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Analysis of Code Mixing and Code Transfer in Learning Interaction at SMAN 1 Pasaman

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Abstract

Research on classroom code switching and code mixing has paid limited attention to teacher and student speech during Indonesian language instruction in multilingual Minangkabau settings. This study examined the forms of code switching and code mixing and the factors associated with their use at SMA Negeri 1 Pasaman. The qualitative descriptive case study involved one Indonesian language teacher and 31 tenth-grade students selected purposively. Data were collected through nonparticipant observation, with speech recorded over three lesson periods, and analyzed through data reduction, data display, and conclusion drawing. The analysis identified 75 instances, including 25 of code switching and 50 of code mixing. Internal switching accounted for 80% of code-switching instances, with shifts predominantly from Indonesian to Minangkabau. Inward mixing accounted for 86% of code-mixing instances, and *ndak* was particularly frequent. Code switching was largely strategic and teacher-led, while code mixing occurred spontaneously and primarily among students. The study extends sociolinguistic research on Indonesian–Minangkabau bilingual classrooms and suggests that teachers can use Minangkabau selectively to clarify difficult concepts before restating key terms in standard Indonesian. Future research could include more classrooms, incorporate interviews, and examine how these practices affect students' understanding.

Keywords: Classroom Interaction; Code Mixing; Code Switching; Indonesian Language Instruction; Minangkabau Language

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INTRODUCTION

Language is a communication tool that has an important role in human life. According to Ningrum & Tazqiyah (2024); Sari, Sakinah, & Mufaro'ah (2024), through language, a person can convey ideas, exchange information, and build social relationships with fellow members of society. Language is not only the main medium for communication, but also a forum to express culture that reflects the identity of the speaking community (Harefa & Harefa, 2024). In a society with diverse languages, speakers tend to choose languages according to their communication situation and needs, so the use of two or more languages in one communication event is common.

These symptoms are studied in sociolinguistics. According to Rahmawati & Purwanto (2025), sociolinguistics is a branch of linguistics that studies the relationship between language and society, including through the phenomenon of code-switching and code-mixing. The use of two or more languages in communication can occur in the family, community, and educational institutions (Faidah, 2022; Sukmana, Wardarita, & Ardiansyah, 2021), and is generally influenced by the speaker's language background, language habits, communication situation, and the purpose to be conveyed. In the classroom, this phenomenon is interesting because of the normative demands faced with daily language practices. Indonesian serves as the language of instruction for learning, while teachers and students live in a multilingual society. This condition can be seen in SMAN 1 Pasaman, West Sumatra, where speakers generally master Indonesian as the official language, Minangkabau as a regional language, and in some cases foreign languages learned at school. Thus, teachers and students still have the opportunity to insert elements of regional and foreign languages into their speech even though learning takes place in Indonesian.

In sociolinguistic studies, code switching and code mixing are seen as a natural phenomenon in multilingual societies (Adelia, Purba, Simarmata, Nurrin, & Wulandari, 2026; Mubarak & Wildani, 2026). Speakers do not always switch or insert elements of other languages due to vocabulary limitations, but often due to certain considerations, such as wanting to assert meaning, adjust to the interlocutor, or use terms that are felt to be more appropriate. Research on coding in the classroom has also evolved over the decades, from a pedagogical perspective to interactive sociolinguistics (Damayanti & Ardiansyah, 2026). Based on this view, this study argues that code switching and code mixing in learning is not solely a linguistic deviation, but a communication strategy that depends on the context. The

study is needed so that language practice in the classroom can be understood proportionately and not necessarily judged as a mistake.

A number of studies have examined these two symptoms in Indonesian language learning (Azis & Rahmawati, 2021) at various levels, ranging from elementary school (Sulistiyowati & Fathurohman, 2024), junior high school and tsanawiyah madrasah (Rindiani, Missriani, & Effendi, 2022), to high school and vocational (Dewi, 2020; Simatupang, Rohmadi, & Saddhono, 2020; Wardana, Saddhono, & Suhita, 2023), even in learning English as a foreign language (Wijaya, 2021) and tutoring (Septiania et al., 2024). In Indonesian language learning in high school, (Maszein, Suwandi, & Sumarwati, 2020) it is shown that code switching and code mixing in learning interactions can be in the form of words, phrases, and clauses.

