

Code mixing practices in Indonesian language learning by class VII teachers of Junior High School 45 of Surabaya

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Abstract: This qualitative descriptive study examines code mixing practices in Indonesian language learning among seventh-grade teachers and students at State Junior High School 45 of Surabaya. It focuses on identifying the types, forms, causes, functions, and impacts of code mixing in classroom activities. Data were gathered through observation and teacher questionnaires. Findings show various forms of code mixing, including word, phrase, clause, baster, and repeated word insertions. Both inward and outward code mixing types were observed. Factors contributing to code mixing include urgency, second-party influence, emphasis, habitual relaxed communication, and speaker duality. Functionally, code mixing helps clarify meaning, fosters familiarity, maintains communication, and strengthens local cultural identity. It is used to create a more relaxed and engaging learning environment, encouraging student participation and improving comprehension. However, it also poses a risk to students' proficiency in standard Indonesian, as they may become too reliant on regional language. Despite this drawback, the overall impact of code mixing in this context is largely positive, enhancing student understanding and classroom interaction.

Keywords: code mixing; learning; practice

1. Introduction

Language is a communication tool used in interaction. With the diversity of languages, each tribe in Indonesia has more than one language, namely local language as the mother tongue and Indonesian as the national language, making Indonesian society a bilingual society. Bilingualism is the ability/habit possessed by speakers in using language (Barac et al., 2014; Hamers & Blanc, 2002). Nocus (2024) highlights that bilingualism in children in multilingual contexts involves the use of two languages alternately, depending on social domains such as family, school, and play environments. The existence of bilingualism results in a mixture of languages in their use in society. One of them is code mixing, code switching, and language interference.

Code mixing as a user of two or more languages by consistently inserting elements of one language into another language (Mabule, 2015; Yuliana et al., 2015). In principle, among others, code and code mixing have characteristics of language dependence. The characteristics of dependence in code switching are marked by the function of context and relevance of the situation (Mareva, 2016; Simatupang et al., 2018a). While in code mixing, the characteristics of dependence are marked by the existence of a reciprocal relationship between the role and function of language. Code-mixing is interweaving of elements from two or more languages within a single utterance or text (Kumari, 2024).

A speaker who in his/her use of Indonesian language inserts many elements of regional language, or vice versa, a regional language inserts many elements of Indonesian language, then the speaker is mixing mode into. While if in using his/her national language (Indonesian or regional language) with many elements of foreign language insert, or vice versa, then the speaker is mixing code outward. Thus, code mixing occurs because of the

reciprocal relationship between role (speaker), language form and language function (Abu-Krooz et al., 2019; Azis & Rahmawati, 2021).

The prominent characteristics in code mixing are casualness or informal situations. In formal language situations, code mixing is rare. If there is code mixing in such a situation, it is because there is no appropriate expression in the language being used, so it is necessary to use words or expressions from a foreign language (Hanafiah et al., 2023). In formal situations, code mixing occurs because of the deliberate use of expressions from another language to provide certain emphasis (Suryanirmala & Yaqien, 2020).

Language is the main communication tool in the learning process in the classroom. In the context of education in areas rich in linguistic diversity, such as in Java, the use of more than one language in interactions between teachers and students is a common phenomenon. One form of this dual language use is code switching and code mixing, namely the transition from one language to another or the mixing of different language elements in one utterance. In practice, teachers often use Indonesian as the main language of instruction, but interspersed with regional languages, such as Javanese, to clarify meaning, foster emotional closeness, or adapt to students' backgrounds (Azis & Rahmawati, 2021).

The phenomenon of code mixing carried out by teachers in the classroom is not just a form of linguistic spontaneity, but can also be an effective communication strategy. The use of Javanese, for example, can help improve students' understanding of the material, especially for students who are more familiar with the regional language in everyday life. In addition, this strategy also strengthens local cultural identity and brings the teaching and learning process closer to the social context of students (Wardana et al., 2023).

