broader digital platforms such as TikTok and Instagram, as well as to apply mixed-method approaches to enhance generalizability and explore sociolinguistic variables influencing code-mixing practices among Gen Z. Overall, this study contributes to sociolinguistic and digital discourse research by providing empirical evidence of intra-sentential code-mixing in authentic spoken interactions among Indonesian Generation Z speakers.

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