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CODE SWITCHING AND CODE MIXING AND THEIR BENEFITS IN JAVANESE LANGUAGE LEARNING AT SMP NEGERI 1 NGADILUWIH

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Abstract

This study aims to explain the forms of code switching and code mixing and their use in Javanese language learning at SMP Negeri 1 Ngadiluwih. This study is a qualitative descriptive study using a sociolinguistic approach. The subjects of this study were speech between teachers and students during the learning process. The data in this study were words, phrases, and sentences that indicate the phenomena of code switching and code mixing. Data sources were observations, documentation, and interviews with teachers and students. The data obtained were validated by technical triangulation and source triangulation. The first method of analyzing the data was by collecting relevant data, then reducing the data, and finally drawing conclusions. Based on the results of the data analysis, two forms of code switching were found: internal code switching and external code switching. In addition, forms of code mixing were also found in the form of words, phrases, clauses, basters, and reduplication. The use of code switching and code mixing in learning can be used as a strategic communication medium in delivering Javanese language material. In addition, code switching and code mixing can also be used as a reference in language etiquette material in the use of correct language varieties when interacting with others.

Keywords: *code-switching; code mixing; classroom interaction; javanese language learning; sociolinguistics.*

Abstrak

Penelitian ini bertujuan untuk menjelaskan tentang bentuk alih kode dan campur kode serta pemanfaatannya dalam pembelajaran bahasa Jawa di SMP Negeri 1 Ngadiluwih. Penelitian ini merupakan penelitian deskriptif kualitatif melalui pendekatan sosiolinguistik. Subjek penelitian ini berupa tuturan antara guru dan siswa ketika proses pembelajaran berlangsung. Data pada penelitian ini berupa kata, frasa, dan kalimat yang menunjukkan adanya fenomena alih kode dan campur kode. Sumber data berupa hasil observasi, dokumentasi, dan

wawancara terhadap guru dan siswa. Data yang diperoleh disahkan dengan triangulasi teknik dan triangulasi sumber. Cara menganalisis data yang pertama dengan mengumpulkan data yang relevan, kemudian data direduksi, dan yang terakhir menarik kesimpulan. Berdasarkan hasil analisis data, ditemukan dua bentuk alih kode yaitu alih kode internal dan alih kode eksternal. Selain itu ditemukan juga bentuk campur kode berupa kata, frasa, klausa, baster, dan reduplikasi. Pemanfaatan alih kode dan campur kode dalam pembelajaran dapat dijadikan sebagai salah satu media komunikasi yang strategis dalam penyampaian materi bahasa Jawa, selain itu alih kode dan campur kode juga dapat menjadi referensi dalam materi unggah-ungguh basa dalam penggunaan ragam bahasa yang benar ketika berinteraksi dengan orang lain.

Kata kunci: alih kode; campur kode; interaksi kelas; pembelajaran bahasa jawa; sosiolinguistik.

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INTRODUCTION

Language is an element playing a role in communication between social individuals. Language generally changes according to current condition. In Educational environment, language is used as a medium to deliver information and material used by teachers and students. However, basically an individual's language skills inevitably vary dependent on his/her environment. The different background often leads to bilingualism or multilingualism phenomenon. Bilingualism is a capability of using two languages in communication (Primadasa et al., 2023). This is as suggested by (H & Aprila Diniarti, 2021). Bilingualism is not a freestanding phenomenon. When two languages coexist inside an individual, the two is not always separable firmly in communication practice.

In heterogeneous educational environment like SMP Negeri 1 Ngadiluwih (the 1st Public Junior High School of Ngadiluwih), teacher and student surely engage in interaction needing not only one language. The language used for communication is, of course, in accordance with the region from which they come. In this case, code switching or language switching phenomenon often occurs according to situation and need. Bilingual speaker often switches from one language to another amid conversation or inserts elements of one language into the language used. It is confirmed with the result of interview with students and teachers stating that when they are in school environment, both students and teachers often use their regional language; for example, the result of interview with students coming from Jakarta shows that the students often use Jakarta Selatan language when they communicate with their teachers and friends, i.e. Indonesian and English languages. It is this phenomenon that is called code switching and code mixing in sociolinguistic study, two language phenomena arising naturally as a consequence of life in multilingual community (Kementerian & Kabupaten, 2022).