In terms of function, Ristiani, Setyawati, & Ulfiyani (2026) explained that code mixing in learning is related to adjusting communication situations, efforts to clarify material delivery, and establishing closeness between teachers and students, and Hidayah & Purwanto (2025) emphasized that code switching is never separated from code mixing. In West Sumatra, Jannah & Anggraini (2023) examined the speech of teachers and students in class X at SMA Negeri 1 2X11 Kayutanam, while Gustiana, Syofiani, Syofiani, & Yetty Morelent (2026) examined the speech of teachers at SMAN 1 Panti Pasaman which focused on communication between teachers. Sitepu, Handi, Firmansyah, Lismawati, & Hidayat (2025) added that studies in this field have so far focused more on linguistic aspects, while social practices in the classroom are still rarely studied.

However, these studies have not provided an adequate picture of the practice of code switching and code mixing in Indonesian language learning at SMAN 1 Pasaman. Studies in the Minangkabau environment that examine the speech of teachers and students in one learning event are still limited, while research in other schools in the same region focuses on communication between teachers. In addition, the types and factors that cause code switching and code mixing are rarely compared according to the role of the speaker, even though teachers and students have different communication positions and goals. The patterns found in one school are also not necessarily the same in another school, so evidence from different contexts is still needed.

The novelty of this research lies in the context of the study, namely the interaction of learning at SMAN 1 Pasaman with the multilingual Minangkabau community, as well as

in the scope of speech analyzed, namely the speech of teachers and students. This research is based on sociolinguistic studies, especially the concept of code-mixing. Code-mixing is a linguistic event when a speaker uses one language as the main language in his speech, then inserts elements from another language into the speech (Ayu, Setiawan, & Fadilla, 2023). The language elements inserted can be in the form of words, phrases, clauses, and expressions, and the insertion generally does not change the function or content of the main speech. Speakers stick to one basic language, while other language elements are only present as complementary parts. This is what distinguishes code switching from code switching. According to Wardani, Pradita, & Wahyono (2026) in code switching, speakers move completely from one language to another due to changes in situations, interlocutors, or topics, while in code switching occurs in one speech without changing the situation.

Based on this description, this study is focused on code mixing in learning interactions at SMAN 1 Pasaman. The high school level was chosen because students at this stage generally have mastered the formal Indonesian language and are required to use it as the language of instruction, while their daily lives remain close to the Minangkabau language and foreign languages learned at school, so that the emergence of code mixing in the classroom is interesting to study. This study aims to describe the form of code mixing used in learning interactions and explain the factors behind the occurrence of code mixing. The results of this study are expected to provide an overview of language practices in learning as well as enrich sociolinguistic studies, especially regarding code mixing in the school environment.

METHODS

This study uses a qualitative approach with a descriptive method. The approach was chosen because the research aims to describe code switching and code mixing as it occurs naturally in teacher and student speech without manipulating any variables. This choice is in line with similar research in Minangkabau-speaking environments, which uses a qualitative approach because the data analyzed is in the form of teacher and student oral speech. Code switching and code mixing research in other classrooms also uses descriptive methods with data in the form of teacher and student speech as well as the researcher himself as an instrument (Fahrezi, Hamsa, & Haliq, 2025). Frequency and percentage calculations are used in a limited way to summarize data trends and are not intended to test hypotheses or

generalize findings. Similar practices are seen in other descriptive qualitative studies that report the number and percentage of code switching, code mixing, and single language variations (Urwati, Alamsyah, & Munip, 2025).

The design used was a descriptive case study in one class, namely class X who participated in Indonesian language learning at SMA Negeri 1 Pasaman. The focus on one class was also used in another study, which took the speech of teachers and students in one class (VIII.3) as data (Rokhayatun, 2021). This design allows the researcher to examine speech in detail in the context of the situation so that it is in line with the research objectives that require the classification of types and interpretation of causative factors. The research flow starts from learning recording, speech transcription, identification and classification of data, interpretation of causative factors based on the context of speech, to the presentation of results.

The research participants consisted of one Indonesian language teacher and 31 students in class X of SMA Negeri 1 Pasaman. The teachers and students were Minangkabau speakers who used Indonesian as the language of instruction for learning. The classes and learning events were selected purposively, as in a study in Tegal that determined Indonesian language teachers in grade IX and students in grade IX D as samples (Handoyo, Asropah, & Septiana, 2026). The selection considerations were (1) learning took place in Indonesian language subjects, (2) participants spoke from a multilingual environment, and (3) teachers and students were willing to be recorded. The identity of the participants was written with the code G for teachers and S1 to S31 for students.

