

Code-Switching and Code-Mixing in Bilingual Learning: A Sociolinguistic Case Study at SMP 4 Widodaren

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Abstract

The purpose of this study is to determine the form and function of code switching and code mixing in the learning process, especially in English and Javanese subjects. This study examines the use of language, especially in class VII at SMP Negeri 4 Widodaren. This type of research uses descriptive qualitative research. The data in this study are in the form of transcribed recordings, then classified according to the form, function and type of code switching and code mixing. The results of this study are that in English subjects, fifteen data on the use of internal code mixing were found, three data on the use of external code mixing, three internal code switching, and three external code switching. In Javanese subjects, two internal code mixing and three external code mixing were found. Another finding of this study is that there are implications of the use of code switching and code mixing in English and Javanese subjects that can be seen from pedagogical, linguistic, and socio-cultural perspectives. It is concluded that the implementation of bilingual learning, especially in English and Javanese subjects, influences the occurrence of code switching and code mixing in students.

Keywords : *Interaction, Code-Switching, Code-Mixing, Javanese Language, English Language*

Introduction Section

Through a branch of linguistic studies known as Sociolinguistics, a field that examines the characteristics or functions of various forms of language that develop within society and seeks the relationship between these characteristics and their functions in the community. Thus, sociolinguistics is a study of language in relation to social conditions. The interaction between teachers and students is multilingual, which can lead to code-switching and code-mixing. This multilingual phenomenon occurs not only in educational settings but also within society. The use of two or more languages is frequently found in educational environments; besides creating a more effective learning atmosphere, code-switching and code-mixing are also used to facilitate and enhance students' understanding of the material delivered by the teacher. This phenomenon of code-mixing and code-switching can be examined (Sumarsono, 2002). Language today plays an important role in human life as part of basic human activity (Nurlaili Korinah et al., 2025).

Sociolinguistics consists of the words "socio" or "sociology," meaning society, and "linguistics," which means the study of language which involves society. In addition, language has a social function that is apparent in the expression of language as the identity of its speakers, both individuals and groups (Aziz & Rahmawati, 2021). This is due to the large number of languages spoken by the Indonesian population, which leads to language mixing (Praditasari Desy, 2022). This aligns with the study of Yovilandis Luthfiyah & Markhamah (2025), who state that sociolinguistics is a discipline that combines aspects of sociology and linguistics. This field studies linguistic phenomena and their complexities, especially in the context of daily language use. The main focus of sociolinguistics is to explore issues related to language use, with particular attention to how language develops and survive within society.

According to Tenes LTS et al., (2023), code switching is the transition between different languages within the same conversation. Meanwhile, code mixing is the process of switching from one language code to another (Solekhkhudin et al., 2022). Code-switching and code-mixing do not always appear in the form of language A mixed with language B, but can also appear in the form of differences in speech levels that occur in interactions between teachers and students. Linguistic diversity is one of the elements that can cause code-switching and code-mixing. Individuals often engage in these practices and can perform code-switching and code-mixing in any situation or condition (Nissantarie Deyanty Yuliasuti & Yunus Sulistyono, 2023, p. 106).

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In various school subjects, the learning process involves the use of code-switching and code-mixing, particularly in English and Javanese subjects, which are the focus of this study. English has now become an international language; code-switching is a condition in which a speaker intentionally changes the linguistic code being used for a certain reason. This is similar to the classroom learning process, where teachers need to use various linguistic codes to help students better understand the lesson material. A person may be considered bilingual as soon as they are familiar with and able to use two languages (Amaliani Shofi et al., 2020). The environment greatly influences language use. The language used at school and at home will differ, and furthermore, the language used in rural and urban settings also affects language use (Maftuka Siti et al., 2024).

Events of code-switching and code-mixing can be categorized based on the communicative actions performed by speakers in interaction. Through these categories, the forms of code-switching and code-mixing can be identified, including levels of bilingualism and the ways these linguistic shifts occur during the learning process (Anjayani Ensri et al., 2022). For instance, in the Javanese language subject, linguistic levels such as *ngoko*, *madya*, and *krama inggil* may appear as forms of code-switching and code-mixing, depending on the speech levels used in the learning process. This is an interesting aspect to investigate because these variations emerge from the speaker's background, which contributes to the distinctive use of linguistic codes.

