CODE-MIXING AND LANGUAGE ATTITUDES IN JAPANESE CLASSROOMS: EVIDENCE FROM SENIOR SECONDARY SCHOOLS IN MEDAN

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ARTICLE INFO	ABSTRACT
	This study examines bilingualism and Indonesian–Japanese code-mixing among senior secondary school learners of Japanese in Medan, focusing on how these practices shape classroom learning under limited instructional exposure. This study aims to identify the frequency, types, and functions of code-mixing in classroom interaction, describe students' language attitudes in terms of pride, loyalty, and norm awareness, and derive pedagogical implications for strengthening sustained Japanese output. A sociolinguistic mixed-methods design was employed, combining a 21-item questionnaire with participant observation and interviews. The sample consisted of 341 students from five schools. Quantitative data were analysed descriptively, while qualitative data were used to identify recurrent functional patterns of code-mixing across classroom activities. The findings argue that language pride toward Japanese was relatively high, particularly in polite greetings and in positive perceptions of the language's future relevance. However, language loyalty in peer interaction remained low, and norm awareness was stronger in pragmatic politeness than in structural accuracy. Code-mixing primarily functioned as a practical resource for classroom management, meaning negotiation, and maintaining task flow. Therefore, we conclude that stronger Japanese output depends less on motivation alone than on instructional conditions that transform positive attitudes into stable speaking routines through structured communicative practice.

1. INTRODUCTION

Japanese language learning at the senior secondary school level in Indonesia exhibits distinctive sociolinguistic dynamics, particularly in multilingual urban environments such as Medan (Saki, 2023). Within the classroom, Indonesian, local languages, and Japanese interact to form a complex linguistic ecology that shapes how learners construct meaning and negotiate communication. This interaction does not merely involve spontaneous code-switching, but also

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reflects pedagogical strategies that emerge in response to communicative needs and the limited time available for language instruction. In this context, examining bilingual practices and code-mixing becomes essential for understanding how linguistic competence and language attitudes are formed within classroom settings (Mbete, 2015; Yohana, 2023).

Among senior secondary school learners of Japanese, bilingualism often emerges as a response to the need for conceptual understanding, negotiation of meaning, and management of cognitive load during learning processes (Gkintoni, 2025). Code-mixing, whether occurring within or across utterances, frequently serves as a conceptual bridge linking newly acquired vocabulary to existing knowledge structures. At the same time, such practices may raise concerns regarding normative accuracy and the consistency of exposure to the target language. It is therefore important to determine whether code-mixing functions primarily as a facilitative learning strategy or whether, under certain conditions, it constrains the development of communicative competence (Abdulloh, 2021).

Medan, characterized by significant ethnolinguistic diversity, provides a socially rich environment in which multiple linguistic resources naturally emerge within educational settings (Rohmah et al., 2024). The coexistence of Indonesian, local languages, and foreign languages encourages students to develop flexible repertoires adapted to different communicative domains (Putri & Rohmah, 2025). In educational contexts, such flexibility often appears through translanguaging and code-mixing practices that help learners achieve immediate academic goals. However, the pedagogical meaning of these practices cannot be assumed to be uniform across language programs, especially in foreign-language classrooms where exposure is limited and output opportunities are constrained.

From a pedagogical perspective, the use of a first language or intermediary language in foreign language instruction has long been debated between more immersion-oriented approaches and more flexible, needs-based approaches. Immersion-oriented perspectives emphasise maximal exposure to the target language, whereas more eclectic perspectives allow strategic recourse to learners' dominant language for clarification, metalinguistic explanation, and task support. This debate becomes especially significant in settings characterised by heterogeneous learner proficiency, restricted instructional hours, and curriculum pressure. For this reason, pedagogical decisions regarding language use in class should be grounded not only in general theory, but also in context-sensitive empirical evidence.

In classroom interaction, code-mixing frequently arises from immediate communicative demands, such as resolving lexical gaps, clarifying task instructions, and confirming comprehension. Teachers and students may shift between Japanese and Indonesian to sustain the flow of interaction, negotiate meaning, or highlight important grammatical points. The frequency and functions of such shifts may also vary across lesson phases, for instance during lesson openings, guided practice, or freer communicative production. A closer understanding of when and how code-mixing occurs is therefore important for developing more precise pedagogical interventions.