The research data is in the form of teacher and student speech that contains code switching and code mixing, with the data source in the form of a transcript of an Indonesian language learning meeting. The main instrument is the researcher himself (*human instrument*) that records, transcribes, identifies, and classifies data, as in the research on the State Speech of the President of the Republic of Indonesia (Roysa, 2026). Supporting instruments are in the form of a recording device (voice recorder or camera) and a data classification table that contains speech numbers, speaker codes, speech, types of code switching or code mixing, and causative factors.

Data were collected using the siki method through the skillful free listening technique (SBLC), which is where the researcher listens to speech without engaging in conversation, which is followed by the recording and recording technique (Zahara, Akhyaruddin, &

Ningsih, 2026). This series of techniques is commonly used in similar studies, for example, the listening method followed by the skillful free listening technique, record, and record and record and record and record technique (Marpaung, Hanim, & Maulidawati, 2026). The procedure includes (1) obtaining permission to conduct research from the school, (2) recording learning for 3 Hours of Lessons (JP), (3) transcribing the recording orthographically and giving the sequence number and speaker code to each speech, and (4) recording the context of the situation of each speech, such as learning activities, counterparts, and topics of conversation, as the basis for interpreting the causative factors

The data were analyzed in a qualitative descriptive manner following the flow of data reduction, data presentation, and conclusion drawing (Wau, Harefa, & Sarumaha, 2022). In the reduction stage, the researcher selected speech that contained code switching or code mixing and set aside speech that only used one code. The selected speech was then classified according to its type, namely internal and external code switching and mixing code into, out, and mixed, then grouped according to speakers, namely teachers or students. The causative factors were interpreted based on the context of the speech situation. At the presentation stage, the data is summarized in a frequency and percentage table and is equipped with speech examples, such as the presentation of the number of internal and external code switches in research at MTsN 1 Kerinci (110 internal code transfer data and 14 external code transfer data) (Rahmah & Rasyid, 2022). Conclusions are drawn by connecting data patterns with research objectives and theoretical foundations

RESULTS

The research data was in the form of teacher and student speech that contained code switching and code mixing in Indonesian language learning in class X of SMA Negeri 1 Pasaman. The identity of the speaker was written with the G code for teachers and S1 to S31 for students, while the numbers in parentheses showed the speech number on the transcript. The results were presented sequentially from the main findings and data visualization

1. Key Findings

a. Types and Factors Causing Code Switching in Teacher and Student Speech in the Indonesian Language Learning Process in Class X of SMA Negeri 1 Pasaman

25 code transfer data were found, consisting of 20 internal code transfer data (80%) and 5 external code transfer data (20%) (Table 1). Internal code transfer was spoken by

teachers in 15 data and students in 5 data. The switch occurred from Indonesian to Minangkabau in 19 data, for example G (01), "Selamat pagi, anak-anak. *Baa kaba hari ko?*" ("Good morning, kids. How are you today?"), and G (21), "*Ndak samo, Nak. Argumen tu alasan, bukti tu datanyo.*" ("It's not the same, son. Arguments are excuses, evidence is data.") The transition from Minangkabau to Indonesian is only one data, namely G (09), "*Cubo caliak jam tu dulu!* Ini sudah jam berapa?" (Try to look at the clock first! What time is it") In students, code switching appears when talking to peers, for example S3 (113), "*Setuju ndak? Kalau setuju, awak mulai buek judulnyo.*" ("Do you agree? If you agree, let's start making the title.")

The external code switch is spoken by teachers and students and is in the form of stand-alone English expressions: *okay?* G (38), *please* G (60), *Update* S21 (68), *Good job!* G (179), and *Thank you* S4 (215).

