Article

Code-Switching as Social Strategy: How a Child Entrepreneur and Adult Advisor Negotiate Power in Azka Corbuzier's Podcast

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A B S T R A C T

This study examined code-switching patterns in a YouTube podcast conversation between Azka Corbuzier and Ryu Kintaro, a 10-year-old entrepreneur, using Myers-Scotton's Markedness Model as the analytical framework. The research investigated how both speakers strategically employed marked code-switching to negotiate power relationships and construct desired identities. Data were collected through manual transcription of the podcast episode and analyzed qualitatively to identify code-switching patterns in business discussions and life advice contexts. Findings revealed that Ryu consistently used English business terminology such as "AdSense," "endorsement," and "financials" to establish credibility and position himself as a legitimate entrepreneur despite his young age. Conversely, Azka used marked code-switching patterns that combined English imperatives with Indonesian hedges and conditionals to soften his authoritative position and create collaborative rather than hierarchical advice-giving. The study demonstrated that code-switching functioned as a sophisticated social tool for renegotiating expected power structures, with marked linguistic choices enabling speakers to transform conventional age-based hierarchies into more egalitarian relationships. Beyond this specific context, the study contributes theoretically to sociolinguistics by extending Myers-Scotton's Markedness Model to digital media interactions, showing how code-switching can serve as a discourse strategy for reconfiguring social authority and relational norms in multilingual online communication.

Keywords: *Code-Switching, Podcasts, Negotiation, Sociolinguistics*

INTRODUCTION

In an increasingly globalized world, multilingualism has become a defining feature of contemporary communication, particularly in societies where multiple languages coexist in daily interaction. Indonesia represents a prime example of such multilingual contexts, where speakers routinely alternate between Indonesian and English in various communicative settings. This linguistic phenomenon, known as code-switching—the alternating use of two or more languages within a single conversation—has expanded beyond face-to-face communication to permeate digital and broadcast media.

In recent years, podcasts have emerged as a significant new platform for sociolinguistic research, combining the authenticity of spoken interaction with the reach and permanence of digital media. Unlike scripted television or edited interviews, podcast conversations are spontaneous yet publicly accessible, making them ideal sites for studying natural bilingual discourse in mediated environments. Podcast interactions capture authentic language use where speakers negotiate identity, power, and social distance while simultaneously performing for an audience. As a result, they provide rich data for understanding how bilinguals manage interpersonal relationships and construct social meaning in real-time communication. The rise of podcasting as a popular medium for entertainment, education, and knowledge sharing has therefore created new opportunities for sociolinguistic inquiry

into how language operates within digital platforms where conversational norms and power relations are continually being reshaped (Putra & Putra, 2024).

As Yousif (2025) observes, the digital age has revolutionized communication, enabling multilingual interactions to flourish in virtual spaces where code-switching patterns reveal the influence of audience demographics, contextual demands, and technological affordances of each platform. Research in sociolinguistics has shown that code-switching serves functions beyond simple linguistic alternation, operating as a strategic social tool through which bilingual speakers achieve specific communicative goals. Understanding how speakers employ code-switching in these contexts provides valuable insights into the relationship between language, identity, and social dynamics in modern Indonesian society. Studies have demonstrated that speakers strategically deploy code-switching to clarify meaning, express emotion, build rapport with audiences, and construct social identities (Daulay et al., 2025; Saqib & Anindita, 2025).

Previous research on code-switching in Indonesian podcasts has primarily focused on identifying and classifying the types of code-switching that occur in these interactions. In Indonesia specifically, where both Indonesian and English are widely used across multiple media platforms, research has consistently identified patterns of linguistic alternation that reflect both bilingual competence and sociocultural factors (Sahib et al., 2021). Putra and Putra (2024) analyzed The Friday Podcast and found that all three types of code-switching proposed by Appel and Muysken were present, with intra-sentential switching being the most dominant type (81 out of 140 instances). The researchers attributed this high frequency to the podcast's primarily Indonesian audience, suggesting that speakers used familiar English terms that were easily understood by local listeners. Similarly, Daulay et al. (2025) found that intra-sentential switching dominated in the Rahasia Gadis podcast, indicating a high level of bilingual fluency among speakers. Situmorang et al. (2023) identified 13 instances of intra-sentential switching in Najwa Shihab's podcast, representing 52% of all occurrences in their data.

