



The Use of Code Switching and Code Mixing in the Interpretation of Sundanese into Indonesian in the Learning Process

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ABSTRACT

This study aims to describe the forms, functions, and causal factors of code switching and code mixing in the interpretation of Sundanese into Indonesian during the learning process at SDN Sukahurip. This study uses a qualitative descriptive approach with observation, interview, and documentation methods to gain a deep understanding of the linguistic phenomena that occur in learning interactions. The research data sources are teacher and student speech during teaching and learning activities involving the use of two languages, namely Sundanese and Indonesian. Data collection was carried out through observation techniques using observation guidelines assisted by mobile phone recordings, semi-structured interviews with teachers, and documentation studies in the form of field notes and transcription of speech data. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the forms of code switching that emerged include internal and external code switching, while the forms of code mixing include the insertion of words, phrases, and clauses. The main function of using code switching and code mixing in learning is to clarify meaning, create emotional closeness between teachers and students, and adjust the social context in learning interactions. The causal factors include the language habits of teachers and students, the learning situation, and the communicative purpose in the process of delivering the material. Thus, code switching and code mixing can play a role as pedagogical strategies in supporting the effectiveness of communication and understanding of concepts in bilingual learning in elementary schools.

Keywords: code switching, code mixing, interpretation of Sundanese, Indonesian, learning process

Penggunaan Alih Kode dan Campur Kode dalam Interpretasi Bahasa Sunda ke Bahasa Indonesia pada Proses Pembelajaran

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bentuk, fungsi, dan faktor penyebab terjadinya alih kode serta campur kode dalam interpretasi bahasa Sunda ke bahasa Indonesia pada proses pembelajaran di SDN Sukahurip. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode observasi, wawancara, dan dokumentasi untuk memperoleh pemahaman yang mendalam mengenai fenomena kebahasaan yang terjadi dalam interaksi pembelajaran. Sumber data penelitian adalah tuturan guru dan siswa selama kegiatan belajar mengajar yang melibatkan penggunaan dua bahasa, yaitu bahasa Sunda dan bahasa Indonesia. Pengumpulan data dilakukan melalui teknik observasi menggunakan pedoman observasi berbantuan rekaman telepon genggam (HP), wawancara semi terstruktur dengan guru, serta studi dokumentasi berupa catatan lapangan dan transkripsi data tuturan. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa bentuk alih kode yang muncul meliputi alih kode internal dan eksternal, sedangkan bentuk campur kode mencakup penyisipan kata, frasa, dan klausa. Adapun fungsi utama penggunaan alih kode dan campur kode dalam pembelajaran adalah untuk memperjelas makna, menciptakan kedekatan emosional antara guru dan peserta didik, serta menyesuaikan konteks sosial dalam interaksi pembelajaran. Faktor penyebabnya meliputi kebiasaan berbahasa guru dan siswa, situasi pembelajaran, serta tujuan komunikatif dalam proses penyampaian materi. Dengan demikian, alih kode dan campur kode dapat berperan sebagai strategi pedagogis dalam mendukung efektivitas komunikasi dan pemahaman konsep dalam pembelajaran dwibahasa di sekolah dasar.

Kata kunci: alih kode, campur kode, interpretasi bahasa Sunda, bahasa Indonesia, proses pembelajaran

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INTRODUCTION

Language plays a crucial role as the primary means of communication in school learning activities. Through language, teachers and students can exchange information, build conceptual understanding, and create an effective and meaningful learning environment. In the context of primary education in regions that still strongly maintain regional languages, such as Sundanese, the use of two languages (the regional language and Indonesian) is often unavoidable. This phenomenon gives rise to the practice of code-switching and code-mixing, which is interesting to study from an educational sociolinguistic perspective.

Code-switching is the shift in language use from one language to another in certain situations, while code-mixing occurs when elements of another language are inserted into a dominant utterance. In the learning context at Sukahurip Elementary School, teachers and students frequently use Sundanese and Indonesian interchangeably or simultaneously. This occurs especially when teachers are attempting to explain difficult concepts or adapt explanations to students' language abilities. However, the use of code-switching and code-mixing is often not fully understood as communication strategies that support successful learning.

Previous studies have discussed the use of code-switching and code-mixing in various contexts, both in education and social communication. However, research specifically examining the practice of code-switching and code-mixing in Sundanese-to-Indonesian interpretation at the elementary school level is still limited. Yet, understanding how and why code-switching and code-mixing are used in bilingual learning environments can make a significant contribution to improving the effectiveness of teacher-student communication and developing language policies in schools.