This research was conducted at SMP Negeri 4 Widodaren, located in Sidolaju Village, Widodaren District, Ngawi Regency, East Java Province. Established in 1998 and surrounded by rice fields, the school consists of fifteen classes ranging from seventh to ninth grade. SMP Negeri 4 Widodaren is also known for its significant achievements, especially in sports such as shot put and volleyball, at school, district, and even provincial levels. The school offers a variety of extracurricular activities, including scouting, music, the Science Olympiad (OSN), and the most popular activity volleyball. Consequently, the school frequently wins volleyball competitions each year, contributing to its reputation in sports.

Linguistic interactions in the educational environment, particularly in language learning at SMP Negeri 4 Widodaren, prominently feature code-switching and code-mixing, especially in English and Javanese subjects. These two subjects present complex linguistic dynamics in the classroom, involving the interplay of Indonesian as the national language, Javanese as the regional language, and English as a global language. The urgency of this study lies in the need to understand how code-switching and code-mixing occur within the context of junior high school learning. Such understanding is crucial because the strategic use of multiple languages can influence the effectiveness of teaching and learning processes, students' language development, and the preservation of local cultural values. Furthermore, this study may contribute to the development of more communicative and contextual teaching methods, particularly in helping students overcome difficulties in understanding the subject matter.

The unique characteristics of SMP Negeri 4 Widodaren, shaped by its cultural and environmental context, also form the basis for this research. These factors influence the patterns of interaction within the school, leading to various forms of code-switching and code-mixing between students, and between teachers and students. The purpose of this study is to identify the diversity and forms of code-switching and code-mixing in the delivery of lesson material and to determine the level of mastery of at least two languages used for communication.

Code-switching and code-mixing are common phenomena in bilingual interactions, including in educational contexts. According to Melati Indah Suci (2022), language is the primary tool of communication in daily human activities because it is inherently attached to human life. Zakia Firdaus et al. (2022) state that code-mixing and code-switching frequently occur as part of daily routines involving multiple speakers. Research by Sumarwati (2019:63) emphasizes that interaction is essential in the learning process because it helps students develop language skills and social abilities. Research by Rindiani Mega et al. (2022) further explains that speakers may use two or more languages because effective communication requires a broad communicative range.

Research by Moetia Meristika et al., (2018) states that code mixing and code switching cannot be avoided if teachers and students have the same language in the learning process. This aligns with the findings of Ira Yuniati (2018), who states that code-switching and code-mixing may occur spontaneously depending on the situation and conditions that prompt a speaker to shift codes. Factors contributing to code-switching include discussing specific topics, quoting others, inserting interjections (expressing feelings or exclamations), repeating utterances for clarification, and the intention to clarify content to the interlocutor (Utomo Ammar Faqih et al., 2024).

Research conducted by Sefira Amelia Rosadha (2024:1998) found the use of code-switching when tutors explained material using both Javanese and English, as well as the use of code-mixing through the alternation between Javanese and Indonesian or between Indonesian and English. A study by Arif Ardiansyah (2021) identified the presence of internal and external code-switching, as well as internal and external code-mixing. This aligns with the findings of Simatupang Ruth Remilani et al. (2018), who state that code-mixing is divided into two types: external code-mixing and internal code-mixing. External code-mixing originates from the native language with all its variations, while internal code-mixing involves the insertion of elements from a foreign language.

The phenomena of code-switching and code-mixing have been extensively studied by numerous researchers within bilingual education contexts. However, most previous studies have focused on teacher student interactions in Indonesian language learning. For instance, research by Riandiani Mega et al. (2022) found the use of Indonesian to the local language (Bangka language) because speakers were more accustomed to using the local language than standard Indonesian. Similarly, Sumarwati (2019:63) identified occurrences of both code-mixing and code-switching from Indonesian to

Javanese and vice versa, which were used to help students retain the material and understand it better through reinforcing key terms. However, these studies remain limited to Indonesian language learning, and there is a lack of research on code-switching and code-mixing in English and Javanese language learning contexts.

Meanwhile, several other studies have examined code-switching and code-mixing at the senior high school level. For example, research by Moetia Meristika et al., (2018) which found a tendency towards the use of bilingual and multilingual code mixing and code switching in teacher-student interactions in the classroom. Nevertheless, such studies are still restricted to the high school level, meaning that research investigating code-switching and code-mixing at the junior high school level especially in the teaching of English and Javanese remains scarce.