Code switching is an event involving more than one language or language variation in one utterance. In other words, code switching occurs when an individual switch from one Language to another during speaking, either intentionally or unintentionally, dependent on situation, topic of conversation, or speaking partner (Nisa & Rizki Endi Septiyani, 2024). Code switching is defined as the phenomenon of switching or changing codes, language varieties, and speech styles when the speaker begins a conversation with one language, and then changes into another in the mid of conversation consciously or intentionally, and usually due to one reason or for certain purpose (Angraeny et al., 2025). Meanwhile, code mixing phenomenon occurs because of the use of two or more languages in communication. Code mixing is a linguistic phenomenon arising when an individual combines the elements of other language and the main language used (Artika, 2026).

One of arenas where these two phenomena is observed easily is classroom, particularly in local language learning. The use of Javanese language in the present declines in terms of user quantity and quality, particularly youngsters (Zuhri et al., 2020). Young generations tend to use Indonesian in interaction, including in family environment, so that the mastery of Javanese vocabularies, particularly *krama* register, increasingly weakens. This condition encourages the school to play active role in conserving Javanese language through local content learning. Javanese language learning in schools can also contribute to increasing students' critical awareness of their local language (Yulianto et al., 2023). Appropriate Javanese learning materials are also important to support students' learning outcomes (Maruti et al., 2024).

However, Javanese language classroom is not a linguistically sterile space. Teachers and students present in it bring diverse language backgrounds, so that what occurs in learning interaction is not only the use of pure Javanese language, but also dynamic language negotiation. Teachers likely switch to Indonesian language to ascertain the students' understanding, while students inserts Indonesian vocabularies into their utterance because of their limited mastery of Javanese language (Putri Pancali et al., 2024). Code switching and code mixing in this context is not only language error but also a communicating strategy serving specific function. Nevertheless, its uncontrolled use can inhibit the achievement of good and correct Javanese language competence in the students.

Many studies have been conducted on code switching and code mixing phenomena. This study is relevant to the one conducted by (Rindiani et al., 2022) entitled "*Alih Kode dan Campur Kode Dalam pembelajaran bahasa Indonesia di SMK Al-Shighor* (Code Switching and Code Mixing in Indonesian language learning in SMK Al-Shighor)" addressing the forms of code switching and code mixing, influential factor, and positive and negative effect of the use of code switching and code mixing in Indonesian language learning. Another study in line with this study is the one conducted by (Raditya Balqis et al., 2024) entitled "*Code Switching and Code Mixing in the Communication between students in SMP Negeri 2 Sijamapolang*", analyzing the frequency of code switching and code mixing use and the advantages of code switching and code mixing in inter-student interaction.

Most previous studies characterized code switching and code mixing phenomena as a disruption of linguistic order. Most of objects studied were Indonesian language and occurred during the learning process. This study has novelty because it addresses the positive impact of code switching and code mixing in Javanese language learning. This study aims to explain the forms of code switching and code mixing existing in the interaction between teachers and students and their utilization in Javanese language learning in SMP Negeri Ngadiluwih.

METHOD

This study used a descriptive qualitative research method with sociolinguistic approach focusing on the analysis of language use in social context of classroom. A qualitative research is the systematically collection, organization, and interpretation of textual data coming from talk or conversation. In the qualitative research, variable is usually not mentioned explicitly, but keeps existing with certain pattern, theme, or category (Hafizah et al., 2025). The research using qualitative method is in line with the one in educational realm. Meaningful and systematic narrative presentation of data is the strength of this study (Annasthasya et al., 2025). This study took place in SMP Negeri 1 Ngadiluwih by involving 1 (one) Javanese language teacher and 4 (four) 7th graders as the subject of research to conduct an interview. Subject and data of research were selected using purposive sampling technique, according to research criteria and objective. The qualitative data here involves a series of utterances indicating the presence of code switching and code mixing in the learning process. Data sources were obtained from informant of event (interaction activity in the class) and document in the form of transcript of learning audio recording.

