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### Language-Instruction, Code-Switching, and Code-Mixing in Digital Learning at The Indonesian Embassy in Washington, D.C.

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#### ABSTRACT

This study aims to analyze the choice of medium of instruction, code-switching, code-mixing, level of formality, and language appropriateness relative to learners' proficiency levels in online Indonesian Language for Foreign Speakers (ILFS) classes at the Indonesian Embassy in Washington, D.C. The study employs a descriptive qualitative approach, with data sources including two Zoom recordings of beginner-level classes, the speech of two instructors, learner responses, observation results, online interviews, and documentation. Data were collected through note-taking, observation, and interviews, then analyzed using the interactive model by Miles, Huberman, and Saldana, which encompasses data collection, condensation, presentation, and verification. The results indicate that instructors in the teenage class predominantly used English as the medium of instruction in an informal register, whereas instructors in the adult class predominantly used Indonesian in a formal register. These differences are related to the learners' age, communicative needs, and level of linguistic readiness. Code-switching and code-mixing emerged as communicative strategies to provide clarification, translate language elements that were not yet understood, reinforce meaning, maintain the continuity of interaction, and reduce ambiguity. The use of repetition, clear intonation, gestures, and the insertion of English language elements also support comprehension of speech. The findings also show that listening and speaking skills develop more prominently than reading and writing. Linguistically, these findings confirm that code-switching and code-mixing are not deviations but rather mechanisms for negotiating meaning that reflect the relationship between language choice, context, and learners' communicative competence. Thus, code selection in online ILFS learning is contextual, adaptive, and influenced by speaker characteristics, communicative goals, and the interaction situation.

**Keywords:** code-switching; code-mixing; ILFS; language instruction

#### ABSTRAK

Penelitian ini bertujuan menganalisis pemilihan bahasa pengantar, alih kode, campur kode, tingkat keformalan, dan kesesuaian bahasa dengan tingkat kemahiran pemelajar dalam pembelajaran daring Bahasa Indonesia bagi Penutur Asing (BIPA) di KBRI Washington, D.C. Penelitian menggunakan pendekatan kualitatif deskriptif dengan sumber data berupa dua rekaman Zoom kelas pemula, tuturan dua pengajar, respons pemelajar, hasil observasi, wawancara daring, dan dokumentasi. Data dikumpulkan melalui teknik simak-catat, observasi, dan wawancara, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldana yang mencakup pengumpulan, kondensasi, penyajian, serta verifikasi data. Hasil penelitian menunjukkan bahwa pengajar kelas remaja lebih dominan menggunakan bahasa Inggris sebagai bahasa pengantar dengan ragam informal, sedangkan pengajar kelas dewasa lebih dominan menggunakan bahasa Indonesia dengan ragam formal. Perbedaan tersebut berkaitan dengan usia, kebutuhan komunikatif, dan tingkat kesiapan linguistik pemelajar. Alih kode dan campur kode muncul sebagai strategi



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*komunikatif untuk memberikan klarifikasi, menerjemahkan unsur bahasa yang belum dipahami, menegaskan makna, menjaga kesinambungan interaksi, dan mengurangi ambiguitas. Penggunaan repetisi, intonasi yang jelas, gestur, serta penyisipan unsur bahasa Inggris turut mendukung pemahaman ujaran. Temuan juga memperlihatkan bahwa keterampilan menyimak dan berbicara lebih dominan berkembang dibandingkan membaca dan menulis. Secara linguistik, temuan ini menegaskan bahwa perpindahan dan penyisipan kode bukan penyimpangan, melainkan mekanisme negosiasi makna yang merefleksikan hubungan antara pilihan bahasa, konteks, dan kompetensi komunikatif para pembelajar. Dengan demikian, pemilihan kode dalam pembelajaran daring BIPA bersifat kontekstual, adaptif, dan dipengaruhi oleh karakteristik penutur, tujuan tutur, serta situasi interaksi.*

**Kata kunci:** alih kode; BIPA; campur kode; bahasa pengantar

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## 1. INTRODUCTION

Indonesian is currently experiencing significant growth as a language studied in various countries. Indonesia's position as the world's fourth-most populous country, an economic powerhouse in Southeast Asia, and a nation with a rich and diverse culture has made the Indonesian language increasingly relevant in the global arena (Febriana et al., 2024; Nasution & Parlindungan, 2023). International interest in learning Indonesian continues to grow, driven by various factors such as diplomatic, economic, and educational interests, as well as fascination with Indonesian culture.