Based on the explanation above, there exists a research gap that requires further investigation, namely the absence of comprehensive studies comparing and analyzing forms of code-switching and code-mixing in two different subjects English and Javanese within the same school context. SMP Negeri 4 Widodaren, Ngawi, with its strong sociocultural background and widespread use of Javanese, provides an ideal environment for examining this phenomenon. This study is expected to contribute new insights to sociolinguistic research in education, particularly in understanding how teachers and students employ code-switching and code-mixing as effective and adaptive communication strategies in bilingual or multilingual classrooms.

Method

This study employs a qualitative descriptive research method. According to Sugiyono (2022), qualitative research is a method used to examine the condition of a natural object. Thus, qualitative research involves observing and describing social phenomena, human behavior, or cultural practices in depth. The descriptive research approach focuses on behaviors, events, and phenomena whether related to human behavior, culture, or social interactions that serve as the object of research, and explains them through meaningful descriptive narratives that lead to deeper understanding.

The object of this study is SMPN 4 Widodaren, located in Ngawi Regency, East Java. This research examines language use, particularly in Grade VII, during English and Javanese language learning, involving both teachers and students. The data collection techniques used include the observation technique, non-participant observation, note-taking, and recording at SMP Negeri 4 Widodaren. The steps included: (1) conducting classroom observations in two different classes representing two subjects English and Javanese; (2) recording interactions between teachers and students to identify forms of code-switching and code-mixing during the learning process.

Table 1. Recorded Data of English and Javanese Language Learning

No	Class	Subjects	Duration (Minute)	Number of participant
1	Class VII B	English	37.50	23 students
			36.26	
2	Class VII D	Javanese	39.48	24 students
			23.46	

Table 1 provides an explanation of the data collection process carried out in class VII B, to determine the form of code switching and code mixing in English subjects. During two sessions, the initial session showed a recording duration of 37.50 minutes and the second session was carried out for 36.26 minutes. with the number of participants in the class amounting to 23 students. Meanwhile, data collection on code switching and code mixing in Javanese language subjects was carried out in class VII D in two sessions. The initial session lasted 39.48 minutes, the next session lasted 23.46 minutes, with the number of participants in the class of 24 students.

In this study, the data classification technique was carried out after the process of collecting data from interactions during the learning activities. The collected data were then classified into several categories based on the forms of code-switching and code-mixing that occurred during the English and Javanese learning processes, namely: (1) classification based on types of code-switching, which includes internal and external code-switching, and (2) classification based on types of code-mixing, which includes internal and external code-mixing.

The data analysis technique used in this study is triangulation, with the following steps: (1) Source triangulation, conducted by comparing information obtained from English and Javanese language teachers, students involved in the learning process, and observation data from recordings; (2) Technique triangulation, conducted by using several data collection methods such as observation, non-participant observation, and recording of the learning process. Data reliability was ensured through: (1) detailed documentation, including recording transcripts and field notes; (2) systematic codification of data for each form of code-switching and code-mixing; (3) discussions with academic supervisors to evaluate analytical findings.

The ethical procedures of this research included: (1) identifying the problem and determining the research focus, namely the forms of code-switching and code-mixing in English and Javanese language learning; (2) submitting a research permission request to the principal of SMPN 4 Widodaren and the subject teachers involved; (3) conducting preliminary

observations (pre-research) through an initial visit to understand the field conditions, classroom atmosphere, and interaction patterns between teachers and students; (4) collecting data using the techniques of observation, non-participant observation, and recording; (5) transcribing and reducing the data by converting recordings and field notes into written form and selecting relevant data; (6) analyzing and interpreting the data by examining the forms and types of code-switching and code-mixing based on sociolinguistic theories.

Results and Discussion

From the research results in the form of recordings, which were then transcribed and classified, of code switching and code mixing were identified in English and Javanese learning language courses, indicating that: (1) Code mixing in English often occurs when teachers give class instructions, such as, “yo ran di baca maju, buku paketnya sekalian di bawa, kan udah selesai tinggal baca *gentian*”. (2) Code switching in English often occurs when teachers explain material to students, such as, “Saya mau tanya dulu “what its your favorit food? nah makanan apa favoritmu?”. (3) Code mixing in Javanese often occurs when teachers repeat material to students, such as, “iki di jawab secara serentak iki aksara opo, siap?”. (4) Code mixing occurs more frequently in conversations between teachers and students when teachers provide appreciation and instructions to students. (5) The frequency of code switching increases when teachers explain material to students.

