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Code-Switching and Code-Mixing in Classroom Interaction in Class IX.2 of SMP Negeri 15 Padang

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Abstract

Although code-switching and code-mixing are widely studied in sociolinguistics, their use in Indonesian language lessons involving Indonesian and Minangkabau remains insufficiently described at the junior high school level. This study examined their forms, frequencies, and patterns in classroom interactions in Class IX.2 at SMP Negeri 15 Padang. A quantitative descriptive design was employed. Data were collected through classroom observations and recordings of teacher–student interactions. Recorded utterances were transcribed, identified, classified, and analyzed using frequencies and percentages. The analysis identified 40 linguistic events, comprising 15 instances of code-switching (37.5%) and 25 instances of code-mixing (62.5%). Among code-switching events, 9 involved shifts from Indonesian to Minangkabau (60%), while 6 involved the reverse direction (40%). Code-mixing comprised word insertion (17 instances; 68%), phrase insertion (6 instances; 24%), and clause insertion (2 instances; 8%). Teachers produced 25 events (62.5%), while students produced 15 (37.5%). Code-mixing was therefore more frequent than code-switching, with word insertion constituting its most common form. These findings provide a descriptive account of bilingual language use in the observed classroom and contribute contextual evidence to sociolinguistic research on Indonesian language learning. The study highlights the importance of teachers' awareness of language choices to support classroom communication while maintaining Indonesian as the language of instruction.

Keywords: Code-Switching; Code-Mixing; Classroom Interaction; Indonesian Language Learning; Minangkabau Language

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INTRODUCTION

Language is a communication tool that plays an important role in social life, including in educational settings. Through language, teachers and students can convey information, exchange opinions, provide explanations, and establish interactions throughout the learning process. In multilingual societies, communication is not necessarily limited to the use of a single language but may involve two or more languages depending on the situation and the speakers' needs. This condition is related to sociolinguistics, which examines the relationship between language and society as well as variations in language use across social contexts (Ninsi & Rahim, 2019; Nurlaili & Mustafa, 2025). One phenomenon that occurs in multilingual societies is code-switching and code-mixing, which involve the use of different linguistic elements within a communicative event (Nurlaili & Mustafa, 2025; Swantika et al., 2023).

Code-switching refers to the alternation from one language or language variety to another during communication. Such alternation may occur due to changes in the situation, topic of conversation, interlocutor, or communicative purpose (Munawaroh et al., 2022). Meanwhile, code-mixing refers to the incorporation of elements from another language into the primary language used by a speaker. Code-mixing may take the form of inserted words, phrases, or other linguistic elements within an utterance (Najib et al., 2023; Nawir, 2024). These two phenomena demonstrate that language choices in communication are influenced by speakers' language proficiency, linguistic habits, and the context in which interaction takes place (Fithriani, 2023).

In educational settings, code-switching and code-mixing can be found in interactions between teachers and students during the learning process. Teachers may use a regional language to clarify learning materials, provide instructions, or ensure that students understand the information being conveyed. Students may also use a regional language when answering questions, expressing opinions, or communicating with teachers and classmates. (Pancali et al., 2024) found that code-switching and code-mixing in classroom instruction at SD Negeri 14 Gurun Laweh Padang were used by teachers to deliver instructions effectively and simplify the presentation of learning materials, while students used them to facilitate the expression of their ideas. These findings indicate that language variation is closely related to communicative needs in learning activities.

Code-switching in classroom instruction may also function as a communication strategy to develop mutual understanding between teachers and students. (Fathurohman, 2024) found that teachers' code-switching practices in foreign language instruction served pedagogical and affective functions. The use of different languages can facilitate the delivery of learning materials while also fostering communicative relationships with students. Consistent with these findings, (Elmirna & Hermoyo, 2026) demonstrated that code-switching in classroom interaction can facilitate the communication of subject matter, increase student participation, and support interaction between teachers and students. Therefore, code-switching and code-mixing in classroom instruction need to be understood in relation to their contexts and communicative purposes rather than merely as instances of language alternation or insertion.