The factors that cause code switching are presented in Table 2. The speaker factor is the most (12 data, 48%), followed by changes in the situation (6 data, 24%), counter-speech (5 data, 20%), and the subject of conversation (2 data, 8%). In the speaker factor, the teacher switches to greeting, reprimanding, and praise, for example G (56), "*Elok jawabannyo, Nak.*" ("Good answer, son") The counter-speech factor appears in speech between students, for example S3 (122), "*Dari mano se tadi? Kami lah bakarajo dari tadi.*" ("Where did you come from? We've been working ever since.") The factor of change in the situation arises when learning shifts to late reprimand G (09), permission to go to the toilet S24 (195), assignment reminder G (207) and G (217), and praise and conclusion of learning G (179) and G (215). The main factor of discussion arises when the teacher explains the difference between the thesis and the argument, namely G (21) and G (30).

b. Types and Factors Causing Code Mixing

50 mixed data were found, consisting of mixing code into 43 data (86%), mixing code into 6 data (12%), and mixing mixed code 1 data (2%). In the inward code mix, the elements inserted were Minangkabau words such as *ndak*, *jan*, *alun*, *alah*, *caliak*, and *bana*. The word *ndak* appears most often, namely in 15 data, for example S3 (18), "Kalau *ndak* ada data, tulisannya jadi lemah, Buk." ("If there is no data, the writing will be weak, Buk.") Students produce 34 data and teachers 9 data. Mix code to the outside in the form of *website* (2 data), *upload*, *email*, *WC,* and *tumbler*. Mix mixed code only in S7 (152), "Buk, saya belum *login* di sana, *jaringannyo lambek bana*." ("Buk, I haven't login in there yet, the network is very slow.")

The factors that cause code mixing identified were role identification, variety identification, desire to explain, speaker factor, and language factor (Table 3).

2. Data Visualization: Tables and Figures

Of the 75 data found, 25 data were in the form of code transfer (20 internal data or 80% and 5 external data or 20%) and 50 data were in the form of code mixing (43 data in or 86%, 6 data in the outside or 12%, and 1 mixed data or 2%). The percentage was calculated from the amount of data respectively, namely 25 code transfer data and 50 mixed code data. The recapitulation of code transfer and code mixing can be seen in Table 1 below.

Table 1. Code Transfer and Code Mix Recapitulation

Type	Quantity	Percentage	Dominant form
Internal code override	20	80%	Indonesia → Minangkabau (19 data); Minangkabau → Indonesia (1 data)
Switch external code	5	20%	Indonesian → English; spoken by teachers and students
Mix code into	43	86%	Minangkabau said, the most ndak (15 data)
Mix code to the outside	6	12%	website, upload, email, WC, tumbler
Mix code mix	1	2%	login + jaringannyo, lambek, bana (Login+ the network, slow, once)
Quantity	75	100%	25 code switches and 50 code mixes

The comparison of the amount of data for each type is shown in the form of a bar chart. Mix code into the most (43 data), followed by internal code transfer (20 data), while mix mixed code the least (1 data). The amount of code transfer data and code mix by type can be seen in Figure 1 below.

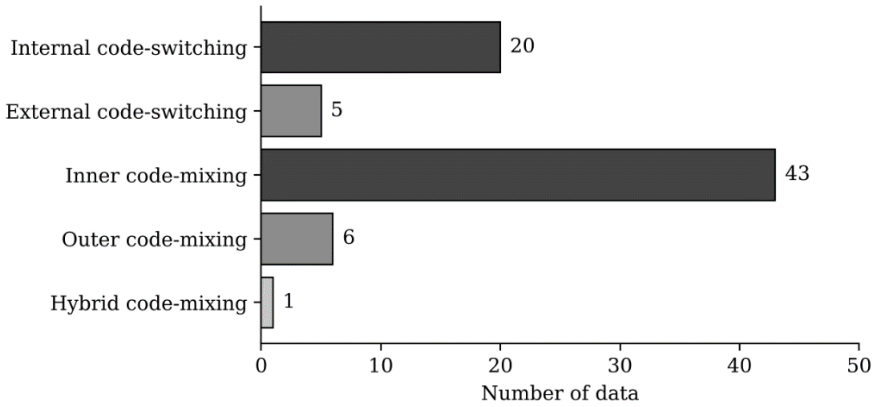

Figure 1. Number of Code Transfer Data and Code Mix by Type

The speaker factor had the most data, namely 9 data on internal code switching and 3 data on external code switching, while the counter-speech factor and the subject of conversation only appeared on internal code switching. The presence factor of a third person was not found. The factors causing code switching according to their type can be seen in Table 2 below.