Several studies have explored the phenomenon of code mixing—the alternating use of two or more languages or language varieties within a single conversation or utterance—in educational settings in Indonesia. This phenomenon is especially prevalent in multilingual classrooms where students and teachers often switch between Indonesian, local languages, and sometimes English. For instance, Nocus (2024) highlights that code mixing among children in multilingual contexts involves alternating languages depending on social domains such as family, school, and play environments. This reflects the social and contextual nature of bilingualism in educational interactions. Similarly, Syahrani and Nawir (2024) studied English teachers in Indonesian secondary schools and found that code mixing, particularly insertion of phrases and words from another language, serves important communicative functions—such as clarifying complex material and maintaining student engagement. Their findings also indicate that teachers' bilingual competence and social environment strongly influence this practice.

Putri et al (2024) examined students' perceptions of teachers' code mixing in English classrooms, revealing positive views toward its role in facilitating understanding and creating a more relaxed learning atmosphere. However, they also caution that excessive reliance on code mixing might hinder students' full mastery of the target language Nugraha et al (2024) state how code mixing in Indonesian language learning helped foster a friendlier classroom environment, improving communication and student participation, while also highlighting potential drawbacks regarding language development.

In this study, the researcher focuses on the issue of code mixing that occurs during learning activities at State Junior High School (SJHS) 45 of Surabaya. Code mixing is an interesting phenomenon to study because Indonesia is an archipelago with numerous ethnic groups and diverse languages. The linguistic diversity in Indonesia has resulted in many bilingual and even multilingual communities, where code mixing frequently occurs in everyday communication. However, Indonesian and regional languages—or other languages—should ideally be kept separate to maintain the integrity and standard of the Indonesian language.

2. Materials and Methods

2.1 Types of research

This study adopts a qualitative descriptive method to gain an in-depth understanding of the observed social phenomenon. Qualitative research produces descriptive data in the form of verbal expressions or behavior (Taylor et al., 2016). Given that the object of study is language use, qualitative analysis offers an objective portrayal of factors, types, and forms of code-mixing in Grade VII Indonesian language instruction. Data collection utilized the observation method (*simak*) with tapping, recording, and note-taking techniques (Wulandari & Utomo, 2021).

2.2 Data Types and Sources

Data is the result of researcher's recording, either in the form of facts or figures. The data collected in this research consist of verbal utterances from teachers during classroom learning activities, specifically focusing on instances of code mixing. These utterances were recorded using a voice recorder to capture authentic, spontaneous speech. Additionally, data were gathered from teachers' responses to questionnaires aimed at understanding the factors influencing code mixing.

Collecting naturalistic spoken data is essential because it provides direct evidence of how code mixing occurs in real-time classroom interactions, reflecting actual language use rather than artificial or recalled examples. This type of data enables researchers to analyze the forms, functions, and contexts of code mixing with high validity (Intarapanich, 2013; Kolbiyah et al., 2020). Moreover, using questionnaires complements the recorded data by providing insights into the speakers' intentions, motivations, and attitudes toward code mixing, which are crucial for understanding the phenomenon holistically.

2.3 Data Analysis Techniques

Data analysis employed an interactive model. Data analysis is carried out in the following stages: data reduction: filtering data from observations and interviews that are relevant to the focus of the study (Miles et al., 2014). Data presentation: compiling findings in descriptive form. Drawing conclusions: formulating types and forms of code mixing, factors that influence code mixing practices, and their functions and impacts in learning.

3. Results

3.1 The Results Of Code Mixing Practices In Indonesian Language Learning By Teachers

The results of the study on code mixing practices in Indonesian language learning by teachers in class VII of SJHS 45 of Surabaya will be categorized based on their form (Table 1) and type (Table 2).

Table 1. Forms of code mixing in Indonesian language learning practices

No	Form of Code Mixing	Total
1	Word	25
2	Phrase	18
3	Clause	5
4	Baster	33
5	Repetition	2

Table 2. Type of code mixing in Indonesian language learning practices

No	Type of Code Mixing	Total
1	Inner Code Mixing	79
2	Outer Code Mixing	2

3.2 Types of Inner Code-Mixing

3.2.1 Code Mixing Practices in the Form of Words

Guru: "Silakan melihat contoh iki....." (1/BY/4)

In the teacher's speech, there is a code-mixing practice in the form of words. This code-mixing occurs in Indonesian and Javanese speech, the word *iki* means the teacher orders students to do this example. The word *iki* is a code-mixing in the form of words. This type of code-mixing is an event of inner code-mixing. The practice of code-mixing in the form of words in this study was 25 of words.