The teaching of the Indonesian language is carried out through a program known as ILFS, which stands for Indonesian Language for Foreign Speakers (hereinafter referred to as "ILFS"). The ILFS program has become a vital instrument in strengthening Indonesia's cultural diplomacy in various countries (Wulandari & Konety, 2024). Data from the Language Development and Guidance Agency of the Ministry of Education and Culture indicates that ILFS program is now present in 52 countries, with the number of learners continuing to grow each year. This development underscores that the Indonesian language is no longer merely a tool for domestic communication but has become a language with appeal and strategic value on the international stage.

Accordingly, the ILFS program is a specialized Indonesian language instruction program for foreign speakers. The term "foreign speakers" here refers to speakers other than native speakers of Indonesian and regional languages (e.g., English, Chinese, German, Japanese, Korean, Spanish, and so on). The goal of the ILFS program is for learners to be able to communicate in Indonesian at a natural level. Therefore, the Indonesian language is the primary subject taught to non-native speakers in the ILFS teaching program (Sambas et al., 2022).

The research question in this study is "How is language used in interactions between teachers and learners in digital ILFS instruction?" The general objective of this study is to analyze the implementation of language-based digital instruction in the ILFS program at the Indonesian Embassy in Washington, D.C., by examining various aspects that influence the effectiveness of the learning process. Specifically, this study aims to analyze language use in digital ILFS instruction, including the use of the medium of instruction, the level of language formality, code-switching, code-mixing, and the appropriateness of language use relative to the proficiency level of ILFS learners.

Furthermore, this study enriches the field of applied linguistics by providing an empirical overview of language use in digital ILFS instruction. The findings of this study are expected to shed light on the phenomena of the use of the medium of instruction, the level of language formality, code-switching, and code-mixing in online learning interactions, as well as their relevance to learners' proficiency levels and linguistic backgrounds.

## 2. LITERATURE REVIEW

### Objectives of Indonesian Language for Foreign Speakers

According to Tanwin (2020), the purpose of foreign learners studying ILFS is to become fluent in Indonesian and to gain a close understanding of Indonesian culture. Fluency in Indonesian is necessary because it is crucial for their needs, including pursuing programs related to Indonesia at their home universities,

conducting research in Indonesia, working in Indonesia, researching issues related to the Indonesian language, or even living in Indonesia for an extended period.

Amalia & Arifin (2021) state that the ILFS program aims to enable students to: attend classes at Indonesian universities, read books and newspapers for research purposes, and communicate orally in daily life in Indonesia. Each of these three objectives can be further broken down into several specific goals according to the learners' individual needs (Seriana et al., 2023).

Based on these objectives, Kusmiatun (2016) explains that ILFS instruction can be categorized as follows: *general* ILFS, which aims to teach Indonesian for everyday communication; *academic* ILFS, which aims to teach academic Indonesian, recreational ILFS intended for those planning to travel to Indonesia, and ILFS *for specific purposes*, which is designed to teach Indonesian for specific objectives.

### **Language and Language Use**

Language is an arbitrary system of sound symbols used by members of a community to communicate, interact, and convey meaning. The function of language is not limited to being a mere tool of communication but also serves as a means of thinking, building social relationships, and passing on culture. In the context of learning, Mailani et al. (2022) state that language is studied not only as a linguistic system but also as a tool for functional communication in various real-life situations.

Language use refers to the activity of using language in everyday communication. This activity encompasses four interrelated skills: listening, speaking, reading, and writing. These four skills develop in an integrated manner through language use. Particularly in second-language or foreign-language learning, language use is at the core of the learning process because it is through this practice that learners gradually develop their communicative competence.

In the teaching ILFS, the concepts of language and language use play a central role. ILFS learners are not only required to understand the rules of the Indonesian language but must also be able to use the language appropriately within the social and cultural context of Indonesia (Nasution, 2019). ILFS instruction therefore emphasizes the use of language in authentic communicative situations as well as an understanding of the cultural aspects inherent in language use.

Code-switching and code-mixing are two linguistic phenomena that frequently occur in language contact situations, including in ILFS instruction (Jacinda, 2024). Code-switching refers to the transition from one language or language variety to another within a single speech event, typically marked by a clear shift from one language to another. Meanwhile, code-mixing occurs when a speaker inserts elements of another language—such as words, phrases, or clauses—into the language being used without altering the overall function or context of the conversation. In the context of ILFS learning, instructors often use both of these phenomena as strategies to clarify material, build rapport with learners, or facilitate the understanding of difficult concepts.

In digital learning, language activities take place through online media with distinctive characteristics. Language interaction does not occur face-to-face but is mediated by digital technologies such as learning platforms, video conferencing, and social media (Saddhono et al., 2024). These conditions require teachers to manage language use more consciously and strategically, including in terms of the choice of the language of instruction, the level of language formality, and the use of code-switching and code-mixing to ensure that learning remains effective and easily understood by ILFS learners.