Language attitudes also play an important role in shaping students' classroom language choices. Positive attitudes toward Japanese may strengthen persistence, willingness to participate, and tolerance of linguistic uncertainty, while limited confidence in pronunciation or structure may push learners back toward Indonesian for communicative safety. In this respect, the

relationship between language pride, loyalty, norm awareness, and actual classroom language use deserves closer examination. This is particularly relevant in contexts where learners may value Japanese symbolically, yet still rely heavily on Indonesian in practice.

Previous studies have generally examined bilingual classroom practices, code-switching, and translanguaging as resources for meaning-making, comprehension support, and interaction management across multilingual educational settings. Some research has also explored students' language attitudes and the pedagogical role of mixed language use in foreign-language learning. However, what remains insufficiently understood is how Indonesian–Japanese code-mixing specifically operates in senior secondary Japanese classrooms in Medan, especially when viewed simultaneously from three linked dimensions: its interactional patterns in classroom discourse, students' language attitudes toward Japanese, and its pedagogical consequences under conditions of limited instructional exposure. In particular, the existing literature has not adequately explained how positive dispositions toward Japanese may or may not be converted into stable peer-level classroom output, nor how functional code-mixing may support comprehension while potentially limiting sustained target-language production. This gap makes the present study necessary, because without context-specific evidence, pedagogical decisions about whether to tolerate, regulate, or strategically structure code-mixing in Japanese classrooms remain largely intuitive rather than empirically grounded.

Methodologically, a design that combines attitude surveys, classroom observation, and interview-based contextual interpretation offers a more comprehensive way to understand bilingual dynamics in educational settings. Such triangulation makes it possible to identify not only the frequency of code-mixing, but also its functions within specific classroom sequences and its relationship to learners' reported orientations toward the target language. Organising findings according to classroom activity and instructional purpose also provides practical insight for teachers seeking to manage classroom language use more effectively.

Based on these considerations, this study examines the dynamics of bilingualism and Indonesian–Japanese code-mixing among senior secondary school students learning Japanese in Medan, with particular attention to the frequency, types, and functions of code-mixing in classroom interaction, the profile of students' language attitudes in terms of pride, loyalty, and norm awareness, and the extent to which code-mixing functions as a scaffold for comprehension or, conversely, limits sustained exposure to and production of Japanese in classroom practice.

2. RESEARCH METHODOLOGY
2.1 Research Design and Data Sources
This study employed a sociolinguistic mixed-methods design combining a descriptive quantitative survey with qualitative classroom observation and interviews to examine bilingual practices (ID↔JP code-mixing) and language attitudes in Japanese classes at the senior secondary level in Medan. Data sources comprised: (1) student questionnaire responses, (2) recorded and observed classroom interaction, and (3) interviews with Japanese teachers and a resource person from The Japan Foundation.

2.2 Research Site, Participants, and Data Collection

Data were collected in five senior secondary schools in Medan (SMA/SMK/MA): SMA Negeri 1 Medan; SMA Swasta Dharmawangsa Medan; SMA Swasta Imelda Medan; SMK Swasta Pariwisata Imelda Medan; MAN 2 Model Medan. The survey involved 341 students (83 male; 258 female). Questionnaires were administered in situ during Japanese lessons; 342 forms were returned and 341 were valid for analysis. Participant observation documented code-mixing events through audio recordings and field notes, while interviews provided contextual information on instructional exposure and classroom language practices. Japanese exposure was approximately two lessons per week (shokyū level).

2.3 Instruments and Operationalization

The questionnaire contained 21 items across three dimensions: pride, loyalty, and norm awareness, using a four-point scale (1 = Never to 4 = Always). Composite scores were calculated as dimension means. Category percentages were computed as:

$$P(\%) = \frac{f}{n} \times 100\%$$

where *f* refers to the frequency of responses in a given category and *n* refers to the total number of respondents.

The qualitative instrument consisted of classroom observation and interview guidelines. Observation focused on identifying instances of Indonesian–Japanese code-mixing in naturally occurring classroom interaction, including their forms and communicative functions during different lesson phases. Interviews were used to clarify instructional conditions, teachers' language-use strategies, and perceptions of students' participation in Japanese.

2.4 Data Analysis and Quality Assurance

Quantitative data were analysed descriptively using frequencies, percentages, and mean tendencies to identify patterns in students' language pride, loyalty, and norm awareness. The purpose of this analysis was not to test causal relationships, but to provide a profile of language attitudes within the observed learning context.