Table 2. Factors Causing Code Switching by Type

Causative factors	Intern	Ekstern	Quantity	Percentage
Speakers	9	3	12	48%
Opponent of speech	5	0	5	20%
Subject matter	2	0	2	8%
Situation changes	4	2	6	24%
The presence of a third person	0	0	0	0%
Quantity	20	5	25	100%

Each factor that causes code mixing has its own characteristics in the data. For example, the role identification factor appears in the word jan in teacher G (11), and the language factor appears in the word upload in S3 speech (154). The factors that cause code mixing and examples of speech can be seen in Table 3 below.

Table 3. Causal Factors of Code Mixing and Examples

Causative factors	Features in data	Speech examples
Role identification	Regional words mark the role of the speaker as a teacher or friend	G (11): "Lain kali jan diulang lagi, ya." ("Don't repeat it next time, yes.")
Variety identification	The word regional appears in a relaxed situation	S8 (25): "Di belakang kelas sampahnya banyak bana." ("Behind the class is a lot of garbage.")
Desire to explain	The speaker affirms the reason or difficulty	S3 (42): "Rasanya samo." ("It tastes the same.")
Speaker factors	Habit of speaking in the mother tongue	S7 (90): "Kemarin saya ndak menulis sumber gambarnya, Buk." ("Yesterday I didn't write the source of the image, Buk.")
Language factor	Foreign terms are more familiar than their counterparts	S3 (154): "Let me upload it tonight, Buk." ("Biar saya yang unggah nanti malam, Buk.")

DISCUSSION

1. Analysis and Interpretation of Findings

The dominance of internal code switching shows that this class takes place in a bilingual situation. Minangkabau is the mother tongue of teachers and students, while

Indonesian is used as the official language of instruction. The switch almost always moves from Indonesian to Minangkabau, so that regional languages seem to function as a means of building closeness when official speech is considered too rigid, for example when greeting, reprimanding, and praise. Since teachers are in control of the course of learning, it is natural that the speaker factor is the most dominant: the choice of code becomes the teacher's strategy to regulate the atmosphere and relationship with students. This is in line with the research of Anjayani, Aisah, & Firdaus (2022) who found that internal code switching is more predominantly used in teacher-student interactions during Indonesian language learning.

The counter-speech factor in speech between students indicates that students equate the code with their counterparts who are of the same ethnic background. According to Najib, Halimah, & Marjuni (2023), counter-speech and speaker habits are prominent factors in the use of code switching and code mixing in teacher-student interactions. The main factor of discussion, even though it is only two data, appears in the abstract material, namely the difference in thesis and argument. This can be read as an effort by teachers to use language that is closer to make concepts easier to understand. External code switching in the form of *okay?, please, Update, Good job*!, and *Thank you* functions to affirm commands, praise, and close speech without changing the content of the material. The phrase is short, conventional, and only used by teachers, so it reflects more of the style of speech than the need for language. This finding is in line with the research of Guna, Setiawan, & Maspuroh (2023) which found the use of code switching from Indonesian to Sundanese in teacher-student interactions, including a form of tag code switching.

Mixing codes show different symptoms. The elements inserted are generally high-frequency function words such as *ndak, jan, alun*, and *alah*. These words seem to appear spontaneously due to the habit of speaking the mother tongue, not because of conscious choice. This is in line with the dominance of students in mixing codes inwards (34 out of 43 data). Setiaji & Mursalin (2023) also found that speaker habits and lack of vocabulary mastery are factors that influence the emergence of mixed codes in learning Indonesian. Mixing code with the outside in the form of *websites, uploads, emails*, and *tumblers* shows that the terms technology and everyday objects are more familiar than their counterparts in Indonesian.

2. Factors Causing Code Transfer and Code Mixing in Teacher and Student Speech in the Indonesian Language Learning Process

a. Factors that cause code switching

Qonita (2021) cited speakers, counter-speakers, the presence of a third person, changes in situations, and the subject of conversation as factors that caused code switching. In the teacher's speech, the speaker factor appeared to be the strongest (12 data). The teacher used the Minangkabau language when reprimanding and greeting so that the message felt softer, for example G (52), "*Jan bakecek surang-surang, Nak*." ("Don't talk to yourself, son.") The reprimand seemed non-judgmental because it was delivered in the mother tongue and accompanied by a greeting. In the external code switching, *okay?* and *please*, the teacher used to affirm the command and can be read as a marker of a speaking style that is familiar with the terms that students know. In line with this, Inaya, Asrofah, & Umaya (2025) found that speakers are one of the factors causing code switching in the Indonesian language learning process, in addition to the counter-speaker, the presence of third parties, changes in the topic of conversation, and changes in formal to informal situations.