Thus, language and language use in digital ILFS learning can be understood as a dynamic process involving interaction between teachers, learners, and technology (Nasution et al., 2026). Appropriate language management in digital learning plays a crucial role in determining the success of Indonesian language learning for non-native speakers, both in terms of understanding the material, mastering language skills, and building learners' confidence in using Indonesian language.

### 3. METHOD

This approach was chosen because the study focuses on gaining an in-depth understanding of the implementation of digital ILFS learning at the Indonesian Embassy in Washington, D.C., USA, including teachers' experiences, online classroom dynamics, and learning strategies. A qualitative design allows the researcher to explore processes, phenomena, and meanings that emerge in a natural context without intervention.

A descriptive method was used to provide an objective overview of ILFS digital learning practices and the factors influencing their effectiveness during 2025.

In this study, the data collected were qualitative. This qualitative data consisted of linguistic data and language-based data. In this case, the primary data were verbal data—words spoken by ILFS instructors in Zoom recordings. This data was transcribed (listening and note-taking) and became primary data in the form of sentences, phrases, and words (Arikunto, 2013).

The next type of primary data is language-related data, which consists of language behavior or verbal and nonverbal expressions (*gestures*) demonstrated by teachers while teaching online (Suardana & Numertayasa, 2021). Other language-related data consists of the researcher's observations following the analysis of two Zoom recordings of beginner-level ILFS classes at the Indonesian Embassy in Washington, D.C.

For secondary data, other language data consists of responses from interviews and survey responses collected via Google Forms. This data is classified as secondary because secondary data refers to primary data that has been further processed and presented either by the original collector of the primary data or by a third party—for example, in the form of tables or diagrams (Umar, 2013).

The data sources for this study are closely related to the methods or media through which the research data were obtained; specifically, recordings of Zoom Meetings conducted by instructors teaching online serve as the primary data source.

The research subjects are those directly involved in the implementation of digital Indonesian language instruction for foreign speakers at the Indonesian Embassy in Washington, D.C., USA. The research subjects were selected through purposive sampling, based on the consideration that they possess experience and direct involvement in the digital ILFS learning process.

1. The research subjects consisted of ILFS instructors who conducted digital Indonesian language instruction at the Indonesian Embassy in Washington, D.C., namely DN and JN instructors.
2. In addition to the instructors, the research subjects also included ILFS learners participating in the digital Indonesian language learning program at the Indonesian Embassy in Washington, D.C., totalling 26 people, comprising 21 teenage students taught by Instructor DL and 16 adult students taught by Instructor JN; both of these classes were beginner-level ILFS classes.

By involving ILFS instructors and learners as research subjects, it is hoped that the data collected provide a comprehensive picture of the challenges of digital learning, language use, and the effectiveness of learning strategies in digital Indonesian language instruction for foreign speakers at the Indonesian Embassy in Washington, D.C., USA.

In this study, the researchers used several data collection techniques, such as:

1. This is a qualitative data collection technique in which the researcher listens to (or observes) the research subjects—such as conversations, films, song lyrics, or texts—carefully. The researcher then records relevant findings or data needed for the study, often as a follow-up to the listening technique to obtain detailed and structured data (Sudaryanto, 2016).
2. Observation  
Observation in qualitative research is a data collection method in which researchers observe and record phenomena, behaviors, or events subjectively and descriptively using all five senses, without relying on numerical measurements (Pahleviannur et al., 2022).
3. Interviews  
Data collection methods in this study included *in-depth interviews*, participatory and non-participatory observation, and a documentary study. Due to time and distance constraints, in-depth interviews were

conducted online via WhatsApp with two ILFS instructors involved in conducting digital classes at the Indonesian Embassy in Washington, D.C.

Data analysis was conducted interactively following the model of Miles, Huberman, and Saldana (2014), namely:

1. Data Collection

This is the process of gathering raw data from the field, such as interviews, observations, and documentation.

2. Data Reduction (Data Reduction/Condensation)

Selecting, focusing, and simplifying data from interviews, observations, and documents. The data was grouped by theme: digital media, learning strategies, classroom interactions, challenges, and effectiveness.

3. Data Presentation (Data Display)

Data is presented in the form of narratives, thematic tables, learning flowcharts, and summaries of findings.

4. Drawing Conclusions/Verification

The researcher identifies patterns, discovers relationships between variables, and formulates answers to the research questions as well as implications for digital ILFS learning.

The data analysis model proposed by Miles, Huberman, and Saldana (2014) shown above can be seen in the figure below.