Qualitative data from classroom observations and interviews were analysed thematically. Instances of code-mixing were identified, grouped, and interpreted according to their recurring communicative functions, such as classroom management, meaning negotiation, clarification of instructions, and maintenance of interactional flow. The analysis also considered the lesson phase in which code-mixing occurred, such as opening, practice, or production activities.

To strengthen the trustworthiness of the findings, this study applied method and source triangulation by comparing evidence from questionnaires, observations, and interviews, as well as from different participant groups, including students, teachers, and the external resource person. This triangulated approach was intended to ensure that interpretations of classroom bilingualism were grounded in multiple forms of evidence rather than in a single data source.

2.5 Ethics

Institutional permission was obtained from participating schools; student identities were anonymised; and recordings were used solely for academic purposes under granted consent.

3. RESULTS AND DISCUSSION

3.1 Sample Overview and Instructional Context

The survey was conducted in five senior secondary schools (SLTA) in Medan: SMA Negeri 1 Medan, SMA Swasta Dharmawangsa Medan, SMA Swasta Imelda Medan, SMK Swasta Pariwisata Imelda Medan, and MAN 2 Model Medan. Japanese is generally offered as an elective foreign language alongside English/Arabic and is typically allocated two Japanese lesson periods per week. Instructional coverage targets the four skills (reading, writing, listening, speaking) and cultural elements, with early instruction emphasizing teineigo as a foundational register. Field observations indicate sustained Indonesian–Japanese bilingual practices in classroom teaching and learning activities (KBM), especially in more advanced classes.

3.2 Descriptive Results of the Language Attitudes Questionnaire

3.2.1 Language Pride

Several indicators reflect the distribution of pride-related attitudes:

- Attractiveness of Japanese: most respondents selected *sometimes* (50.4%), while the combined *often + always* proportion reached 37.8%. This pattern suggests a generally positive orientation, although high pride is not yet dominant.
- Academic context—use as the main classroom language: *often + always* reached 23.5%, indicating that pride has not fully translated into consistent use of Japanese as the principal instructional medium.
- Comfort during peer discussion: *often + always* was only 9.1%, indicating that student-to-student discussion remains primarily non-Japanese.
- Pride in polite formulae: frequent use of *ohayou gozaimasu* was high (*often + always* 55.5%), reflecting appreciation of Japanese politeness conventions.
- Optimism about the future of Japanese in a global era: *often + always* 63.4%, indicating that Japanese is viewed as having strong image and instrumental value.

Overall, symbolic–affective pride is relatively strong (particularly in polite greeting routines and beliefs about Japanese relevance), yet transfer into routine classroom practice (Japanese as the main language/medium of discussion) remains low to moderate.

3.2.2 Language Loyalty

Indicators of loyalty show a markedly different pattern:

- Consistency of Japanese use during learning activities: *often + always* 25.8%.
- Japanese use for communication with classmates: only *often + always* 4.7%.

These figures indicate that routine loyalty to Japanese as a medium of use—especially in peer interaction—is still very low. Affect-related items (willingness to ask/answer/discuss/interact in Japanese) show *often + always* proportions around 12–18% in several items, rising to 23.8% for "answering the teacher's questions." This implies that willingness exists, but stable habits have not formed.

In brief, Japanese loyalty in student-to-student interaction is highly constrained; therefore, classroom task structure (e.g., systematic pair work, output requirements) appears necessary to increase naturally occurring Japanese use.

3.2.3 Awareness of the Norm

Norm awareness appears in a modest range:

- Use of standard forms (asking/answering/discussing): *often + always* approximately 10–23%. Norm awareness exists but is not stable in spontaneous production.
- Situational appropriateness (politeness/context): *often + always* approximately 23.2–29.0%, higher than purely structural accuracy.

Thus, pragmatic norm awareness (situational politeness) appears more salient than consistent grammatical standardness—likely due to routine teacher modelling of greetings and classroom expressions.

3.3 Qualitative Findings: Bilingual Patterns, Functional Lexicon, and Local Phonological Influence

(1) Classroom management and role indexing

Teachers commonly initiate instructions in Japanese to establish a classroom "Japanese frame," then shift to Indonesian for efficiency and clarity under time constraints, while students insert Japanese lexical items as role markers and politeness signals.