Beyond categorization, scholars have investigated the reasons and functions behind code-switching in podcast contexts. Saqib and Anindita (2025) analyzed Deddy Corbuzier's podcast featuring Agnez Monica and identified 235 instances of code-switching and code-mixing. The most dominant reason was "talking about a particular topic," which accounted for 47% of all occurrences, suggesting that speakers switched languages to express themselves more comfortably or appropriately depending on subject matter. This served a referential pragmatic function to enhance clarity and precision. Similarly, Irawan et al. (2021) examined code-switching in Pamungkas's podcast interviews and found that expressing group identity was the most dominant reason (28 occurrences), as the musician used English musical terms to connect with audiences who shared his professional background. These findings demonstrate that code-switching in podcasts fulfills both communicative and identity-building functions, allowing speakers to clarify meaning, express emotion, and strengthen audience rapport.

Code-switching also plays important roles in educational and identity-related contexts. Miladesia (2022) analyzed Instagram Reels videos from the Englishvit account and found that online tutors used code-switching as a pedagogical strategy, with English-only segments comprising 60% of occurrences. The study concluded that this approach immersed learners in authentic English use while maintaining engagement through mixed-language explanations. Similarly, Daulay et al. (2025) found that code-switching in the Rahasia Gadis podcast reflected the speaker's cultural identity and the cultural hybridity of Indonesia's younger generation, presenting it as a deliberate communication technique rather than a sign of linguistic deficiency. Situmorang et al. (2023) argued that speakers' code-switching behavior in Najwa Shihab's podcast was influenced by their social environments, education, and international exposure. Wei (2018) further emphasizes that translanguaging functions as a practical theory of language, allowing multilingual speakers to draw from their entire linguistic repertoire as an integrated system to navigate multiple identities simultaneously. Together, these studies suggest that code-switching is not merely a linguistic phenomenon but also a social and cultural resource used to express identity and negotiate relationships.

Theoretical frameworks have been essential for explaining the social motivations behind such linguistic behavior. Myers-Scotton's (1993) Markedness Model proposes that speakers use language choices to index rights and obligations sets—the underlying social codes that shape interaction. In any situation, an unmarked choice aligns with social expectations, while a marked choice intentionally challenges them. Marked code-switching thus becomes a tool through which speakers renegotiate social relationships and challenge existing hierarchies. Beiler (2021) applied this model to classroom settings, showing how marked linguistic choices allow speakers to reshape interactional power dynamics. This framework is particularly relevant to the study of podcasts, where conversational participants often navigate shifting boundaries of expertise, authority, and identity in front of an audience.

Despite this growing body of research, several gaps remain in the literature. Most prior studies have focused on identifying and categorizing code-switching types rather than examining how language choice functions as a strategy for negotiating power and social identity between speakers (Situmorang et al., 2023). Few have applied theoretical frameworks that explicitly address power asymmetry or the management of authority through language choice. Moreover, existing research has not explored how code-switching enables individuals to construct expertise or credibility in contexts where conventional markers—such as age or experience—are disrupted, as in conversations involving children who possess domain-specific knowledge. Similarly, limited attention has been given to how speakers use language strategically to soften hierarchical relationships in advice-giving contexts, where authority must be balanced with empathy. As Rojas (2025) notes, there remains a significant gap in understanding how code-switching operates as a tool for identity negotiation and power management in digital media contexts where traditional social hierarchies are often reconfigured.

This study addresses these gaps by examining code-switching patterns in a YouTube podcast episode titled "KALAU ORANG TUA KAMU NGGAK KAYA, KAMU NGAPAIN?!" featuring a conversation between Azka Corbuzier, an adult interviewer, and Ryu Kintaro, a 10-year-old entrepreneur. The interaction presents a particularly interesting case because it involves two speakers navigating unconventional power dynamics: a child claiming business expertise in a domain typically associated with adult authority, and an adult offering life advice while avoiding a patronizing tone. Using Myers-Scotton's Markedness Model, this study investigates how both speakers employ marked code-switching patterns to renegotiate expected social roles and power relationships. Specifically, it addresses two questions: How does Ryu use code-switching to claim business expertise despite being 10 years old? How does Azka use code-switching to give advice without sounding too authoritative or bossy?

By exploring these questions, this research contributes to the broader understanding of code-switching as a strategic social and interactional tool for managing identity, authority, and relationships in multilingual digital media environments—an increasingly relevant domain for contemporary sociolinguistic inquiry.