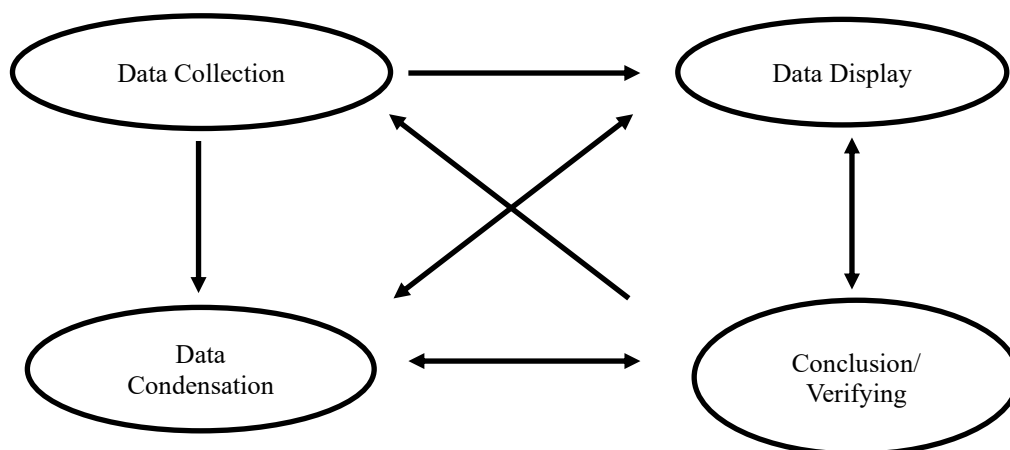


Figure 1. Interactive Data Analysis Model

## 4. RESULTS

### Strategies for Selecting the Language of Instruction

Instructor 1 stated that English was chosen as the language of instruction because most learners already possessed basic English proficiency. He explained that English was used to convey learning instructions, the meanings of new vocabulary, and grammatical explanations so that learners could grasp the material more quickly. In his view, the use of English helps prevent misunderstandings in the early stages of learning, particularly for beginner-level learners.

Instructor JN stated that Indonesian was chosen as the primary language of instruction. He explained that the direct use of Indonesian aims to accustom learners to hearing and using the language from the very beginning. In the interview, he mentioned that even though learners do not yet fully understand all the vocabulary, the consistent use of Indonesian helps increase language *exposure* and encourages learners to adapt to the context of the language being studied.

### Strategies for Code-Switching and Code-Mixing

Based on the interview results, the practices of *code-switching* and code-mixing employed by teachers in ILFS instruction demonstrate a reflective and contextual dimension of pedagogical awareness. In general, teachers stated that the use of other languages—particularly English—is employed consciously as an instructional strategy, although in certain situations it occurs spontaneously. These findings indicate that code-switching is not merely a linguistic phenomenon but also a communicative act with social and pedagogical functions.

Theoretically, in the study (Resky, 2026), this phenomenon can be analyzed through John J. Gumperz's perspective, which views code-switching as an interactional strategy. According to Gumperz, code-switching functions as contextualization cues—that is, discourse markers that help participants understand the intended meaning, emphasis, or shifts in context during communication. In the context of ILFS learning, the use of English when explaining new grammatical concepts or vocabulary can be understood as an effort to provide additional meaning cues so that the message is easier for learners to process. Thus, code-switching serves to clarify the structure of meaning and reduce ambiguity.

Furthermore, based on Carol Myers-Scotton's framework in the study (Afriana, 2024) through the Markedness Model, language choice is viewed as a social act that reflects the negotiation of relationships and norms within an interaction. In ILFS classes, Indonesian serves as the “unmarked code” because it is the target language of instruction. However, when teachers switch to English, this action becomes a “marked choice” with specific purposes, such as clarification, emphasis, or classroom management. This choice demonstrates the teachers' pragmatic awareness in adapting their code to situational needs and learners' proficiency levels.

Interview results also indicate that some teachers use code-switching as a form of linguistic scaffolding. From a language pedagogy perspective, the use of a language that learners are more proficient in serves as a bridge toward mastery of the target language. Code-switching in this context is not a form of dependency but rather a transitional strategy that is gradually phased out as learners' proficiency in Indonesian increases. This practice aligns with the communicative approach, which emphasizes *meaningfulness* and comprehensibility in second language learning.

Interestingly, some teachers acknowledge that code-mixing sometimes occurs spontaneously and is not fully conscious, especially in fast-paced interactions. However, upon further analysis, this spontaneity still serves a communicative function. Within the framework of interactional sociolinguistics, this can be understood as a form of adaptation to classroom dynamics. Code-switching emerges as a response to learners' needs, whether to maintain the flow of communication or to prevent miscommunication that could potentially hinder the learning process.

In terms of objectives, the instructors stated that code-switching is used to: (1) enhance conceptual understanding, particularly when explaining complex grammatical structures; (2) create a sense of security and reduce learners' linguistic anxiety; (3) save instructional time through more efficient explanations; and (4) maintain the flow of classroom interaction. These objectives indicate that code-switching functions as an adaptive pedagogical strategy, rather than as a neglect of the target language.