3.2.2 Code Mixing Practices in the Form of Phrases

Guru: Afandi mana Afandi? Ahmad Afandi wis mari?.....(20/BY/3)

The teacher's speech in the data (20/BY/3) is an internal code mixing event. This occurs when the teacher mixes the phrase *wis mari* into his speech. The phrase *wis mari* is an insertion of Javanese with the Surabaya dialect into Indonesian speech. This code mixing practice is in the form of a phrase, namely inserting the phrase *wis mari* into Indonesian speech. The phrase *wis mari* means it's finished. The phrase *wis mari* is formed from the words *uwis* and *mari* to form the phrase *wis mari* (it's finished).

3.2.3 Code Mixing Practices in the Form of Clauses

Guru: Baca puisi itu gak kaya maca koran (31/BY/3)

This teacher's speech contains code mixing practices in the form of clauses, namely inserting clause elements into his utterances. The form of the clause is *gak kaya maca koran*. This clause is a subordinate clause in a compound sentence. Its structure is conjunction + P + O. This code mixing event in the form of a clause inserts a Javanese clause into Indonesian speech, namely *gak kaya maca koran* which means not like reading a newspaper. The type of speech act in this speech event is a type of speech act inward, namely it occurs between the regional language and Indonesian.

3.2.4 Code Mixing Practices in the Form of Baster

Guru: Yang penting buat puisi dulu (10/BY/1)

Guru: Diam dulu, tolong diperhatikan larik puisi ini (12/BY/2)

Guru: Ayo baca puisi ini yang keras supaya bisa didengar oleh temannya (12/BY/5)

The teacher's speech contains a speech practice in the form of baster, namely the use of Indonesian and Javanese baster. Baster is a form of code mixing, namely the use of two or more languages only to borrow lexicon. Baster arises from the combination of two languages that are still meaningful. This combination often occurs unintentionally by the speaker. Baster usually occurs in bilingual or multilingual speakers. Code mixing in the form of baster occurs when certain language elements are inserted into another language that does not form its own function (Simatupang et al., 2018b; Toomaneejinda & Saengboon, 2022). The practice of code mixing in the form of baster in the teacher's speech is of two types, namely the insertion of the suffix [-a] and [-an]. The insertion of the suffix [-a] in the words *buat*, *diam*, *baca*. Baster in the form of the suffix [-a] occurs when informal speech uses Indonesian. The suffix [-a] is a code mixing in the form of baster which has a meaning in the form of a command or imperative sentence that is ordinary. Baster occurs due to bilingual Indonesian-Javanese speakers. This is in line with the results of Wijayanti

(2019) that the use of the suffix [-a] is commonly done by bilingual Indonesian-Javanese speakers and the suffix [-a] has a moderate degree of sophistication. Code mixing in the form of baster in this study is included in the type of internal code mixing because there is the insertion of words from regional languages into Indonesian.

3.2.5 Code Mixing Practices in the Form of Repetition

Guru: *Lho kok malah omong-omongan (10/BY/2)*

Guru: *Ayo cepet-cepet buat puisi tentang alam (12/BY/4)*

The teacher's speech in this data is a form of code mixing in the form of repeated words. The insertion of the repeated words *omong-omongan*, *cepat-cepet* is the insertion of Javanese repeated words into Indonesian. The repeated words *omong-omongan* are repeated words with affixes that mean talking to each other. The repeated words *cepat-cepet* are the insertion of repeated words in Javanese into Indonesian. Thus, the type of code mixing in this speech includes the type of repeated words into.

3.3 Types of Outer Code-Mixing

3.3.1 Code Mixing Practices in the Form of Words

Guru: *Bermajas atau tidak, oke. (3/BY/1)*

Guru: *Relevansi dengan situasi sekarang..... (13/BY/1)*

In the data (3/BY/1) there is an insertion of the English word okay. The form of the speech okay has a good equivalent which is a form of code mixing in the form of word insertion. The word okay is a type of external code mixing because the word okay is an insertion that comes from a foreign language, namely English. On the other hand, (13/BY/1) shows there is an English insertion, namely relevance. The speech form relevance has an equivalent with *sesuai* which is a form of code mixing in the form of word insertion. The word relevance is a type of outward code mixing because the word relevance is an insertion that comes from English.