METHOD

This study employed qualitative discourse analysis to examine code-switching patterns in a naturally occurring conversation from a 40.32 minutes YouTube podcast from Azka Corbuzier episode titled "KALAU ORANG TUA KAMU NGGAK KAYA, KAMU NGAPAIN?! -Azka Corbuzier -Ryu Kintaro" featuring a conversation between Azka Corbuzier, an adult interviewer, and Ryu Kintaro, a 10-year-old entrepreneur. The relevant segments of the podcast were manually transcribed, focusing on portions where business discussions and life advice occurred, with special attention given to preserving exact wording and language switching sequences between English and Indonesian. The transcribed data were organized into analyzable units based on thematic content, resulting in two main categories: business discussion instances and life advice instances, with each instance documenting the speaker, quote, topic, and observable code-switching pattern. The analytical framework applied was Myers-Scotton's Markedness Model, which distinguished between

marked choices that deviated from expected social norms and unmarked choices that aligned with conventional power relationships. The analysis examined each code-switching instance by identifying the expected power relationship based on age and conversational role, documenting what actually occurred in the speakers' language choices, and interpreting how the marked patterns functioned to negotiate power and construct identities, with the first focus investigating how Ryu claimed business expertise despite his young age and the second focus examining how Azka gave advice without sounding authoritative.

FINDINGS AND DISCUSSION

Research Question: How does Ryu use code-switching to claim business expertise despite being 10 years old?

This section examined how Ryu, a 10-year-old entrepreneur, used code-switching to establish credibility and demonstrate business knowledge during a conversation with Azka. In typical business discussions, expertise was usually associated with formal education, professional experience, and adult maturity. However, the analysis revealed that Ryu strategically employed code-switching to navigate this age-credibility gap and position himself as a legitimate business person. As seen in the table below, the data presented ten instances where Ryu discussed various aspects of his business operations including revenue sources, funding, business ideation, operational management, and career goals. In all of these instances, Ryu employed marked code-switching patterns that incorporated English business terminology alongside Indonesian explanations. The examples in the table 1 highlight how Ryu used specific English terms related to modern digital business and professional operations to construct an identity as a knowledgeable young entrepreneur rather than simply a child playing at business.

Table 1. Code-Switching Patterns About Business

Instance	Quote Extract	Business Topic	Code-switching Pattern	Marked/Unmarked
1	"let's just go straight into it tentang business... it's making berapa? 1M ya kan?"	Revenue inquiry	English for business terms + Indonesian questions	Marked
2	"itu total semua dari AW, YouTube AdSense, endorsement"	Revenue sources	Indonesian explanation + English platform names	Marked
3	"kalau AdSense iya juga dapat dari situ ya... yang paling menghasilkan sih dari bisnis"	Revenue breakdown	Indonesian sentences + English digital terms	Marked
5	"Itu AdSense sama endorsement sudah mulai jalan"	Digital revenue	Indonesian progress report + English platforms	Marked
6	"ideanya bareng-bareng... business idea... ideanya"	Business ideation	Alternating "business idea" (English) and "ideanya" (Indonesian)	Marked
7	"Modalnya dari... YouTube, endorse, YouTube AdSense, my money sendiri"	Funding sources	Indonesian + English for digital revenue streams	Marked
8	"rent, production sama kayak gitu itu masih dibantu"	Operations	English operational terms + Indonesian explanation	Marked
9	"perhitungan uangnya... financials kayak gitu masih dibantu"	Financial management	Indonesian description + English "financials"	Marked
10	"number one priority itu masih bisnis... my goal is to reach 10 million this year"	Career priorities	English for professional terms and goals + Indonesian	Marked

Expected Power Relationship

In conventional social dynamics, the expected power relationship between a 10-year-old child and an adult interviewer positioned the adult as the authority figure with superior knowledge, experience, and linguistic capital. According to Myers-Scotton's Markedness

Model, the unmarked code choice in this context would have placed the child in a subordinate position, learning and receiving guidance while using simplified language and demonstrating deference. The adult would occupy a superior position, teaching and providing knowledge while asking questions and evaluating responses. Language expectations suggested that the child would predominantly use Indonesian as their more comfortable first language with minimal English, while the adult could code-switch more freely as a marker of education and worldly experience.

In conventional business discourse, business terminology remained in the adult domain, and children lacked credibility in commercial or entrepreneurial contexts. Technical business vocabulary such as revenue, operations, and funding signaled adult expertise, and a 10-year-old discussing business would typically be viewed as "playing" rather than engaging in genuine entrepreneurship. The unmarked linguistic behavior for a child would include hesitant or minimal use of English business terms, seeking clarification frequently, deferring to adult knowledge, and using Indonesian for all substantial content.