Thus, based on theoretical analysis, the practice of code-switching and code-mixing in ILFS instruction can be understood as a planned and contextual communicative strategy. The level of a teacher's awareness in selecting codes reflects the pragmatic and pedagogical competencies that support the effectiveness of learning. Code-switching is not a deviation from language learning norms but rather part of a mechanism for negotiating meaning that enables a learning process that is more inclusive, effective, and responsive to learners' needs.

### Strategies for Improving Comprehension, Engagement, and Language Skills

Based on the interview results, both teachers mentioned several strategies they use in online ILFS instruction via the Zoom platform. These strategies include utilizing Zoom features, using repetition, providing verbal motivation, and integrating grammar into language skills.

Regarding the use of Zoom features, the teachers explained that they utilize the chat feature to write down new vocabulary, provide brief corrections, and share links to learning materials. The screen-sharing feature is used to display presentation slides, reading texts, images, and supporting videos. In addition, some instructors mentioned using breakout rooms to divide learners into small groups so they could discuss or

practice conversation more intensively. Instructors also stated that the mute/unmute feature helps maintain classroom order, while the reaction feature is used to gauge learners' immediate responses to questions asked.

Regarding repetition, teachers explained that they often repeat specific vocabulary, phrases, or sentences to help learners better understand and remember the material. Repetition is carried out by reading sentences slowly again, asking learners to repeat after them, and restating explanations using simpler structures. Some teachers also mentioned that they repeat assignment instructions two to three times to ensure all learners understand the given directions.

Regarding verbal motivation, the teachers stated that they actively provide positive encouragement during the learning process. Forms of such motivation include praise such as "Very good," "Your pronunciation is good," or "It's okay, try again." The teachers also offer encouraging remarks when learners appear hesitant or are struggling, for example, by saying that mistakes are part of the learning process. In addition, some teachers mentioned that they make an effort to use learners' names when offering praise to make the interaction feel more personal.

Regarding the integration of grammar, teachers explained that they do not teach grammatical structures in isolation but rather integrate them with speaking, listening, reading, or writing skills. For example, when teaching a specific sentence pattern, teachers immediately ask learners to create oral or written example sentences. Grammar is also explained through reading texts or dialogues, which are then discussed together in the context of their usage. Some teachers mentioned that they provide immediate grammar corrections while learners are speaking, but always in a relaxed atmosphere.

Overall, based on the interview excerpts, the strategies mentioned by teachers in digital learning include utilizing Zoom's technical features, repeating material, consistently providing verbal encouragement, and integrating grammar into language skill practice. This narrative describes the various practices teachers employ during the learning process.

### **Teacher Strategies for Digital Learning (Adolescents): Predominantly English as an L1 Support**

Teacher 1, who teaches at the adolescent level, tends to use English as a support language in instruction, particularly in the first class. This strategy aims to build initial understanding (comprehensible input), explain instructions, and reduce language anxiety.

This approach aligns with Vivian Cook's (2001) view, which states that the use of the first language (L1) in a foreign language classroom is pedagogically justified when used in a limited and controlled manner to support the understanding of new concepts. L1 functions as cognitive scaffolding that helps learners connect new information with language structures they have already mastered. In the context of adolescents, the use of English can help:

- 1) Explain complex grammar
- 2) Provide clear instructions
- 3) Maintain motivation and self-confidence
- 4) Preventing misunderstandings of meaning

From a psychopedagogical perspective, adolescents are still in a phase of affective development where they are sensitive to the fear of making mistakes or a lack of self-confidence. Therefore, strategies based on understanding information through L1 support can create a safer and more supportive learning environment.

### **JN (Adult) Instructor Strategy: Indonesian-Dominant (Immersion Approach)**

Unlike DL instructors, JN instructors teaching adult learners use Indonesian more frequently as the primary medium of instruction from the very beginning of the learning process. This strategy reflects the immersion approach, which involves direct and intensive exposure to the target language.

This approach aligns with second language acquisition theory, which emphasizes the importance of meaningful and sustained input in the target language. By minimizing the use of L1, adult learners are "forced" to process meaning through context, visuals, gestures, and communicative interactions. This can accelerate linguistic adaptation and enhance sensitivity to patterns in Indonesian.

From the perspective of target language use policy, this strategy supports the principle that the more the target language is used in the classroom, the greater the opportunity for naturalistic language acquisition. Adult learners generally have:

- 1) Stronger instrumental motivation
- 2) More mature metacognitive abilities
- 3) More developed independent learning strategies

Consequently, the immersion approach can be more effective for this group than for adolescents.