4. Discussion

The findings of this study reveal several key factors influencing code-mixing practices in Indonesian language learning at SJHS 45 of Surabaya. These factors include the fulfilment of urgent communicative needs, the influence of interlocutors (second parties), the use of code mixing to provide emphasis, habitual relaxed speech patterns in communication, and the bilingualism of the speaker. Among these, giving certain emphasis emerges as the most dominant factor, as it helps teachers make their messages more familiar and memorable to students. Additionally, the bilingual background of teachers and students results in regional language influences permeating Indonesian speech, which aligns with previous research by Maszein et al (2019) and Azis and Rahmawati (2021). This concurrence strengthens the reliability of the findings and situates them within ongoing discussions about bilingualism and language practices in Indonesia.

From a theoretical perspective, these factors can be explained through Markedness Model (Meeuwis & Blommaert, 1994), which suggests that speakers strategically select codes based on social meanings they want to convey, such as solidarity, authority, or emphasis. The dominant role of emphasis in this study supports the idea that code mixing is not random but a deliberate communicative strategy to enhance message clarity and retention. This finding also resonates with Fishman's sociolinguistic framework that sees bilingual speakers as active agents who negotiate meaning and identity through language choices (García et al., 2006).

The referential function of code mixing identified in this study—used to clarify messages, maintain teacher-student familiarity, sustain communication, and enliven local cultural atmosphere—further aligns with Gumperz’s theory on conversational code mixing (Gumperz, 1992; Toomaneejinda & Saengboon, 2022). Gumperz argues that code mixing often functions to manage interpersonal relationships and signal group membership, which in this case enhances the classroom’s social dynamics (Gumperz, 1992). The practical outcome of these functions, as found in this research, includes increased student understanding, participation, and teacher-student closeness, which reflects the pedagogical potential of code mixing in multilingual educational settings.

However, this study also highlights a potential negative impact: the overreliance on regional languages in Indonesian instruction may hinder students’ development of standard Indonesian language skills. This dilemma echoes concerns raised in bilingual education research (Dukut, 2019; Hamers & Blanc, 2002), which points to the tension between leveraging students’ linguistic repertoires for comprehension and the risk of compromising proficiency in the official or standard language. This dual nature of code mixing—both facilitating learning and potentially impeding language mastery—positions the research at the intersection of sociolinguistic theory and language education policy.

This study contributes to the literature by providing empirical evidence from a specific Indonesian educational context that illustrates how code mixing operates both as a social-pragmatic tool and a pedagogical device. Unlike studies that solely describe the phenomenon, this research draws attention to the functional roles and consequences of code mixing in classrooms, thereby offering a nuanced understanding that balances both its advantages and challenges. By situating the findings within established sociolinguistic theories such as Myers-Scotton’s Markedness Model and Gumperz’s conversational functions, the research bridges theory and practice, reinforcing that code mixing is a purposeful and contextually embedded behavior rather than mere linguistic interference or deficiency (Meeuwis & Blommaert, 1994; Toomaneejinda & Saengboon, 2022).

If this research aims to propose practical solutions, it could recommend strategies to optimize code mixing—encouraging its use for emphasis and clarification, while implementing measures to strengthen students’ command of standard Indonesian. This dual approach would address the identified challenges and leverage the communicative benefits of code mixing, contributing to more effective bilingual education policies and teaching practices in Indonesia.

5. Conclusion

Based on the analysis and discussion, this study can be concluded as follows: the types of code mixing that occur in the practice of Indonesian language learning in class VII of SJHS 45 of Surabaya are internal and external code mixing. The types of internal code mixing as many as 79 come from Javanese, external as many as two from English. Meanwhile, the forms of code mixing in the form of words are 25, phrases are 18, clauses are 5, basters are 33, and those in the form of repeated words are two. Factors that influence code-mixing practices are the fulfilment of urgent needs, the influence of a second party, giving certain emphasis, habits and casualness of speech in communication, and the speaker's bilingualism factor. The most dominant factor is the factor of giving certain emphasis so that it is more familiar with students and students' memories are not easily forgotten. In addition, it is also because of the bilingual speaker factor that his speech is always influenced by regional languages in his Indonesian speech.

Authors Contribution: S. Utami: methodology, conducting the research and writing original article, field data collection, data analysis, and revision. D. Andharu: field data collection data analysis, and revision.

Conflict of Interest: The authors declare no conflict of interest.

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