The use of code-switching and code-mixing in English and Javanese language learning also has pedagogical, linguistic, and socio-cultural implications. Pedagogically, it enhances students' understanding of difficult concepts. Furthermore, it can enhance students' bilingual skills, and socio-culturally, it can strengthen students' local identities. Therefore, these implications are important in the teaching and learning process. Besides enhancing understanding, these implications can also help teachers create learning strategies that are more accessible to students.

This section presents the results of the analysis regarding the forms and functions of code-switching and code-mixing, focusing on linguistic phenomena that emerge within the communication context of Grade VII classrooms. The following are the findings and discussion of the code-switching and code-mixing that occurred during the English and Javanese learning processes:

In the English subject, the researcher found the insertion of Javanese elements such as “yo” and “no” during instruction. The researcher also identified internal code-mixing from Indonesian to Javanese and vice versa, as well as Javanese to Indonesian.

- (1) kemana? Yo sakit *no* terus Ikhsan, 4 berarti yo
- (2) yo dikelompokan masing-masing ya
- (3) yo habis ini di baca ya
- (4) yo yang baru datang segera di kerjakan halaman 60
- (5) yo ran di baca maju, buku paketnya sekalian di bawa, kan udah selesai tinggal baca *gentian*
- (6) *iya no*
- (7) yang sudah yo di lanjutkan 63 di tulis no
- (8) yo di jodohkan ada 5

The excerpt of the conversation falls into the category of code-mixing, evidenced by the insertion of the Javanese particle “yo” at the beginning and end of sentences. This particle functions as an emphasis or marker of agreement when placed at the beginning of a sentence, while at the end it serves as a form of reinforcement. In addition, the insertion of the particle “no” appears as an emphasis or an exclamatory particle (similar in function to “*lah*” or “*dong*” in Indonesian). This usage is intended to create a sense of familiarity and closeness. Apart from that, code mixing can also be done by teachers or students to show their role, status and expertise (Mualimah, E. N., 2018). The next conversational excerpt also represents code-mixing from Javanese to Indonesian by the teacher, demonstrated through the insertion of the Javanese particle “yo”, which serves as an emphasis. This emphasis is used to help students more easily understand the teacher’s instructions. As in the research findings conducted by Aryani, N. (2020) who found that the function of code mixing is as a sentence insertion. Another excerpt shows code-mixing from Javanese to Indonesian, again marked by the insertion of the particle “yo”. In Javanese, “yo” is an emphasis that typically appears at either the beginning or the end of a sentence.

The following excerpt represents code-mixing by the teacher, shifting from Javanese to Indonesian, as indicated by the insertion of the Javanese particle “yo” at the beginning of the sentence, functioning as a command and a form of emphasis, followed by the use of Indonesian. Another excerpt shows code-mixing performed by the teacher toward the students, shifting from Javanese to Indonesian and ending with Javanese again. This is demonstrated by the insertion of the particle “yo” used for emphasis, along with the Javanese word “*gentian*” (meaning “*gantian*” or “*taking turns*” in Indonesian).

The next excerpt is also an example of code-mixing by the teacher, evidenced by the insertion of the particle “no” at the end of the sentence as a form of emphasis, functioning similarly to “*lah*” or “*dong*” in Indonesian. Another conversational excerpt likewise exemplifies code-mixing, shown through the insertion of the particles “yo” and “no” as markers of emphasis, which in Indonesian convey meanings similar to “*lah*” or “*dong*”. The final excerpt also represents code-mixing performed by the teacher toward the students, shifting from Javanese to Indonesian. This is demonstrated by the insertion of the particle “yo” as a form of emphasis, which carries the meaning of “*lah*” or “*dong*” in Indonesian.

Internal code-mixing involving the insertion of the particles “*wi*”, “*sing*”, and “*to*” also appears in the English subject. The researcher found instances of internal code-mixing in the form of Indonesian-to-Javanese or Javanese-to-Indonesian switching, carried out both by the teacher when addressing students and by students when interacting with the teacher.

- (9) tulis makanan dan minuman dan snacknya ya *wi* ya
- (10) *iki to* mengelompokan *sing* makanan berapa, *sing* minuman berapa
- (11) Bu rica-rica itu makanan berat *to* bu?