Several previous studies have examined code-switching and code-mixing in classroom interaction. (Luthfiyati et al., 2025) identified internal and external code-switching, as well as code-mixing in the forms of words, phrases, and clauses, in Indonesian language instruction at SMA Negeri 7 Surakarta. (Pratama & Widayati, 2023) identified 22 utterances containing code-switching and code-mixing in teacher-student interaction, with internal code-switching being the most dominant form. (Nazwa et al., 2026) also identified inter-sentential, intra-sentential, and tag switching, as well as code-mixing, in student presentations. Meanwhile, (Kaniadewi et al., 2022) examined the forms and functions of code-switching and code-mixing used by students in classroom interaction. These findings demonstrate that code-switching and code-mixing can occur across different educational levels and learning situations.

Research on teachers' use of code-mixing was also conducted by (Inaya & Umaya, 2025). Their study identified code-mixing in classroom interaction in the forms of insertion, alternation, and congruent lexicalization. The findings indicated that code-mixing could facilitate students' understanding and encourage the acquisition of new vocabulary. In addition, (Maftukha et al., 2024) demonstrated that code-switching and code-mixing may be influenced by the speaker, interlocutor, presence of a third person, topic, and communicative purpose. (Jannah & Anggraini, 2023) also showed that these two phenomena occur in classroom interaction as part of communication between teachers and students. These studies provide a basis for examining language variation in terms of its forms, frequency, and the context of utterances produced during classroom instruction.

Based on the review of previous studies, most research has employed qualitative approaches to identify the forms, functions, and factors underlying code-switching and code-mixing (Imran & Natsir, 2026). Other studies have also examined teachers' and students' perceptions and the functions of language use in learning activities (Simatupang et al., 2018). Nevertheless, further investigation is needed into the frequency and percentage of code-switching and code-mixing in Indonesian language classroom interaction at the ninth-grade junior high school level. Therefore, this study provides a quantitative description of these two language phenomena through the observation and recording of teachers' and students' utterances during the learning process.

The novelty of this study lies in its focus on the use of code-switching and code-mixing in Indonesian language classroom interaction in class IX.2 of SMP Negeri 15 Padang using a descriptive quantitative approach. This study not only identifies the linguistic forms that occur but also calculates their frequency and percentage based on utterances obtained from classroom recordings. The theoretical framework is grounded in sociolinguistics, particularly the concepts of code-switching and code-mixing proposed by (Nurshadrina, 2026). These concepts are used to classify utterances according to the types and forms of language phenomena, enabling the findings to be presented systematically and quantitatively.

Based on the discussion above, this study aims to identify the forms of code-switching and code-mixing that occur in Indonesian language classroom interaction in class IX.2 of SMP Negeri 15 Padang. It also aims to calculate the frequency and percentage of code-switching and code-mixing based on teachers' and students' utterances during the learning process. The findings are expected to provide empirical insight into the patterns of these two language phenomena in classroom communication and contribute to the development of sociolinguistic studies in educational settings.

METHODS

This study employed a quantitative approach with a descriptive research design. Descriptive quantitative research is used to describe linguistic phenomena based on data obtained through systematic observation and numerical analysis. This study focused on the use of code-switching and code-mixing in Indonesian language classroom interaction in class IX.2 of SMP Negeri 15 Padang. The observations focused on the use of Indonesian and Minangkabau in teachers' and students' utterances. This approach was used to identify the

forms, frequency, and percentage of code-switching and code-mixing occurrences during the learning process (Fuadul & Ranto, 2026).

This study adopted a descriptive quantitative design using observation and conversation recording techniques. Observations were conducted during Indonesian language lessons to obtain data on language use in communication between teachers and students. Recordings were made throughout classroom activities while maintaining the natural communication setting. The recorded conversations were subsequently transcribed and classified according to the categories of code-switching and code-mixing. The classified data were then calculated to determine the frequency and percentage of each linguistic phenomenon.

The study was conducted at SMP Negeri 15 Padang, involving the Indonesian language teacher and students of class IX.2 as the subjects of observation. This class was selected based on the research focus, which examined the use of code-switching and code-mixing in Indonesian language classroom interaction. The research data consisted of teachers' and students' utterances involving Indonesian and Minangkabau during the learning process. The unit of analysis was each speech event containing code-switching or code-mixing. The analyzed data were obtained from classroom interactions observed and recorded in class IX.2.

The research instruments consisted of a recording device and a linguistic data recording sheet. The recording device was used to document conversations during the learning process, while the data recording sheet was used to identify and classify utterances according to their type, form, speaker, and context of use. Data collection involved several activities, including observing classroom instruction, recording teacher-student interactions, transcribing the recordings, identifying utterances containing code-switching and code-mixing, and classifying the data according to predetermined categories. Data classification was based on the sociolinguistic theoretical framework adopted in this study. The accuracy of identification was maintained by consistently applying coding criteria based on the characteristics of each linguistic category.