## 5. DISCUSSION

### Language use in teacher-learner interactions

The second research question is: How is language used in teacher-learner interactions in digital ILFS learning? Data were obtained from video recordings of the first session for both classes. The findings were grouped into four aspects, as shown in the following table.

Table 1. Language Use in Digital Learning Interactions

| Teacher | Use of the medium of instruction | Level of language formality | Code-switching/code-mixing | Alignment of language with the proficiency level of ILFS learners |
|---------|----------------------------------|-----------------------------|----------------------------|-------------------------------------------------------------------|
| DN      | Primarily English-speaking       | Informal                    | Low                        | Appropriate                                                       |
| JN      | Predominantly Indonesian         | Formal                      | High                       | Appropriate                                                       |

### Use of the Medium of Instruction

The following are excerpts from the teachers' remarks that illustrate their choice of language of instruction at the beginning, middle, and end of the first session.

- 1) *Okay, Maya Sofia, okay good Maya Sofia. Thank you Maya Sofia. Anyone else that I haven't say hello yet, because I'm checking your presence. Alright then so I will share the material for today, you can see the materials in the google drive that I share in WhatsApp also in email.*

*Okay, nah, can you see my slide? Yes, so selamat datang, selamat datang, do you know what it means selamat datang? Welcome, you can unmute yourself so you can have a like a real classroom, you can talk, we can discuss, you can ask questions, okay.*

*Yeh, so selamat datang means welcome this is the class for Bahasa Indonesia for teenagers because you are 12, 13, and 14, oh there is 11 years old too and 10 years old too and James is 8 years old, okay, so this is the class for 8 years olds until 14 years old, okay, so you are teenagers, we call it remaja in Bahasa Indonesia.*

*Why is not my, why isn't it uh moving, wait a second.*

*Okay, I think I have to repeat once again*

This happens because the ILFS learners do not yet understand Indonesian. Since this is the first class, Teacher 1 uses the learners' native language—English—as the medium of instruction. Another reason Teacher DL uses English as the medium of instruction is that the initial focus of the conversation is to confirm the material, introduce the participants, and simply get to know each other.

Teacher JN began the ILFS lesson by speaking Indonesian slowly and with clear intonation. Some sentences were repeated twice. In certain sentences, Teacher JN inserted English words.

The following Data 2 shows the opening sentences when Teacher JN began the class:

- 2) *Ee... terima kasih, saya sampaikan, saya ucapkan thank you for all of you. Nama saya adalah Jamal Nasution, nama saya adalah Jamal Nasution, saya berasal dari Medan Indonesia. Ya this is very simple, nama saya adalah Jamal Nasution, nama saya Jamal Nasution. nama saya adalah Jamal Nasution, or nama saya Jamal Nasution without 'adalah'. Saya berasal dari Medan, Medan is a city, like a town in Medan and Indonesia.*



Teacher JN speaks directly in Indonesian in this adult class. Teacher JN also repeats the name-introduction sentence up to four times with several similar examples. Teacher JN asks the learners to say the same thing as the teacher, and the language used by Teacher JN is still predominantly Indonesian. This is evident in the following Data 3;

- 3) *Oh New York, terima kasih, ee next. Eh iya iya sama-sama, Masita. Ya Masita... Masita it is like an Indonesian name ya, Masita, sekali lagi Masita. Bagus sekali, kita lanjut ke Jacki Lee. Sekali lagi, once again, ya kemudian, Dionne.*

Teacher JN maintained her teaching strategy using Indonesian, but for certain words, she used English. For the teen class taught by Teacher 1, when speaking with students' parents on Zoom, Teacher JN also employed an English-language strategy to ensure effective communication during the initial meeting. This is evident in Data 4 when Teacher JN spoke with the students' parents;

- 4) *Okay, the next one, so this is welcome parents. Welcome parents, so for the parents, this is the information that this is class for Bahasa Indonesia for teenagers, I said 8 until 14 and we have 14 meetings starting September 7 today, we're going to meet every Sunday at 5 pm until 7 pm, okay and then what do we have to do this let's see, can I have one minutes please, sorry. And then we have and this is the curriculum, you can see and the first meeting greetings and introduction, and family and friends next week, and then the third one is my school, my daily activities, and also my hobbies, my body, review topics 1 until 6, and on the eighth week we have your favorite food, shopping, transportation and direction, holiday and festivals, tourism and culture, review topics 8 to 12 and then the showcase.*

Teacher DL provided information about the learning schedule, meeting plans, and learning materials. The strategy used by Teacher 1 was to conduct the session entirely in English without using Indonesian. At the end of this first class, Instructor 1 continued to predominantly use English as the medium of instruction. Data 5 below shows the closing remarks made by the DL instructor:

- 5) *There anyone else who haven't got the chance, I think everybody does. So, thank you for your coming today. Thank you for joining this class, so we will meet again next week at the same time okay. I hope you still remember what to say this mantap, can you say it, mantap. So, we're going to take a picture, can you just um open your video cam, would you like to take a picture with me? Come on and showing your thumbs, come on, everybody yeah.*

Instructor JN continues to use Indonesian as the dominant language of instruction. While English is also used, Instructor JN consistently provides the Indonesian translation of what they say. This is evident in Data 6, which is Instructor JN's closing statement:

- 6) *Baik satu lagi ya, saya ambil foto untuk satu lagi take picture. Ya terima kasih atas perhatiannya, thank you for your joining in this class ya, i understand that this class is not really effective because we have ee... apa ya the class only by zoom in the meeting zoom we can I can explore you one by one I'm sorry if I apa ya namanya, I, I cannot make the class be active for of you, I think you must understand about this situation, because we have only in zoom meeting. Terima kasih, thank you very much, sampai jumpa lagi minggu depan, see you next week, ya salam semua.*

When the author confirmed this reason with both teachers, they provided explanations. The DL teacher prioritized understanding the information because the learners were adolescents (ages 10–15). The DL teacher wanted the first class to be understood comprehensively and clearly so that no information would be missed. Meanwhile, the JN teacher explained that adult students are already able to understand the situations and conditions involved in learning a foreign language. The DL teacher focused on mastering a large vocabulary by incorporating Indonesian language practice at the beginning of the session.

### Level of Language Formality

The following are examples of speech that demonstrate each teacher's level of language formality.

- 7) *Okey kamu dari mana?  
Kamu tinggal di mana?  
Kapan ulang tahunmu, when is your birthday Delcy?*

Teacher DL predominantly uses informal language. This is due to the learners being teenagers. The use of the pronoun “you” is an example of Teacher DL’s low level of language formality. The use of informal language is appropriate for the learners’ age.

Meanwhile, Teacher DL predominantly uses formal language. This is evident from the following data point 8:

8) *Grace berapa nomor hp Anda?*

*Apakah Anda menggunakan WhatsApp, iya, okay, let me make it in chat.*

JN instructors use the pronoun “Anda” rather than “kamu.” The reason for this use of formal language is that adult learners require formal Indonesian, such as in an office or other formal settings.

### Code-Switching and Code-Mixing

9) *Halo selamat sore. Halo semua selamat sore, halo Nathan. Selamat sore, halo Arya, halo James Halo Kenzi, apa kabar? Kabar (saya) baik, oke. Halo Delcy, selamat sore.*

10) *Hey, halo, okay-okay Delcy, so your microphone and camera are not working, okay? Right, and then, hello Radissa. Yeah, hello, um so can you please rename all the names, yeah, rename your name here the participants, to all participants can you rename uh, so I can call your name here the students. The students name please.*

In data points 9 and 10, the DL instructor is seen code-switching. Initially, the DL instructor spoke in Indonesian, and data point 10—which is a continuation of data point 9—shows the instructor switching entirely to English. Instructor 1 only code-switched once, as seen in data points 9 and 10.

For the DL instructor, no code-switching was found in their language use. Every language shift made by Teacher DL in Session 1 was merely a translation process, not code-switching. According to Teacher DL during the interview, they engaged in code-switching when family members (spouse, parents) of learners from Indonesia were present. As for the learners themselves, the teacher did not use code-switching because the learners were monolingual, not bilingual or trilingual.

As for code-mixing, both the DL teacher and the JN teacher frequently engaged in it because the subject matter being taught was Indonesian. In the data analysis in this section, the focus is on instances that are not part of the lesson content. For example, data such as “Nama saya, my name” is not categorized as code-mixing. This is because this sentence is merely a translation performed by the teacher to help the learners understand what is being discussed.

Language data that falls into the code-mixing category comes from the DL teacher:

11) *Okay, full screen now, thank you, hebat, mantap, so I’ll see you again next week. Sampai jumpa, sampai jumpa, thank you bye-bye, thank you everyone.*

This code-mixing aims to activate the learners’ vocabulary. The JN teacher also engages in code-mixing at the beginning of class, as seen in data 12 and 13 below;

12) *Terima kasih, saya sampaikan, saya ucapkan thank you for all of you.*

13) *Kabar saya baik, oke sudah bisa ya. Now we make it practice between siapa ya, kita buat dulu, let me see maybe YK with grace oke, YK with Grace, uh who first, maybe Grace first okay.*

In Data 12, the code-mixing performed by the JN teacher involves the word “terima kasih” and the word “thank you.” This process is like a translation to help learners understand the meaning of a single word. In Data 13, the code-mixing used by the JN teacher appears to be unstructured. The Indonesian words “ ” were spoken because the learners had already studied them; thus, Teacher JN only performed code-switching in new sentences. It can be concluded that the code-switching performed by the teacher was intended to translate a sentence or word that the learners were not previously familiar with.