In this excerpt of conversation, the interaction falls under the category of code-mixing, as evidenced by the use of Indonesian to Javanese insertion through the Javanese particle “*wi*”. This insertion functions as a demonstrative marker. In *krama inggil*, its equivalent is “*menika*”, which means “*that*”. The following conversational excerpt is also classified as code-mixing, produced by the teacher when addressing students, as shown by the use of Javanese at the beginning of the utterance “*iki to*”, meaning “*this, right?*”, and the insertion of the Javanese particle “*sing*” in the middle and at the end of the sentence, meaning “*which/that*”. The next Javanese utterance, produced by a student when speaking to the teacher, also represents internal code-mixing from Indonesian to Javanese, indicated by the insertion of the Javanese particle “*to*”, which functions as an emphatic marker referring to something already considered clear or mutually understood.

Internal code-mixing involving the use of the word “*moco*” also appears in the English subject. The researcher found instances of code-mixing from Indonesian to Javanese as well as from Javanese to Indonesian.

- (12) maju *moco* kan nanti bawa buku
- (13) *moco* bawa buku berdua

In this excerpt, the teacher’s utterance to the students represents internal code-mixing, as shown by the insertion of the Javanese word “*moco*”, which means “*to read*” in Indonesian. This expression is used to make the teacher’s instruction easier for students to understand. The subsequent excerpt also falls into the category of code-mixing, evidenced by the use of the Javanese insertion “*moco*” at the beginning of the sentence, meaning “*to read*”, which is then followed by the use of Indonesian.

Internal code-mixing through the use of the word “*pinten*” also occurred during the English lesson. The researcher found instances of code-mixing used by students when speaking to the teacher.

- (14) Bu halaman *pinten*?

In data (14), the student’s utterance to the teacher occurs when asking a question, beginning in Indonesian and shifting to Javanese. This excerpt represents a type of code-mixing, as evidenced by the insertion of the Javanese word “*pinten*”, which means “*how many*” or “*how much*”. This form of code-mixing may be used to express familiarity during the learning process.

Internal code-mixing is also found in the use of the word “*gandengno*” during the English lesson. The researcher discovered instances of code-mixing from Indonesian to Javanese produced by the teacher when addressing the students.

- (15) yang halaman 67 *di gandengno*

In this excerpt, an internal type of code-mixing is identified, occurring from Indonesian to Javanese. This is evidenced by the use of the Javanese expression “*di gandengno*” at the end of the sentence, which means “*to be connected/paired*” in Indonesian. This form of code-mixing is used to help students better understand the teacher’s instructions and also to create a sense of familiarity between the teacher and the students during the learning process.

External code-mixing was also found by the researcher in the English lesson. This type of code-mixing occurs when Indonesian is mixed with English, as well as when Indonesian is mixed with English with additional Javanese insertions. These forms were observed in interactions between the teacher and the students, as well as from students to the teacher during the learning process.

- (16) terus *rica-rica chicken*?
- (17) di tulis saja misal *rica-rica chicken gandengane* sama siapa
- (18) bu *sweet* niku manis *to* bu?

The teacher’s utterance to the students begins in Indonesian and then shifts to English. This instance represents external code-mixing, as evidenced by the insertion of the Indonesian word “*terus*” and the English phrase “*rica-rica chicken*.” This form of code-mixing functions to express familiarity and to support students’ comprehension of the material. This is in line with findings by SK Park-Johnshon (2020), who found that some teachers had positive views and assessments of the use of code-mixing in learning. In the following excerpt, the teacher explains the material to the students by beginning in Indonesian, switching to English, and then returning to Indonesian. This excerpt also contains a Javanese insertion, “*gandengane*,” which means “*its pair*” in Indonesian. The conversation represents external code-mixing, marked by the inclusion of the English phrase “*rica-rica chicken*,” which means “*spicy chicken dish*” in Indonesian. In the next excerpt, external code-mixing occurs in the student’s utterance to the teacher, as shown by the use of the English word “*sweet*,” meaning “*manis*” in Indonesian. Additionally, the Javanese particle “*to*” appears, functioning as an emphatic marker referring to something already clear or mutually understood. This type of code-mixing is used to signal clarity as well as interpersonal closeness.

Internal code-switching was also found by the researcher in the English subject. This type of code-switching occurs in the form of shifts from Javanese to Indonesian and vice versa during the learning process.