Data were collected through non-participatory (passive) observation, note taking, and interview methods. The methods used to obtained data relevant to the subject of research. Technique and source triangulations were used in this study to demonstrate data validity (Teknologi et al., 2025). Data obtained from the result of research were then sorted, leaving the ones relevant to the object of research, code switching and code mixing events. the data sorted were then analyzed in terms of the forms of code switching and code mixing and their advantages in Javanese language learning.

RESULT AND DISCUSSION

The result of discussion in this study shows that there are internal and external code switching phenomena. Internal code switching is a shift between languages in one variation or dialect. It occurs when the speaker uses more than two registers in one variation; in this study the speakers use *ngoko* and *krama* register of Javanese language constituting one language variation. Meanwhile, external code switching is a shift of language from original language to foreign language. The example of external code switching is, among others, from Indonesian to English (Kaamiliyaa et al., 2023).

In the phenomenon of external code switching, the speaker uses Javanese and Indonesian languages. Code mixing is defined as the insertion of other language's elements, such as words, phrases, or clauses into one main language without changing the speech situation significantly (Sastia et al., 2026). Therefore, when the Javanese language learning process takes place, teachers use two languages: Javanese and Indonesian, expected to help students understand the material delivered, despite inadequate knowledge on Javanese vocabularies.

Based on the result of research conducted, during Javanese language learning process in SMP Negeri 1 Ngadiluwih there are two problem statements: (1) explaining the forms of code switching and code mixing; (2) the utilization of code switching and code mixing in Javanese language learning.

Table 1.

The finding of code switching and code mixing data

No.	Type	Number
1.	Internal Code Switching	14.29%
2.	External Code Switching	14.29%
3.	Code Mixing	71.43%
Total		100%

From Table 1 presenting the finding of code switching and code mixing data, it can be found code switching and code mixing phenomena. Code switching phenomenon occurs twice: internal and external code switching. Meanwhile, code mixing occurs 5 times, with each type appearing once. Therefore, the phenomena of code switching and code mixing have respective use portion. In the table, code mixing is found more than code switching. Thus, the score of 100% is obtained from the number of data includes 1 data (14.29%) for internal and external code switching, and 5 data (71.43%) for code mixing.

A. The Form of Code Switching and Code Mixing

In this study, code switching phenomenon found involves internal and external code switching. The finding of data is presented in the table below

Table 2.

Finding of code switching data

No.	Type	Number
1.	Internal Code Switching	14.29%
2.	External Code Switching	14.29%
Total		28.58%

From the table presenting the finding of code switching data, two types of code switching are found: internal and external code switching, with the proportion of 14.26% respectively. Thus, total data of code switching is 28.58%.

1. Internal Code Switching

Internal code switching occurring during Javanese language learning is the shift from the use of *ngoko* Javanese register to that of *kromo* register and vice versa.

Data [1]

*Teacher: Ukara kesah, nganggo pepet apa taling? **Ingkang leres pundi?** (Should the word "kesah" be spelled with a "pepet" or a "taling"? Which is correct?)*

Student: Kesah nganggo taling, Bu. (The word kesah uses taling, Miss)

Teacher: Nggih, leres. (Yes it is correct)

In data [1] Conversation between teacher and student above contains internal code switching occurring in Javanese language, the switch between registers from *ngoko* to *krama* in the same speech situation.