What Actually Happens

Contrary to expected norms, Ryu demonstrated marked code-switching behavior that strategically deployed English business terminology to construct an entrepreneurial identity and claim legitimate business expertise. The data revealed systematic patterns in his language use that challenged conventional age-based power dynamics.

Ryu confidently deployed English business terminology throughout the interview. He used English for digital platform names such as YouTube AdSense and endorsement, revenue figures like 1M, and business metrics including omset. For example, he stated, "Oh iya, tapi bisnis aku enggak sampai 1M sih itu. Iya itu total semua dari AW, YouTube AdSense, endorsement sama... ya omsetnya itu enggak, enggak, enggak cuma dari usahanya." This demonstrated his fluency in the discourse of digital entrepreneurship and positioned him as an insider in modern business ecosystems rather than a child observer.

Ryu also constructed a self-funding narrative that emphasized his financial independence. When discussing his capital, he stated, "Modalnya dari... so dari YouTube, dari endorse, dari endorse sama YouTube AdSense, dari my money sendiri." The phrase "my money sendiri" (my money myself) was particularly significant because by emphasizing "my money" in English, Ryu claimed financial independence, legitimate ownership of capital, and self-made entrepreneurial status. The code-switch to English for "my money" marked this as entrepreneurial agency rather than a child's allowance.

Furthermore, Ryu claimed professional roles through his language choices. He acknowledged parental support but used English operational terms such as "rent, production" and "financials" when discussing business functions. He stated, "Iya ya tapi papa masih bantuin aku sih, kalau yang soy-money gitu. Oke ya kayak rent, production sama kayak gitu itu masih dibantu." This signaled his understanding of business functions while maintaining transparency about family support, and the code-switch validated the professional nature of these functions even while admitting assistance.

Ryu also engaged in strategic goal-setting using English. When discussing his ambitions, he stated, "Masih tapi kalau di entertainment aku my goal is to reach 10 million lah this year." The entire goal statement was in English and included a concrete numerical target, a time-bound objective, and professional ambition framing. This mimicked corporate and entrepreneurial discourse around KPIs, targets, and milestones rather than a child's typical aspirations.

Additionally, Ryu navigated term negotiation in ways that demonstrated his willingness to engage with professional terminology. When Azka asked about "funding," Ryu initially sought clarification by repeating the term and asking for explanation. After Azka provided the Indonesian equivalent "modalnya," Ryu responded competently by listing his revenue sources from YouTube and endorsements. This showed his willingness to engage with professional terminology even when clarification was needed, rather than retreating to child-appropriate language.

Interpretation

The Ryu's code-switching represented a highly marked linguistic choice that violated expected norms for a 10-year-old's speech. According to Myers-Scotton's Markedness Model, marked choices "negotiate a change in the expected social distance holding between participants," and Ryu's strategic deployment served multiple functions in constructing his identity as a legitimate business person.

First, Ryu claimed a legitimate business identity by consistently using English for platform names, financial terminology, numerical targets, and professional roles. This code-switching indexed membership in the digital entrepreneurial community and signaled that he was not a child playing business but rather a legitimate entrepreneur who operated in the same linguistic and conceptual space as adult business people. The marked code-switching addressed a fundamental contradiction: how could a 10-year-old possess business expertise? The answer lay in his digital native advantage, as English business terms were unmarked in digital and tech entrepreneurship, and Ryu's generation had native fluency in digital platforms. By using English for digital terms, Ryu positioned himself as an expert in a domain where age was less relevant, essentially arguing that in the digital economy, traditional age-based hierarchies were disrupted and his linguistic competence demonstrated his practical competence.

Second, Ryu negotiated independence within his support structure through sophisticated language choices. He used English for expressions of agency such as "my money sendiri" and "my goal is to reach 10 million," while using Indonesian for references to family support such as "papa masih bantuin aku." He used English for professional functions despite acknowledging support, with terms like "rent, production" and "financials." This balanced child authenticity with entrepreneurial legitimacy, as he was not claiming complete independence, which would have been unbelievable, but rather positioned family support as business mentorship rather than child dependency.

Third, Ryu established expertise through repetition of key terms. He repeatedly used "AdSense," "endorse/endorsement," and "ideanya" throughout the interview. This repetition demonstrated comfort and familiarity with terminology, asserted ownership of concepts, and normalized professional vocabulary in his speech. The frequent and natural deployment suggested internalized business vocabulary rather than borrowed or performed language.