Based on this background, this study aims to describe the forms, functions, and causal factors

of code-switching and code-mixing in Sundanese-to-Indonesian interpretation during the learning process at SDN Sukahurip. This research is expected to provide a more comprehensive understanding of the role of code-switching and code-mixing as pedagogical strategies in bilingual learning in elementary schools.

Code switching is the transition from one language to another in certain situations, while code mixing occurs when elements of another language are inserted into a dominant speech. In the learning context at Sukahurip Elementary School, teachers and students frequently use Sundanese and Indonesian interchangeably or simultaneously. This occurs especially when teachers are attempting to explain difficult concepts or adapt explanations to students' language abilities. However, the use of code switching and code mixing is often not fully understood as communication strategies that support successful learning. Previous studies have discussed the use of code switching and code mixing in various communication contexts, both formal and informal.

However, research specifically highlighting the practice of code switching and code mixing in interpreting Sundanese into Indonesian at the elementary school level is still limited. Yet, understanding how and why these two linguistic phenomena are used can make a significant contribution to the effectiveness of bilingual learning, particularly in elementary schools located in bilingual communities.

Based on this description, the research questions are:

- 1) What forms of code switching and code mixing are used in the learning process at Sukahurip Elementary School?
- 2) What is the function of code switching and code mixing in the learning process at Sukahurip Elementary School?
- 3) What factors cause code switching and code mixing in the learning process at Sukahurip Elementary School?



Based on this problem formulation, this study aims to describe the forms of code switching and code mixing used in the learning process at Sukahurip Elementary School, explain the function of code switching and code mixing in the learning process, and identify the factors that cause code switching and code mixing in the learning process at Sukahurip Elementary School. This research is expected to gain a comprehensive understanding of the phenomena of code switching and code mixing, particularly their role as pedagogical strategies in supporting the effectiveness of bilingual communication and learning in elementary schools.

This research is supported by several relevant previous studies. First, the study by Aulia et al. (2022) entitled "Code Mixing and Code Switching in Formal Conversation Situations" shows that code mixing is often used to adjust the level of formality and social closeness between speakers. Second, Wardana et al. (2022) examined politeness and the phenomenon of code-switching in learning at SMP PGRI 2 Wates. The results showed that code-switching serves as a means of maintaining social relationships and effective communication between teachers and students. Third, a study by Rahmawati (2021) entitled "The Phenomenon of Code-Switching and Code-Mixing by Teachers in Indonesian Language Learning in Elementary Schools" found that teachers consciously use code-switching and code-mixing as learning strategies to help students understand complex concepts.

These three studies provide an important foundation for this research to expand its study into the Sundanese-Indonesian bilingual context in elementary schools, specifically at SDN Sukahurip.

METHOD

This study uses a qualitative descriptive approach. Sugiyono (2021), Bogdan & Biklen (2007) and Razak (2017) have used this approach. Qualitative descriptive approaches are often used in social studies, including in education. The purpose of this descriptive qualitative approach is

to provide an in-depth description of the phenomenon of code switching and code mixing in the learning process at SDN Sukahurip. This approach was chosen because it is suitable for examining language events that occur naturally in the context of classroom communication without any manipulation of variables.

This research was conducted at SDN Sukahurip, located in an area dominated by Sundanese speakers.

The research subjects included classroom teachers and students directly involved in the classroom learning process. Subjects were selected using purposive sampling, considering that the teachers and students use two languages, Sundanese and Indonesian, in their learning interactions. This research was conducted in the even semester of the 2025/2026 academic year.

The data collected in this study consisted of primary and secondary data. The primary data consisted of spoken language recordings by teachers and students during the classroom learning process, which included the phenomena of code-switching and code-mixing. Secondary data consisted of supporting documents, such as lesson plans (RPP), observation notes, and interview results related to language use in learning activities. Data collection techniques were obtained through three main techniques:

1. Observation, conducted by directly observing the learning process to record code-switching and code-mixing incidents that occurred during the interaction.
2. Interviews, conducted with teachers and several students to gain a deeper understanding of the reasons and purposes of using two languages in learning.
3. Documentation, in the form of collecting written data, audio recordings, or field notes relevant to the language phenomenon being studied.

Data analysis was conducted interactively, following the stages proposed by Miles and Huberman:

1. Data reduction, by selecting, focusing, and simplifying data obtained from observations, interviews, and documentation.
2. Data presentation, by organizing data into tables, transcripts, and narrative descriptions to facilitate interpretation.
3. Conclusions are drawn by interpreting the findings to identify the forms, functions, and causal factors of code switching and code mixing.

Data validity is tested using source and method triangulation techniques. Triangulation is performed by comparing the results of observations, interviews, and documentation to obtain valid, consistent, and reliable data.