In the first dialog, teacher asks a question "*Ukara kesah, nganggo pepet apa taling? (Should the word "kesah" be spelled with a "pepet" or a "taling"?)*" using *ngoko* Javanese register. The use of *ngoko* register in this stage reflects a relatively relax learning circumstance and close relationship between teacher and students in the context of class. *Ngoko* register is selected as the opening code perceived to be more natural and not rigid.

Next, teacher made internal code switching to *krama* register by adding "*Ingkang leres pundi? (Which is correct?)*" in the same utterance. This switch indicates the shift of communicative orientation from intimate to more formal and pedagogical circumstance. Code switching from *ngoko* to *krama* in the same utterance conducted by teacher likely functions to indicate that this question is more serious and needs appropriate answer from the students.

The students then replied with "*Kesah nganggo taling, Bu (The word kesah uses taling, Miss)*" in *ngoko* register. Although the teacher has switched to *krama*, the students persist in using *ngoko* in their answer. It reflects the limited mastery of *krama* register, so that the switch of register done by a speaker is not certainly followed by other speakers.

The teacher's concluding utterance "*Nggih, leres (Yes, it is correct)*" also uses *krama* register, consistent with the direction of switch done before. The confirmation in this *krama* register all at once functions as a language use model implicitly leading the students to the register expected in the Javanese language learning. It can be concluded that this conversation contains internal code switching in Javanese language moving from *ngoko* to *krama* register. This switch is driven by teacher's pedagogic objective and dynamics of relationship between teachers and students affecting the register preference of respective speakers.

2. External Code Switching

External code switching occurring in the Javanese language learning is the shift from the use of Javanese language to the use of Indonesian language.

Data [2]

Teacher: Sing nggawa pepak didelok! pasangan la ana ngendi? (See the *pepak* for the one carrying it! Where is *Pasangan* of *la*?)

Student: Di bawah aksaranya, Bu. (Under the letter, Miss)

Teacher: Ada beberapa pepak yang pasangan la nya itu dibawahnya (There are several “*pepak*” characters where the “*la*” counterpart is placed underneath). *Sing bener tapi ning sanding, kaya pasangan ha, sa, lan, pa.* (The correct placement should be beside it, like the counterparts of *ha*, *sa*, and *pa*).

Student: Nyapo kok ngana, Bu? (Why, Miss?)

In data [2] the Conversation between teacher and students above, it can be seen that the phenomenon of code switching occurs using Javanese and Indonesian language alternately. The code switching found is external code switching because the codes/languages involved differ – Javanese and Indonesian languages – still in one utterance.

In the first dialog, teacher said “*Sing nggawa pepak didelok! pasangan la ana ngendi?* (See the *pepak* for the one carrying it!)” fully using *ngoko* Javanese register. The words “*sing*” (who) “*nggawa* (carries)”, “*didelok* (seen), and “*ana ngendi*” (where) indicate that teacher opened interaction with Javanese language in the relatively relaxed context of learning. This use of *ngoko* Javanese register reflects close relationship between teacher and student and locality identity inherent to class circumstance, all at once.

Next, students response with “*Di bawah aksaranya, Bu* (Under the letter, Miss)” using Indonesian language fully. The switch from Javanese language in teacher’s utterance to Indonesian language in students’ utterance indicates the phenomenon of external code switching. The use of Indonesian language by students is likely affected by their limited mastery of Javanese vocabularies, so that they prefer switching to Indonesian language as the code they master better to deliver an appropriate answer.

In the next utterance, teacher stated “*Ada beberapa pepak yang pasangan la nya itu dibawahnya* (There are several “*pepak*” characters where the “*la*” counterpart is placed underneath). *Sing bener tapi ning sanding, kaya pasangan ha, sa, lan, pa* (The correct placement should be beside it, like the counterparts of *ha*, *sa*, and *pa*)”. This utterance reveals a complex external code switching, teacher starts with Indonesian language on the part “*Ada beberapa pepak yang pasangan la nya itu dibawahnya*” then switches again to Javanese language on the part “*Sing bener tapi ning sanding.*” This switch reflects teacher’s flexibility in switching between two different languages in one utterance, functioning to clarify the material and maintain his/her connection with students through language more familiar to them.