Fourth, Ryu engaged in strategic code-switching as power negotiation. His code-switching functioned as a virtuosity claim, demonstrating that he could operate in both linguistic codes and both social domains of child and entrepreneur. It also served as an authority challenge, as by matching or exceeding Azka's use of English business terms, Ryu positioned himself as a co-participant in professional discourse rather than merely an interview subject. When discussing priorities, Ryu stated that "number one priority itu masih bisnis," using English for the ranking system, which was executive and strategic language, as priority-setting was a leadership function.

Finally, a "marked-becomes-unmarked" phenomenon occurred during the interaction. Azka mirrored and validated Ryu's code-switching patterns by initiating with "let's just go straight into it tentang business" and adopting Ryu's terms with phrases like "AdSense, everything like that." This suggested that within this specific interaction, Ryu's marked choice became the unmarked norm, and the conversation established a new rights and obligations set where business English was the expected medium, age-based hierarchy was flattened, and entrepreneurial identity was mutually recognized.

Research Question: How does Azka use code-switching to give advice without sounding too authoritative or bossy?

This section examined how Azka used code-switching when giving life advice to a younger conversation partner. Advice-giving situations typically involved power differences where the older and more experienced speaker held an authoritative position. However, the analysis revealed that Azka strategically used code-switching to soften this power dynamic and make his advice sound less bossy or commanding. As seen in the table below, the data presented ten instances where Azka gave advice on various topics including work-life balance, skill development, happiness, social life, and personal relationships. In all of these instances,

Azka employed marked code-switching patterns that departed from the expected authoritative stance. The examples in the table 2 highlight the key code-switching patterns Azka used to manage the delicate task of giving advice while maintaining relationship equality.

Table 2. Code-Switching Patterns About Life Advice

Instance	Quote Extract	Advice Type	Code-switching Pattern	Marked/Unmarked
1	"don't forget to have fun you know. Kalau fokus semuanya ke kerja..."	Work-Life Balance	English imperative + Indonesian warning	Marked
2	"You should keep doing it, kalau bisa ya don't force it"	Skill Development	English imperatives + Indonesian conditionals	Marked
4	"but you're happy kan? Happy lakukan ini?"	Happiness Priority	English for "happy" + Indonesian confirmation	Marked
5	"Tapi kalau happy nanti harusnya enggak apa-apa, it's all good"	Future Consequences	Indonesian setup + English reassurance	Marked
6	"I'm not saying that. I'm introverted, I'm very introverted."	Introversion Validation	English for psychological term + self-disclosure	Marked
8	"It's great trust me. Atau mungkin jangan dengerin aku."	Health/Self-doubt	English advice + Indonesian retraction	Marked
10	"Cuma ada close friend satu, that's fine, that's fine."	Friendship Quality	Indonesian statement + English validation	Marked

Expected Power Relationship

In typical advice-giving situations between an older speaker like Azka and a younger recipient, there existed an inherent power difference. The advisor traditionally occupied a position of authority based on age and experience. This conventional dynamic normally permitted direct and prescriptive language with clear commands. According to Myers-Scotton's Markedness Model, the unmarked choice in such contexts would be to maintain a single language, likely Indonesian in this setting, with clear positioning that reinforced the speaker's authoritative role. However, the data showed that Azka resisted this conventional power structure. Rather than embracing the authoritative stance that his age and experience afforded him, he navigated a more careful approach where advice needed to be offered without imposing dominance or creating distance.

What Actually Happens

Azka used marked code-switching patterns that systematically softened how direct his advice sounded. When delivering advice, he consistently switched to English for the main imperative statements but surrounded them with Indonesian qualifiers. For example, in Instance 2, he stated "You should keep doing it, kalau bisa ya don't force it, tapi kalau bisa keep going." The English imperatives carried the actual advice while the Indonesian conditional phrases like "kalau bisa ya" and "tapi kalau bisa" created options and reduced any sense of pressure. This pattern appeared repeatedly throughout the data.

Instance 8 demonstrated another interesting pattern where Azka delivered confident advice in English and then immediately switched to Indonesian to doubt his own authority. He said "It's great trust me" followed by "Atau mungkin jangan dengerin sih sebenarnya... Jangan dengerin aku." This created a collaborative rather than authoritative stance because he offered guidance but explicitly gave the recipient permission to reject it. This self-correction pattern was a marked choice that deliberately weakened his position as an authority figure.