The research data were analyzed using descriptive quantitative analysis. The analysis involved calculating the frequency of code-switching and code-mixing occurrences based on the predetermined categories. The data were subsequently presented in frequency and

percentage tables to demonstrate patterns in the use of these two linguistic phenomena. Percentages were calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of occurrence of a particular category.

F = Frequency of the category being analyzed.

N = Total number of identified linguistic events.

The calculated results were then interpreted descriptively to identify the forms of code-switching and code-mixing most frequently used by teachers and students during Indonesian language lessons. The findings were presented in tables and descriptive explanations to provide an overview of patterns in the use of Indonesian and Minangkabau in classroom interaction.

RESULTS

1. Identification of Code-Switching and Code-Mixing

The identification of code-switching and code-mixing was conducted by examining teachers' and students' utterances during Indonesian language classroom interaction in class IX.2 of SMP Negeri 15 Padang. The data were obtained from transcribed conversation recordings and subsequently classified according to the use of Indonesian and Minangkabau. The classification process involved identifying utterances that indicated language alternation or the insertion of linguistic elements from another language. Each utterance that met the characteristics of code-switching or code-mixing was recorded based on the speaker and its form of use.

The calculations revealed a total of 40 speech events containing code-switching and code-mixing. These consisted of 15 code-switching events and 25 code-mixing events. Both linguistic phenomena were identified in communication between teachers and students during classroom instruction. The frequency and percentage of each category are presented in Table 1.

Table 1. Frequency of Code-Switching and Code-Mixing

No.	Linguistic Phenomenon	Frequency	Percentage
1	Code-switching	15	37.5%
2	Code-mixing	25	62.5%
Total		40	100%

The percentages in Table 1 were obtained by comparing the frequency of each category with the total number of speech events containing code-switching and code-mixing. The percentage was calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

The calculation for code-switching was:

$$P = \frac{15}{40} \times 100\% = 37.5\%$$

The calculation for code-mixing was:

$$P = \frac{25}{40} \times 100\% = 62.5\%$$

Based on these calculations, code-mixing accounted for 25 events (62.5%), while code-switching accounted for 15 events (37.5%).

2. Forms of Code-Switching Based on the Direction of Language Alternation

The code-switching data were further classified according to the direction of language alternation between Indonesian and Minangkabau. This classification considered changes in the language used by speakers within a sequence of communication. The results identified two directions of language alternation: from Indonesian to Minangkabau and from Minangkabau to Indonesian.

Table 2. Forms of Code-Switching Based on the Direction of Language Alternation

No.	Direction of Language Alternation	Frequency	Percentage
1	Indonesian to Minangkabau	9	60%
2	Minangkabau to Indonesian	6	40%
Total		15	100%

The percentages in Table 2 were calculated based on the total number of code-switching events, which was 15. Language alternation from Indonesian to Minangkabau

occurred 9 times (60%), while alternation from Minangkabau to Indonesian occurred 6 times (40%).

3. Forms of Code-Mixing Based on the Inserted Linguistic Elements

In addition to code-switching, the classification results also included utterances containing Minangkabau linguistic elements inserted into Indonesian utterances. The code-mixing data were categorized according to the linguistic elements inserted into the utterances. This classification was intended to identify and record the forms of linguistic elements occurring in classroom communication.

Table 3. Forms of Code-Mixing Based on the Inserted Linguistic Elements

No.	Inserted Linguistic Element	Frequency	Percentage
1	Word	17	68%
2	Phrase	6	24%
3	Clause	2	8%
Total		25	100%

As presented in Table 3, word insertion was the most frequently identified form of code-mixing, occurring 17 times (68%). Phrase insertion occurred 6 times (24%), while clause insertion occurred 2 times (8%). Altogether, these three forms accounted for 25 code-mixing events identified in Indonesian language classroom interaction in class IX.2 of SMP Negeri 15 Padang.

4. Use of Code-Switching and Code-Mixing Based on Speakers

The data were further classified according to the speakers to determine the distribution of code-switching and code-mixing between teachers and students. Each classified utterance was recorded according to the person who produced it. The frequency distribution based on speakers is presented in Table 4.