Finally, students concluded the conversation with “*Nyapo kok ngana, Bu?* (Why Miss?)” switched fully again to Javanese language. The switch from Indonesian language in the previous utterance to Javanese language in this utterance is an external code switching encouraged by more informal communication situation. Spontaneous curiosity is expressed more easily by the students in their first language, so that the switch to Javanese language occurs again naturally. Thus, this conversation is a phenomenon of external code switching between Javanese and Indonesian language occurring alternately in both teacher’s and student’s utterances. Code switching is due to limited mastery of language, the need to clarify learning material, and relaxed communication situation in the context of Javanese language class.

3. Code Mixing

In this study, 5 (five) forms of code mixing are found, as presented in the table below.

Table 3.

Finding of code mixing data

No.	Type of Code Mixing	Number
1.	Word	14.29%
2.	Phrase	14.29%
3.	Clause	14.29%
4.	Baster	14.29%
5.	Reduplication	14.29%
Total		71.43%

The table above shows that the finding of code mixing data is divided into 5 types, each of which has proportion of 14.29%. Thus, because there are 5 types, the total proportion of code mixing is 73.43% of 100%.

a. Code mixing in the form of word

Data [3]

Teacher: *Kelasmu kok rueget apa ora disapu mau?* (Why is your classroom so dirty? Wasn't it swept earlier?)

Students: **Tadi** disapu Bu **sama** sing piket (It was just swept by the person on duty, Miss).

In data [3] the phenomenon of code mixing is found in the form of word insertion in the interaction using Javanese and Indonesian languages. Code mixing found is outer code-mixing because the element of language inserted comes from other language out of the speaker’s regional language family, the insertion of Indonesian word into Javanese language utterance.

In the first utterance, teacher said "*Kelasmu kok rueget apa ora disapu mau?*" with *ngoko* register of Javanese language used. This dialog indicates that Javanese language

is the one used in the learning, reflecting close relationship between teacher and student in informal class circumstance.

Next, students responded to by saying "*Tadi disapu Bu sama sing piket.*" In the utterance, Javanese language is used as the main structure of sentence following the code used by the teacher but there are two Indonesian words inserted: "*tadi*" and "*sama*". The insertion of Indonesian words into Javanese language utterance causes the phenomenon of code mixing. This insertion occurs spontaneously without students' consciousness planning, as the form of language habit of bilingual speakers accustomed with using two languages flexibly in informal daily situation.

It can be concluded that, this conversation contains outer code switching in the form of insertion of words "*tadi*" and "*sama*" from Indonesian language to Javanese language utterance. The code mixing occurs not due to language incapability but because of the speaker's spontaneity in relaxed communication situation encouraging the appearance of Indonesian language element in unplanned manner in the mid of Javanese language utterance.

b. Code mixing in the form of phrase

Data [4]

Teacher: *Minggu ngarep bar ulangan mlebu ning materi baru.* (Next week, after the entrance exam, we will start on new material.)

Student: Apa Bu materine? (What is the material, Miss?)

Teacher: Tembang Macapat.

In data [4], the phenomenon of code mixing is found in the form of phrase in the interaction between teacher and students through the use of Javanese and Indonesian language simultaneously. The phenomenon occurring belongs to outer code mixing because the insertion of Indonesian language element is out of the speaker's regional language family, inserted into Javanese language utterance.

In the first utterance, teacher said "*Minggu ngarep bar ulangan mlebu ning materi baru.*" From the dialog, it can be seen that *ngoko* register of Javanese language serves as language of instruction, i.e. on the part "*Minggu ngarep bar ulangan mlebu ning.*" However, there is an insertion of Indonesian phrase "*materi baru*" in the end of Javanese language sentence. The phrase consists of two Indonesian words structurally creating noun phrase and inserted fully into Javanese utterance. It is this insertion that causes the code mixing in the form of phrase in teacher's utterance.