(19) *sing C yo di garap* yang halaman 61,62 di baca

(20) *Ayo rung maju lho*, fajri, seno, elea belum

(21) *He e*, 63 di jawab ya, habis itu di tulis semua ya, terus di pilih yang betul berarti di kali *ndang sak soale*

The conversation above represents internal code-switching from Javanese to Indonesian, used by the teacher when addressing the students. This is evidenced by the initial use of the Javanese sentence “*sing C yo di garap*,” which means “work on item C as well” in Indonesian. The teacher then continues the utterance in Indonesian at the end of the sentence. This code switching is also carried out by teachers for vocabulary development, reading comprehension, word formation and meaning (Ezeh Nnenna Gertrude et al., 2022). In the next excerpt, internal code-switching also occurs from Javanese to Indonesian, as shown when the teacher uses the Javanese phrase “*rung maju lho*,” meaning “you haven’t gone forward yet,” followed by the Indonesian word “*belum*.” In the following excerpt, another instance of internal code-switching is found. This is demonstrated by the teacher’s use of the Javanese expressions “*he e*,” meaning “yes,” and “*ndang sak soale*,” meaning “come on, work on the same question.” This switching is employed to facilitate students’ understanding of the material being delivered. As found in research conducted by Anshar Fithrah Auliya (2017), this code switching is carried out in conversations from one code to another code used in sentence construction with the aim of making it easier to understand the other person.

External code-switching was also identified by the researcher in the English subject. This type of code-switching was used by the teacher during the teaching and learning process.

(22) Saya mau tanya dulu “what is your favorite food? nah makanan apa favoritmu?”

(23) apa say what you now apa artinya? Say..katakan, what apa, you kamu, now ketahui. jadi katakan apa yang kamu ketahui ya

(24) yang B “write the key of food and great?” tulis makanan dan minuman dan snacknya ya

In this excerpt, the interaction represents external code-switching, as evidenced by the shift from English to Indonesian. The phrase “*what is your favorite food*” is switched to “*makanan apa favoritmu?*” This switch is used to clarify meaning and facilitate students’ understanding of the material. As stated by Novianti Rika & Said Mashadi (2021), teachers often use code switching in detailed language, so that explanations are easy for students to understand. In the next excerpt, external code-switching is also present, demonstrated by the teacher shifting from English to Indonesian. The English phrase “*say what you know*” is switched to “*katakan apa yang kamu ketahui*.” This switching is intended to emphasize meaning and help students better comprehend the teacher’s explanation. In the following excerpt, another instance of external code-switching occurs, marked by the teacher’s shift from English to Indonesian while explaining the material. The emphasis on meaning is shown in the switch from “*write the key of food and drink*” to “*tulis makanan dan minuman dan snack-nya ya*.” The function of this code-switching is to enhance clarity and improve students’ understanding of the instructional content.

Internal code-mixing was found not only in the English subject but also in the Javanese subject. This type of code-mixing occurred in interactions between teachers and students as well as between students and teachers, involving the use of Javanese into Indonesian during the learning process.

(1) Guru : yo nomor papat sing garap sinten niki?

Siswa : Saya

(2) iki di jawab secara serentak iki aksara opo, siap?

Here, the interaction represents a type of internal code-mixing used by the teacher when speaking to the students, as evidenced by the use of the Indonesian word “*saya*” in response to a question posed in Javanese. In the following excerpt, another instance of internal code-mixing occurs, demonstrated by the teacher’s use of the Indonesian phrase “*secara serentak*,” which, when translated into Javanese, becomes “*kanthi bebarengan*”.

External code-mixing was also identified by the researcher in the Javanese language lesson, characterized by the insertion of English elements into utterances originally framed in Javanese.

(3) ngakune wes apal aksara jawa *okay*?

(4) Okay, nak niki nopo ki?

(5) Yuhh tulisan e *sip* sae-sae

In the excerpt, the interaction represents a type of external code-mixing used by the teacher when addressing the students, as evidenced by the insertion of the English word “*okay*” at the end of the sentence, embedded within predominantly Javanese speech. In the next excerpt, another instance of external code-mixing appears, marked by the use of the English insertion “*okay*” at the beginning of the sentence, followed by Javanese. In the following excerpt, external code-mixing is again demonstrated through the insertion of the word “*sip*,” a borrowed term from English that is sometimes used in Indonesian to mean “*okay*” or “*alright*.”