A1 Teacher: 「今からページ三十を開いて、練習します。」 / "Sekarang buka hlm. 30, kita latihan."
Analysis: Japanese sets the interactional frame; Indonesian secures clarity (limited time).

A2 Student: Baik, 先生、わかりました。 / "Baik, Sensei, saya mengerti."

Analysis: The insertion of "先生" indexes teacher role and politeness.

(2) Meaning negotiation and clarification

A recurring pattern is JP → BI → JP sequencing as a bridge to reduce cognitive burden and stabilise comprehension.

B1 Student: すみません、宿題は PR ですか？ / "Maaf, shukudai itu PR ya?"
Analysis: Indonesian anchoring lowers cognitive load for new terminology.

B2 Student: 先生、「～てください」は suruh melakukan ですか。 / "Sensei, ~te kudasai itu bentuk suruhan, ya?"
Analysis: Indonesian metalinguistic framing plus Japanese exemplification produces a concise form-focus moment.

(3) Maintaining peer interactional flow

Students employ code-mixing to keep interaction moving when lexical resources are insufficient.

C1 A: 何時に起きますか。 / "Kamu bangun jam berapa?"

B: jam enam。それから学校に行きます。 / "Jam enam. Lalu ke sekolah."

Analysis: Code-mixing maintains turn continuity when Japanese time expressions are not readily accessible.

(4) Active functional lexical repertoire

These lexical items frequently appear because they have high pragmatic value in classroom interaction, particularly for initiating turns, requesting clarification, and maintaining politeness during interaction.

Table 1. Most Active Functional Lexicon Repertoire

Japanese Lemma	Indonesian Meaning	Classroom Function	Example Utterance (JP → ID)
すみません (sumimasen)	permisi/maaf	initiating turns; politeness marker	すみません、もう一度お願いします。 / "Permisi, tolong ulangi."
大丈夫 (daijōbu)	tidak apa-apa	reassurance; affective alignment	大丈夫です。 / "Tidak apa-apa."
わかりません (wakarimasen)	saya tidak paham	meaning negotiation	すみません、わかりません。 / "Maaf, saya tidak paham."
先生 (sensei)	guru	role indexing	先生、質問があります。 / "Sensei, saya ada pertanyaan."
試験 (shiken)	ujian	academic reference	来週は試験です。 / "Minggu depan ujian."

These expressions represent a core pragmatic repertoire frequently activated in classroom interaction. Because of their communicative immediacy, they function as a linguistic "ladder" enabling students to gradually expand Japanese production in classroom discourse.

(5) Local phonological interference (target /z/ often realised as "j" [d͡ʒ])

A consistent pattern is the shift from /z/ to [d͡ʒ] ("j"):

- D1 ざんねん [zaɴneɴ] → "jannen" [d͡ʒaɴneɴ]
- D2 ずっと [zuꜜto] → "jutto" [d͡ʒuꜜto]
- D3 ぜったい [zettai] → "jettai" [d͡ʒettai]

Note: A short drill (3 minutes) at the beginning of class (minimal pairs + shadowing) is recommended; detailed practice design can be moved to the Appendix.

Overall, code-mixing in Medan classrooms is functional (framing, clarification, flow maintenance), the pragmatic lexicon is the most active layer of Japanese use, and the local phonological pattern /z/ → "j" provides a concrete explanation for why pride does not automatically become stable peer-level Japanese output.

3.4 Discussion: Linking Findings to Teaching Practice

The findings demonstrate a clear gap between language pride and actual language use, particularly in student-to-student interaction. High affective indicators—such as acceptance of polite formulae and confidence in Japanese global relevance—do not automatically translate into Japanese being used as the routine medium of classroom discussion. This pattern is consistent

with beginner-level classroom evidence suggesting that positive attitudes are necessary but insufficient without communicative task designs that repeatedly and meaningfully require target-language output (task-induced output) (Liza, 2019). Therefore, paired role-play, information-gap tasks, and jigsaw activities are proposed to bridge the transition from pride to habit through functional necessity—for example, participation grades awarded only when students maintain a minimum segment of JP-only interaction (Devina, 2023).