Thereafter, student replied with "Apa Bu materine?" using Javanese language as main structure. The word "*materi*" appearing in student's utterance is an adopted Indonesian term introduced previously by the teacher, and having been integrated into the student's Javanese utterance through the addition of Javanese suffix "*-ne*". This utterance does not contain phrasal insertion, thereby not belonging to phrasal code mixing.

In the last utterance, teacher replied "*Tembang Macapat*" fully using Javanese term without the insertion of other language's element. Thus, phrasal code mixing in this conversation is concentrated on teacher's utterance, i.e. the insertion of phrase "*materi baru*" from Indonesian language to Javanese language utterance. The code mixing occurs because of the habit of using Indonesian terms in the context of formal learning, and the conversational situation running in relaxed manner in the class.

c. Code mixing in the form of clause

Data [5]

Student: Aku kebelet nguyuh, anter aku ke kamar mandi. (I really need to pee; take me to the bathroom)

Student: Ayo aku pisan. (Count me in too)

Student: Bu, izin badhe teng wingking. (Miss, may I be excused to the restroom)

Teacher: Iya kana. (Yeah, go ahead)

In data [5], the phenomenon of code mixing is found in the form of clause in the interaction between teacher and student. Code mixing occurring belongs to outer code mixing because of Indonesian language element inserted into Javanese language utterance. In the first dialog, the student said "*Aku kebelet nguyuh, anter aku ke kamar mandi.*" The dialog indicates the use of *ngoko* register of Javanese language as main language, i.e. on the part "*Aku kebelet nguyuh*" meaning "I really need to pee". However, there is an Indonesian clause inserted, "*anter aku ke kamar mandi.*" The clause has complete structure including predicate "*anter*" and object "*aku ke kamar mandi*" creating a unified whole of meaning. It is this insertion of Indonesian clause into Javanese language that indicates the presence of clausal code mixing. This switch occurs spontaneously, encouraged by urgent situation so that the student has no time to adjust the code fully.

Next, the second student replied by "*Ayo aku pisan*" using *ngoko* register of Javanese language fully. The word "*pisan*" means "also" in Javanese, indicating that the second student did not make code mixing in his utterance. In the next utterance, the same student then switched and said "*Bu, izin badhe teng wingking*" to the teacher, using *krama* register of Javanese language fully. The words "*badhe*" (will), "*teng*" (go to), and "*wingking*" (bathroom) indicates the significant switch of register from *ngoko* when talking to his friend to *krama* when talking to the teacher. This utterance does not contain code mixing, but reveals the student's consciousness in adjusting language register according to the speech partner. Teacher concluded the conversation with "*Iya kana*" using *ngoko* register of Javanese language, as concise response giving permission to the students.

Thus, clausal code mixing in this conversation is concentrated on the student's first utterance, the insertion of clause "*anter aku ke kamar mandi*" from Indonesian to Javanese language utterance. The code mixing occurs because spontaneity and urgent situation factors, so that the student inserted Indonesian clause into Javanese language utterance in unplanned manner.

d. Code mixing in the form of *Baster*
Data [6]

Teacher: *Tuladhane sing nganggo pepet* (for example, using *pepet*)

Student: *Sepet*

Student: *Lha enek paten e, urung isa* (There is a *paten*, so it is not possible yet)

Teacher: *Jangan ada paten dulu urung tak wulang*. (Let's not do the one with the *paten* just yet; I have not taught you that one yet)

Student: *Terus apa contohe, Bu.* (So, what are the examples, Miss?)

In data [6] the phenomenon of code switching in the form of *baster* or coercion is found in the interaction between teacher and students. Code switching occurring belongs to outer code-mixing because of Indonesian language element inserted into Javanese language utterance.