Azka also used English for psychological terms and validation statements. In Instance 6, he used English for the term "introverted" and for validation phrases like "I'm not saying that." By self-disclosing in English that he was very introverted himself, he repositioned himself as someone sharing personal experience rather than imposing standards from a superior position. This choice was marked because it shifted the expected power dynamic toward peer solidarity.

Most significantly, Azka repeatedly used English when discussing happiness and checking on the recipient's emotional state. In Instance 4, he asked "but you're happy kan? Happy lakukan ini?" using English for "happy" while the Indonesian "kan" sought confirmation. Similarly in Instance 5, he used the English phrases "happy" and "it's all good" as key markers. This pattern treated the recipient's happiness as the ultimate authority rather than Azka's own judgment, which effectively inverted the expected power relationship.

Interpretation

Through Myers-Scotton's framework, Azka's code-switching patterns represented marked choices that actively renegotiated the expected power relationship. His patterns accomplished several important functions in managing the advice-giving situation. By delivering core advice in English while surrounding it with Indonesian warmth and solidarity markers, Azka created what could be called linguistic cushioning. The advice carried weight because English was associated with education and expertise, but the act of switching languages created a brief pause that softened how direct it felt.

The frequent self-corrections and personal disclosures in English systematically broke down the hierarchical positioning. When Azka repeatedly said "That's fine" in English while discussing introversion and limited socializing in Instances 9 and 10, he was not merely validating the recipient's choices. He was using English to signal that these were acceptable modern choices rather than problems that needed correction from an elder. This marked choice emphasized equality rather than hierarchy.

The pattern of using English for advice followed by Indonesian retractions created what could be understood as optional prescription. Azka offered structured guidance in English but immediately framed it as just one perspective in Indonesian. This was particularly clear in Instance 8 where "It's great trust me" was followed by "jangan dengerin aku." This pattern effectively communicated that the advice was expert knowledge but the recipient remained autonomous enough to ignore it.

The repeated emphasis on happiness as a condition fundamentally reframed how the advice functioned. Rather than prescribing specific behaviors, Azka presented outcomes that depended on whether the person was happy. The English phrases "happy" and "it's all good" in Instance 5 served as markers that the advice was only valid if it served the recipient's wellbeing. This positioned the younger person's judgment as more important than Azka's guidance.

Instance 1 revealed perhaps the most delicate situation Azka needed to navigate. He had to acknowledge the recipient's maturity by saying "you feel very mature... lebih mature daripada kids your age" while still offering guidance that could suggest they lacked wisdom. Code-switching allowed him to praise maturity in English, which sounded like formal recognition, while delivering warnings about work-life balance in mixed code that felt more conversational than parental. This allowed him to occupy both positions simultaneously.

Overall, Azka's code-switching functioned as a marked relational strategy that transformed hierarchical advice-giving into collaborative knowledge-sharing. By systematically using English for advice content but Indonesian for hedges, conditionals, retractions, and solidarity markers, he offered guidance from experience while protecting the recipient's independence and dignity. This marked choice signaled respect for the recipient even though age and experience might have permitted more direct instruction. The result was advice that guided without controlling and maintained relationship equality even within an inherently unequal exchange.

CONCLUSIONS

This study examined code-switching patterns in a conversation between Azka, an adult interviewer, and Ryu, a 10-year-old entrepreneur, using Myers-Scotton's Markedness Model to investigate how each speaker negotiated power relationships through language choices. The findings revealed that both speakers strategically employed marked code-switching patterns to challenge conventional age-based hierarchies, though in opposite

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directions. Ryu consistently used English terminology for business concepts such as "AdSense," "endorsement," "my money sendiri," and "financials" to position himself as a legitimate entrepreneur rather than a child playing at business, effectively claiming expertise in the digital economy where traditional age hierarchies were less relevant. Conversely, Azka used marked code-switching to soften his authoritative position by delivering advice in English imperatives while surrounding them with Indonesian hedges and conditionals, creating linguistic cushioning that transformed hierarchical advice-giving into collaborative knowledge-sharing. His patterns, such as offering confident advice in English followed by Indonesian retractions like "jangan dengerin aku," and repeatedly emphasizing happiness as the ultimate condition in English phrases like "but you're happy kan?" and "it's all good," inverted the expected power relationship by prioritizing the recipient's autonomy over his own authority. These findings demonstrated that code-switching functioned as a sophisticated social tool where marked linguistic choices enabled speakers to renegotiate power structures, construct desired identities, and establish new relational norms within their interaction, with Ryu using English to elevate his status beyond his years while Azka used it to create equality within an inherently asymmetrical exchange.

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