Research on the use of code-switching and code-mixing in bilingual learning at SMP 4 Widodaren reveals several important implications for the teaching and learning process, classroom interaction, and the development of students’ linguistic potential. These implications can be viewed from pedagogical, linguistic, and sociocultural perspectives, including the following. From a pedagogical perspective, the implications of code-switching and code-mixing include: (1) Improving students’ understanding of difficult concepts. Teachers often switch from English to Javanese when explaining

certain materials, which helps students grasp and understand the lesson more quickly. (2) Enhancing students' confidence in using the language. Code-switching and code-mixing help create a comfortable classroom environment, allowing students to feel more at ease and more willing to practice using English. (3) Creating more effective learning strategies. Teachers frequently use code-switching and code-mixing as a bridge to strengthen students' comprehension of the material.

The implications of code-switching and code-mixing can also be viewed from a linguistic perspective, including: (1) Strengthening students' bilingual abilities. Learning activities that involve the use of two languages help enhance students' understanding of vocabulary, structures, and the functions of both languages. (2) Improving metalinguistic awareness. Students become more capable of recognizing grammatical differences and meaning distinctions between Javanese and English. From a sociocultural perspective, the implications include: (1) Reinforcing students' local identity. The use of Javanese in the learning process makes students feel more valued and fosters a closer relationship with the teacher. (2) Strengthening social relationships in the classroom. Teachers and students can interact more warmly and comfortably, creating a more familiar and supportive learning environment. (3) Promoting positive attitudes toward local and foreign languages. This helps students understand that learning English does not diminish or eliminate their regional linguistic identity.

Table 2. Implications of Code-Switching and Code-Mixing in the Teaching of English and Javanese

Aspect	Implication Description	Impact on Learning
Pedagogical	Teachers use code-switching when explaining difficult material.	Students' ability to understand the material improves.
Pedagogical	Teachers use code-mixing as a more effective learning strategy.	During the learning process, teachers and students feel that the lessons become more structured and well-guided.
Linguistic	Students are better able to distinguish between Javanese and English language structures during the learning process.	Students' bilingual abilities develop and improve.
Linguistic	Students are able to understand grammar in both English and Javanese.	Students' ability to understand the meaning in English and Javanese increases.
Social Cultural	Strengthening social relationships, allowing teachers and students to become closer.	The classroom atmosphere becomes warmer, and interactions feel more comfortable.
Social Cultural	Teaching positive attitudes toward linguistic diversity.	Providing students with the understanding that learning multiple languages does not diminish their cultural identity or local language.

The table shows the implications of code-switching and code-mixing in English and Javanese language subjects viewed from pedagogical, linguistic, and socio-cultural aspects. This demonstrates that code-switching and code-mixing are necessary to help students better understand the material delivered by the teacher. From the pedagogical aspect, teachers and students use code-switching and code-mixing to explain difficult material, allowing students to gain a deeper understanding of the lessons. Teachers also use these practices to find more effective learning strategies. From the linguistic aspect, teachers and students are better able to distinguish the structure, vocabulary, and meaning between English and Javanese, enabling students to improve their proficiency in multiple languages. Then, from the socio-cultural aspect, the use of code-switching and code-mixing in learning can create a warmer and more familiar classroom environment, while also fostering positive attitudes among students toward learning and using multiple languages.

Conclusion

This study shows that code switching and code mixing that occur in learning can be an effective communication strategy in the process of learning Javanese and English. Code switching is used by teachers primarily to explain material to students, and students use code mixing as part of the process of negotiating meaning and an effort to express understanding, the findings of this study provide an important contribution to sociolinguistic studies such as confirming that code switching is not only a spontaneous linguistic phenomenon, but also a planned pedagogical strategy. This strengthens the theory that code-switching can function as linguistic scaffolding that helps develop students' bilingual competence. This study also enriches the literature on code-mixing, showing that students use code-mixing as a form of metalinguistic awareness, namely awareness of the functions and forms of two languages simultaneously. From a practical learning perspective, this study shows that code-switching and code-mixing can be used as relevant teaching, especially in classes with a bilingual background. By using code-switching, teachers can clarify instructions and also overcome difficulties in understanding the material. In addition, students who engage in code-mixing can be used to build emotional closeness with the teacher. These findings demonstrate the need for teacher training in effective bilingual teaching techniques so that the use of two languages

can be optimally managed and not perceived as a barrier. Suggestions for further research include exploring code-switching and code-mixing at other levels of education, focusing on specific language skills such as reading or writing.

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