In the first dialog, teacher said "*Tuladhane sing nganggo pepet*". The dialog indicates the use of *ngoko* register of Javanese language as main language, meaning "the example using *pepet*"

Next, student replied with "*sepet*" fully using *ngoko* register. It is continued by the second student responding "*lha enek patene, urung isa*". In the next utterance, teacher replied using Javanese and Indonesian language by saying "*jangan ada paten dulu urung tak wulang*". This utterance contains code mixing between Indonesian and Javanese language indicating that outer code mixing is occurring. The previous students then said "*terus apa contohe, bu*" using Javanese language. However, in the utterance, there is Indonesian *baster* inserted, "*contohe*", using Javanese language it can be written as '*tuladhane*'. The word *contohe* is Indonesian word coerced to be Javanese word.

Thus, code mixing in *baster* form in this conversation is concentrated on the student's last utterance, the insertion of *baster* "*contohe*" from Indonesian language to Javanese language. The code mixing occurs due to spontaneity and urgent situation factors, so that the students inserted Indonesian language *baster* into Javanese language in unplanned manner.

e. Code mixing in the form of Reduplication
Data [7]

Student: *Akbar i wira-wiri terus sih, ganggu banget.* (Akbar keeps pacing back and forth—it is really annoying)

Student: *Serku to.* (It is up to me)

In data [7] reduplication of Javanese word is found, inserted into Indonesian language utterance. The phenomenon is outer code mixing, constituting the insertion of word coming from a language belonging to different language family.

This conversation is concentrated on the first student's utterance inserting the word "*wira-wiri*" into Indonesian utterance used. The word "*wira-wiri*", translated into

Indonesian means “pacing back and forth”. The code mixing occurs due to the student’s spontaneity inserting Javanese word into Indonesian utterance.

B. The Utilization of Code Switching and Code Mixing in Javanese Language Learning

Linguistic phenomenon occurring in Javanese language learning is not only viewed as language deviation, but can also be used as an effective communicating strategy in the learning process. Code switching in the learning context has several functions, among others: introducing new topic, creating conducive learning circumstance, building effective and not-rigid communication, facilitating student’s understanding, and minimizing students’ learning anxiety. Thus, when teacher consciously switches from Javanese language to Indonesian language in explaining the material, the switch functions as the bridge of understanding helping the students absorb material more communicatively. The positive impact of the presence of code switching and code mixing in the learning is the ease of communication for teacher and student (Sulistiyowati & Irfai Fathurohman, 2024).

Code switching and code mixing can be utilized as one of relevant communication strategies in the learning context for the material of *unggah-ungguh basa*. The practice of using *unggah-ungguh basa* as the form of language politeness in teacher-student interaction evidently makes learning circumstance more relaxed, joyful, and comfortable, and strengthens the bonds between teacher and student (Wardana et al., 2023). When teacher intentionally switches from *ngoko* to *krama* register in one utterance, the student is indirectly invited to observe, compare, and understand the difference between the two registers in actual context. This approach makes the class interaction a living source of learning, rather than merely written material in textbook.

CONCLUSION

Based on the discussion of research result, the phenomena of code switching and code mixing occurs in the interaction between teacher and student during Javanese language teaching-learning process in SMP Negeri 1 Ngadiluwih. Code switching found includes internal code switching – the switch from *ngoko* to *krama* register of Javanese language -, and external code switching – the switch from Javanese to Indonesian language. Meanwhile, code mixing found manifests in the insertion of word, phrase, clause, baster, and reduplication from Indonesian language into Javanese language utterance and vice versa, belonging to outer code mixing. The phenomenon is due to many factors, including among others: different background of language mastery, limited Javanese vocabularies, habit of using Indonesian language as main language, and communication situation taking place in relaxed manner in the class. Nevertheless, code switching and code mixing in Javanese language is not only negative, but both of them can also be used as an effective communicating strategy to facilitate student’s understanding, strengthen the relationship between teacher and student, and to be a contextual and meaningful learning media for *unggah ungguh basa*.

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