Qualitative evidence further indicates that bilingualism/code-mixing serves as a scaffold to preserve interactional flow and instructional clarity under limited exposure (two Japanese periods per week). At this stage, teacher–student translanguaging is adaptive: it reduces cognitive load, enables meaning negotiation, and supports task completion. However, if left unbounded, prolonged dependence on an intermediary language risks constraining the formation of Japanese production routines, particularly in peer interaction. Classroom L2 literature commonly recommends a gradual limitation strategy via a 10–15 minute "JP-only window" per session to establish stable micro-habits. This aligns with a fluency-first, then form principle: maintaining conversational flow before inserting brief, targeted form clarification.

In terms of norm awareness and pragmatics, learners show faster sensitivity to politeness and situational fit than to consistent grammatical standardness. This is typical in early acquisition, where formulaic routines and service expressions (e.g., 〜てください, 〜ていただけますか) are internalised more readily than abstract morphosyntactic rules. To strengthen the transition from pragmatic intuition to stable standard production, instruction can combine substitution drills focused on -ます/-です with brief post-task focus on form. This model is widely recognised as beneficial for developing accuracy and fluency simultaneously, especially under restricted weekly exposure.

Local phonological variation—particularly /z/ shifting toward [d͡ʒ] ("j")—requires a compact but routine hatsuon intervention. Articulatorily, [z] is a voiced alveolar fricative (continuous airflow with friction), not an affricate like [d͡ʒ] (stop-release). This mismatch in manner and place of articulation plausibly produces the recurring errors (e.g., *zannen → jannen; zutto → jutto*). Pronunciation training literature indicates that 3–5 minute minimal-pairs + shadowing routines, paired with brief recording-based self-monitoring, can reduce interference effectively without consuming the core communicative-task time. Thus, pronunciation support can operate as a consistent "micro-booster" rather than a major curriculum burden.

Taken together, the quantitative profile (distribution across pride–loyalty–norm dimensions) and qualitative evidence (interaction excerpts, functional code-mixing, and phonological patterns) suggest that the principal constraint is not global motivation but task ecology—the instructional conditions that either require or fail to require sustained output under limited exposure. This conclusion coheres with secondary-school foreign language contexts in which task frequency, functional lexicon availability, and classroom rituals are decisive mechanisms for habit formation in target-language use.

4. CONCLUSION

This study concludes that there is a substantial distance between relatively high language pride toward Japanese and actual language use among students, particularly in peer interaction where Japanese is rarely sustained as a discussion medium. Bilingualism/code-mixing is demonstrably functional as a scaffold for comprehending instructions and negotiating meaning in a low-exposure context (±2 JP/week), yet it may foster dependency if not pedagogically regulated. In addition, pragmatic norm awareness (politeness and routine formulae) appears to develop earlier than consistent grammatical standardness. The observed local phonological interference (/z/ → "j") further signals the need for hatsuon strengthening to support more target-like production.

The primary practical implication is to design task conditions that obligate directed output so that pride transitions into habit. Teachers are advised to implement a gradual 10–15 minute JP-only quota per session with explicit participation rubrics; design output-obligatory communicative tasks (service-role play, information-gap, jigsaw, station rotation) requiring contextually relevant standard forms (-ます/-です; request patterns); and stabilise Japanese framing through fully Japanese opening–closing classroom rituals. To maintain fluency while preventing breakdowns, phrase-support cards (requests, clarification, confirmation) can be provided to extend JP-only duration without sacrificing comprehension.

Accuracy strengthening can be implemented through 3–5 minute micro hatsuon routines at the beginning of class (minimal pairs and shadowing for /z/ versus [d͡ʒ], e.g., *zannen–jannen; zutto–jutto; zettai–jettai*), supported by brief record–playback self-monitoring. The already active functional lexicon (すみません, わかりません, 大丈夫, 先生, 試験) should be extended to negotiation and elaboration expressions (たぶん, つまり, もう一度, 〜ていただけますか) to make peer interaction more natural and resilient in JP-only mode. A "fluency first, then brief focus on form" sequence maintains communicative flow while closing the most recurrent grammatical gaps.

Limitations

This study focuses on descriptive questionnaire patterns and illustrative qualitative evidence; therefore, comparative inference across groups (school type, grade level, gender) has not been explored. Future work may present factor adequacy tests (KMO/Bartlett) and EFA results for the three attitude dimensions in an Appendix to further strengthen construct validity.

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