RESULT

Observations of the learning process at SDN Sukahurip show that code switching and code mixing occur naturally in interactions between teachers and students. Two types of code switching were found: internal code switching and external code switching. Internal code switching occurs when teachers or students switch from Sundanese to Indonesian or vice versa in a learning context. This language switching is generally done when teachers explain academic concepts or terms that students find difficult to understand. Meanwhile, external code switching is found in the use of other language elements, such as simple English, which come from teaching materials or digital learning media. In addition to code switching, spontaneous code mixing practices were also found by teachers and students. This code mixing does not disrupt communication but instead helps students understand the learning material because the language used is more familiar to them. Based on observations, code switching and code mixing have several functions in learning, namely (1) clarifying the meaning of concepts or terms. Teachers often use code switching from Sundanese to Indonesian when students have difficulty understanding new terms or concepts. For example, teachers explain academic terms in Indonesian and then repeat them

in Sundanese to make them easier to understand. (2) building emotional closeness between teachers and students. The use of code-mixing with Sundanese insertions is often used to create a friendly and relaxed atmosphere, especially when teachers provide motivation or reprimands to students. This makes interactions warmer and reduces social distance between teachers and students. and (3) adapting language to the social context and learning situation in the classroom. Code-switching and code-mixing are used to adjust language style to learning conditions, for example when transitioning from formal explanations to light conversation or when teachers adjust their speaking style to students' level of understanding. Interview results show that factors causing code-switching and code-mixing include the language habits of teachers and students who use Sundanese as their first language, learning situations that require clarity of student understanding, and teachers' communicative goals in conveying material effectively.

DISCUSSION

The findings of this study indicate that code-switching and code-mixing in learning at Sukahurip Elementary School function not only as linguistic phenomena but also as adaptive pedagogical strategies in the context of bilingual classrooms. Teachers use language switching and mixing to adapt material delivery to students' language abilities and comprehension needs. These findings align with the opinions of Suwito (1983), Lorenza & Fahrenheit (2020) and Chaer & Agustina (2010), who stated that code-switching and code-mixing are normal phenomena in bilingual communities and are used to adapt to the communication context.

In the context of learning, these practices contribute to the effectiveness of communication between teachers and students. The function of code-switching and code-mixing as markers of interactional meaning supports Gumperz's (1982) theory, which states that code-switching serves as an expressive tool in social interaction. In learning,



code-switching helps teachers bridge differences in students' language abilities while building positive social relationships in the classroom. Furthermore, the factors causing code-switching and code-mixing found in this study align with the findings of Wardana, Saddhono, and Suhita (2022), who stated that these practices are influenced by language habits, communication situations, and social and pedagogical goals. Thus, code-switching and code-mixing can be understood as contextual and functional communication strategies in bilingual classroom learning.

Factors Causing Code-Switching and Code-Mixing. Analysis of interview results and documentation indicates several factors contributing to code-switching and code-mixing in learning, namely:

1. Language Habits of Teachers and Students

Teachers and students at SDN Sukahurip generally use Sundanese as their first language in everyday life. This habit carries over into learning activities, encouraging natural language switching.

2. Learning Situation and Context

Code-switching and code-mixing occur when teachers want to ensure that students understand the material well, especially in subjects that use difficult academic terms. In these situations, using two languages is considered an effective communicative solution.

3. Communicative Purpose

Teachers use code-switching or code-mixing to adapt their messages to their interlocutors. For example, teachers choose Sundanese when emphasizing familiarity and Indonesian when explaining formal matters.

These factors align with the findings of a similar study by Wardana, Saddhono, & Suhita (2022), which stated that code-switching and code-mixing in learning occur not only due to linguistic limitations but also due to social and pedagogical

functions that support student understanding.

CONCLUSION

Based on the results and discussion, it can be concluded that code-switching and code-mixing in the learning process at Sukahurip Elementary School are functional and contextual linguistic phenomena. Code-switching and code-mixing serve not only as a means of language adaptation, but also as pedagogical strategies that assist teachers in delivering material, building emotional closeness, and creating a conducive learning environment. Therefore, the use of code-switching and code-mixing in bilingual learning in elementary schools should be understood as pedagogical potential that supports effective learning, rather than as a form of language deviation.

These findings indicate that code-switching and code-mixing in bilingual learning can be utilized as communicative and contextual teaching strategies, not simply spontaneous linguistic phenomena. Teachers can use code-switching in a planned manner to bridge gaps in students' understanding, especially in areas that still strongly maintain regional languages. Therefore, the phenomena of code-switching and code-mixing should be viewed as part of teachers' communicative competence in managing effective learning in bilingual classrooms.

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