### Language Appropriateness Based on Learners’ Proficiency Levels

14) *Can you do that? Okay, lets read it together. Halo nama saya ... saya dari ... saya tinggal di ... usia saya ... tahun, so the you have the numbers here, I provide numbers from 0 until 15 you can read it here how old are you and then saya suka I like, now can anyone read it or shall we read it together. Yeah, shall we*

*read it together? Come on unmute yourself, unmute your uh Zoom, unmute your audio we're going to read it together.*

The language used by the teacher is appropriate for the learners' age level. The teacher's directive and instructive explanations make the sentences spoken by Teacher 1 in English easy to understand.

The following Data 15 consists of a sentence spoken by Teacher JN:

- 15) *Oh, I think like this, if you don't, if you don't have the WhatsApp, you send me email, you send me email. So, I know to whom I send, so I will not send to all of the students, if you ask me the link I will give you the link, you send me first, I mean like that okay yeah, ada pertanyaan, any questions?*

Instructor JN's explanatory statements were also very clear in conveying information to the learners. In this context, the appropriateness of the language to the proficiency level of the ILFS learners did not pose any obstacles in the learning process.

### Language Use in Digital Learning Interactions

Based on an analysis of conversations in the Indonesian for Foreign Speakers (ILFS) course, the results show that learners' language skills develop gradually, with a primary emphasis on oral skills. Listening and speaking skills are the most prominent skills that emerge in the learning process, while reading and writing skills are still in the early stages of development.

Listening skills were demonstrated through the learners' ability to understand simple oral instructions given by the instructor. Learners were able to respond to commands such as repeating vocabulary, answering basic questions, and following the flow of learning activities. The responses provided, both verbally and through actions, indicated that learners could grasp the meaning of the utterances, although they still required repetition and bilingual explanations.

Speaking skills are evident in learners' ability to produce simple utterances in Indonesian, such as introducing themselves, stating their place of origin, age, and hobbies, as well as reciting numbers and basic vocabulary. Although there are still pronunciation errors, limited sentence structures, and code-mixing with their first language, learners demonstrate the courage to speak and actively participate in classroom conversations.

Reading skills began to emerge during guided reading activities, such as reading numbers, words, and simple sentences presented through visual media. However, learners have not yet demonstrated the ability to read independently or to comprehend texts in depth. Meanwhile, writing skills have not yet appeared explicitly in the learning process and have not become a primary focus of learning activities.

## 6. CONCLUSION

Based on the research findings, the language use strategies in online ILFS instruction at the Indonesian Embassy in Washington, D.C., demonstrate adaptation to the learners' ages, needs, and proficiency levels. In beginner-level classes for teenagers, instructors predominantly use English as the medium of instruction to clarify instructions, convey learning information, reduce misunderstandings, and build learners' self-confidence. Meanwhile, in adult classes, instructors predominantly use Indonesian as the primary medium of instruction, supported by repetition, clear intonation, gestures, context, and the insertion of English in specific sections. These differences indicate that the choice of medium of instruction is a contextual pedagogical strategy tailored to the characteristics of the learner group.

Code-switching and code-mixing in online ILFS instruction are not merely linguistic phenomena but also serve as strategies to clarify meaning, translate unfamiliar vocabulary or sentences, reduce language anxiety, and maintain the flow of classroom interaction. Instructors also support the learning process through repetition, verbal encouragement, the integration of grammar with language skills, and the use of Zoom features such as *chat*, *screen sharing*, *reactions*, and *breakout rooms*. These strategies primarily support the development of listening and speaking skills, while reading skills continue to develop through guided activities, and writing skills have not yet received adequate attention. Thus, the success of online ILFS learning

interactions is determined by the instructor's ability to select and manage language codes flexibly, consciously, and in accordance with learners' needs.

Future research is recommended to expand the linguistic analysis of the forms, patterns, functions, and factors underlying language choice, code-switching, and code-mixing in ILFS online learning interactions. The analysis can focus on linguistic units that emerge, such as words, phrases, clauses, and sentences, as well as the relationship between code-switching and the conversational context, topic of discussion, communicative purpose, and speaker identity. In addition, future research needs to distinguish more clearly between code-switching, code-mixing, translation, bilingual repetition, and the borrowing of linguistic elements to ensure more consistent data classification. Incorporating data from a greater number of sessions, instructors, and learner groups is also necessary to identify more representative trends in code selection and to strengthen our understanding of the pragmatic and sociolinguistic functions of Indonesian and English language use in ILFS interactions.

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