Table 4. Distribution of Code-Switching and Code-Mixing Based on Speakers

No.	Speaker	Code-Switching	Code-Mixing	Total
1	Teacher	9	16	25
2	Students	6	9	15
Total		15	25	40

As shown in Table 4, the teacher produced 9 code-switching events and 16 code-mixing events, resulting in a total of 25 events containing these two linguistic phenomena. Meanwhile, students produced 6 code-switching events and 9 code-mixing events, with a total of 15 events.

5. Percentage of Code-Switching and Code-Mixing Based on Speakers

To provide a more detailed overview, the frequency of code-switching and code-mixing based on speakers was also calculated in percentages. The calculation used the total number of identified speech events, namely 40 events, as the basis for comparison.

Table 5. Percentage of Code-Switching and Code-Mixing Based on Speakers

No.	Speaker	Frequency	Percentage
1	Teacher	25	62.5%
2	Students	15	37.5%
Total		40	100%

As presented in Table 5, the teacher's use of code-switching and code-mixing accounted for 25 events (62.5%) of the total data. Meanwhile, students' use accounted for 15 events (37.5%). These percentages illustrate the distribution of the two linguistic phenomena according to the speakers.

6. Summary of the Analysis Results

Overall, the data analysis identified 40 speech events containing code-switching and code-mixing. Of these, 15 events were classified as code-switching and 25 as code-mixing. In the code-switching category, alternation from Indonesian to Minangkabau occurred 9 times, while alternation from Minangkabau to Indonesian occurred 6 times. In the code-mixing category, word insertion occurred 17 times, phrase insertion 6 times, and clause insertion 2 times. These findings indicate that code-mixing occurred more frequently than code-switching in Indonesian language classroom interaction in class IX.2 of SMP Negeri 15 Padang.

Based on the speakers, the teacher produced 25 events, consisting of 9 code-switching events and 16 code-mixing events. Meanwhile, students produced 15 events, consisting of 6 code-switching events and 9 code-mixing events. All the calculations illustrate the frequency distribution and percentage of Indonesian and Minangkabau use in classroom interaction based on the analytical categories employed in this study.

DISCUSSION

This discussion is based on the analysis of code-switching and code-mixing in Indonesian language classroom interaction in class IX.2 of SMP Negeri 15 Padang. The analysis focuses on patterns in the use of these two linguistic phenomena, the forms of

language alternation and insertion identified, and their use in communication between teachers and students during the learning process.

1. Analysis and Interpretation of Findings

The findings indicate that code-mixing occurred more frequently than code-switching in Indonesian language classroom interaction. Code-mixing was identified in 25 events (62.5%), while code-switching occurred in 15 events (37.5%). This difference indicates that the insertion of Minangkabau linguistic elements into Indonesian utterances occurred more frequently than complete language alternation. These findings demonstrate that teachers and students used both Indonesian and Minangkabau to establish communication throughout the learning process.

The predominance of code-mixing indicates an adaptation of language use to classroom communication situations. Teachers and students did not consistently use Indonesian but also inserted Minangkabau elements in the forms of words, phrases, and clauses when conveying particular meanings. The use of regional language elements may be related to speakers' linguistic habits and their need to communicate messages effectively to their interlocutors. Thus, code-mixing represents one form of language variation that emerges in communication between teachers and students in the school environment.

In addition to code-mixing, code-switching was also identified in classroom interaction. The analysis revealed 9 instances (60%) of language alternation from Indonesian to Minangkabau and 6 instances (40%) from Minangkabau to Indonesian. These findings indicate that switching from Indonesian to Minangkabau occurred more frequently than switching in the opposite direction. This pattern demonstrates that Minangkabau was also used by teachers and students when conveying information, responding to statements, and clarifying messages. The use of both languages reflects changes in language choice according to the communication context during classroom instruction.

2. Comparison with Theories and Previous Literature

The tendency toward code-mixing in classroom interaction is consistent with (Rimadhona & Yukamana, 2026) study, which examined code-switching and code-mixing between teachers and students at SD Negeri 14 Gurun Laweh Padang. The study explained that the use of regional languages in classroom instruction could help teachers deliver instructions effectively and simplify the presentation of learning materials. For students, the use of a more familiar language could also facilitate the expression of ideas. These findings

are relevant to the present study because Minangkabau is one of the languages used in everyday communication in the Padang community.