In student speech, the most visible factor is the counter-speech. The fifth change of students' internal codes is generally aimed at peers, for example S7 (51) who whispers to S8, "*Tulih capek, nantik awak lupo.*" ("Write quickly, you'll forget later.") Students seem to obey Indonesian norms when talking to teachers, but switch to Minangkabau when talking to friends because the regional language has become a language of solidarity. The factor of changing the situation arises when the learning atmosphere shifts from discussing the material to more casual or personal affairs, such as permission to the toilet G (24) and reminder of assignments G (207) and G (217). The main factors of conversation are related to difficult material, namely thesis and argument. The factor of the presence of a third person is not found because the participants are from the same language group. This is in line with the research of Hasdi, Azis, & Hasriani (2025) who found that the counter-speech factor is the most common cause of code switching in learning Indonesian.

b. Factors that cause code mixing

According to K. R. Jannah, Kurnia, Lestari, & Rahayu (2023), code mixing can be based on the speaker's attitude and linguistic background. The role identification factor is seen in the teacher who inserts the word region when advising, for example *jan* in G (11), so that the teacher's role as an educator who is close to the student becomes clear. The identification factor of variety is seen in the word *bana* in S8 (25), which appears in a relaxed

atmosphere when students express their opinions. The desire to explain factor is seen in S3 (42), "*Rasanya samo*", ("It feels the same") when students affirm their confusion so that the teacher understands their difficulties. This is in line with Simatupang et al. (2018) who mentioned the desire to explain and establish familiarity as the cause of mixing codes in the speech of teachers and students. Research Setiawan (2024) It was also found that role identification, diversity identification, and the desire to explain and interpret were factors that caused code mixing in Indonesian language learning.

The speaker factor is related to the habit of speaking the mother tongue. Words such as *ndak* (15 data) appear out of nowhere, even in the speech of teachers such as G (19), so it is more appropriate to be seen as a habit rather than a conscious choice. Language factors appear in *websites, uploads, emails,* and *tumblers*, which are chosen because their equivalents, namely websites, uploads, emails, and drinking bottles, are less familiar in everyday conversations. In general, code switching tends to be intentional and strategic, especially in teachers, while code mixing tends to be spontaneous, especially in students. These findings are in line with Elmirna & Hermoyo (2026) which shows that code mixing in teacher-student interactions can arise due to speaker factors, changes in speech situations, and communication needs.

CONCLUSION

This study found 75 code switching and code mixing data on teacher and student speech in Indonesian language learning in class X of SMA Negeri 1 Pasaman. The data consisted of 25 code switching data and 50 code mixing data. Code switching was dominated by internal type (80%), especially the switch from Indonesian to Minangkabau. Speaker factors were the most common cause, while the factor of third-person presence was not found. Code mixing was dominated by inward type (86%) in the form of Minangkabau words, especially *ndak*, and more students than teachers. The causative factors included role identification, variety identification, desire to explain, speaker factors, and language factors. These findings show that classes take place in Minangkabau-Indonesian bilingual situations. Code switching tends to be used strategically, especially by teachers to greet, reprimand, praise, and build closeness. Code mixing tends to appear spontaneously due to native language habits and familiarity with certain terms, especially in students. Thus, code switching

and code mixing in this classroom is more appropriately understood as a communication strategy that depends on the context, not as a language deviation.

Theoretically, this study strengthens the classification of the types and factors that cause code switching and code mixing in the context of Indonesian language classes in the Minangkabau environment, as well as adding evidence from SMA Negeri 1 Pasaman by comparing the speech of teachers and students at the same time. Practically, the results of this study can be the basis for Indonesian language teachers to use regional languages in a targeted way in explaining difficult concepts and maintaining familiarity, then reaffirming important terms in a variety of standards. Because this study is limited to one class and one learning transcript, the contribution cannot be generalized.

Further research is recommended to involve more than one classroom or school so that the patterns found can be compared, add interviews with teachers and students to ascertain the reasons for code switching, calculate the frequency of each factor causing code mixing, and examine the influence of code switching and code mixing on student understanding.

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