The findings of this study are also related to the research conducted by (Daulay & Purnomo, 2025; Ismayanti & Usman, 2026), who identified 22 utterances containing code-switching and code-mixing in teacher-student interaction during Indonesian language lessons. Their study found that internal code-switching was more dominant than other forms. In contrast, the present study found that code-mixing was more dominant than code-switching. This difference may be associated with school contexts, speaker characteristics, language habits, and the analytical categories employed. This comparison indicates that the dominance of code-switching and code-mixing may vary according to the environment and communication situations in classroom instruction.

(Sanusi et al., 2026) also demonstrated that code-switching and code-mixing serve functions in classroom interaction, one of which is to help speakers express their intended meanings or ideas. Their study employed observation and interviews to identify the forms and functions of these two linguistic phenomena. This finding reinforces the importance of understanding code-switching and code-mixing not only in terms of their frequency but also in relation to the contexts and purposes underlying their use in classroom communication.

The distinction between the present study and previous research lies in its focus on Indonesian language classroom interaction in class IX.2 of SMP Negeri 15 Padang, particularly the use of Indonesian and Minangkabau. This context provides an overview of language practices in a junior high school setting in Padang. Therefore, this study complements previous research by describing the frequency and forms of code-switching and code-mixing based on teachers' and students' utterances.

3. Research Implications

The findings of this study have implications for understanding language use during the learning process, particularly in school environments characterized by bilingual language backgrounds. Teachers need to consider their language choices when delivering learning materials, providing instructions, and responding to students' questions. The use of Minangkabau may help clarify messages in certain situations; however, its use needs to be aligned with the objectives of Indonesian language instruction so that students continue to have opportunities to understand and use Indonesian appropriately.

Practically, the findings can serve as a consideration for teachers in managing classroom communication. Teachers may use regional languages contextually when necessary to support students' understanding and subsequently guide communication back to Indonesian, particularly when discussing learning materials, explaining concepts, or developing language skills. In this way, the use of regional languages does not necessarily need to be viewed as an obstacle but can instead be managed as a resource that supports classroom communication.

Academically, this study provides an overview of language variation in teacher-student interaction within educational settings. Calculating the frequency and percentage of code-switching and code-mixing helps describe patterns of language use based on utterance data. Nevertheless, frequency figures need to be considered alongside the contexts in which these phenomena occur, because the number of linguistic events alone is insufficient to explain why speakers alternate or insert languages.

4. Research Limitations and Directions for Future Research

This study has limitations in its observation scope, which focused on Indonesian language classroom interaction in a single class, namely class IX.2 of SMP Negeri 15 Padang. Therefore, the findings cannot be directly generalized to represent code-switching and code-mixing practices in all classes or schools. Furthermore, the observation focused primarily on teachers' and students' utterances and did not fully examine the social, situational, and linguistic factors underlying each instance of code-switching and code-mixing.

Future research is recommended to involve more classes or schools with different linguistic characteristics to obtain a broader understanding of code-switching and code-mixing in classroom instruction. Subsequent studies could also combine quantitative analysis with interviews or conversational context analysis to identify the reasons, functions, and purposes underlying teachers' and students' use of regional languages. In addition, observations across multiple classroom sessions could provide more diverse data on patterns of language use in classroom interaction.

CONCLUSION

Based on the findings of the study on code-switching and code-mixing in Indonesian language classroom interaction in class IX.2 of SMP Negeri 15 Padang, it can be concluded that both linguistic phenomena occurred in communication between teachers and students

during the learning process. The analysis revealed that code-mixing was more dominant than code-switching. The use of Indonesian and Minangkabau in classroom interaction reflects language variation employed by teachers and students to convey information, respond to others, and establish communication throughout the learning process.

This study contributes to the development of sociolinguistic research, particularly regarding the use of code-switching and code-mixing in educational settings. Practically, the findings provide teachers with an overview of the contextual use of Indonesian and regional languages in classroom instruction. The use of regional languages can support communication when applied appropriately without reducing students' opportunities to develop their Indonesian language skills.

Future research is recommended to involve more classes and schools with diverse linguistic backgrounds. The use of interviews and conversational context analysis is also necessary to explore the factors and functions underlying code-switching and code-mixing in greater depth. Observations conducted across multiple classroom sessions may provide a more comprehensive description of patterns in the use of these two linguistic phenomena.

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