

# Sociolinguistic Study of Language Diversity in Classroom Learning Communication

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## ABSTRACT

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This research is motivated by the diverse use of language in learning communication in the classroom which shows that there is a variety of language variations between teachers and students. Differences in social backgrounds, language habits, and interaction situations in the classroom encourage the emergence of varied forms of language in the teaching and learning process. The purpose of this study is to identify the variety of languages used in learning communication, analyze the factors that influence language selection, and describe the forms of language variation that appear during the learning process. This study uses a qualitative approach by involving 15 students as informants through observation and interview techniques. Data analysis was carried out through data reduction, data presentation, and conclusion drawing based on the theory of language variation from William Labov (1972) and the ethnographic theory of communication from Dell Hymes (1974). The results of the study showed that a variety of formal languages were used in the delivery of materials and instructions, a semi-formal variety appeared in question and answer interactions, and a dominant non-formal variety in communication between students. The phenomenon of *code switching* and *code mixing* is also found in conversations in the classroom which are influenced by language habits and social closeness between students.

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## 1. INTRODUCTION

Language has an important role in human life as the main means of communication in various social activities. Each individual uses language to convey thoughts, feelings, and information to others (Shadić, Konisi, & Ndita, 2025). The use of language develops along with the changing times and the needs of society (Rahmadhani, Hakim, Puspita, Putranto, & Hussaini, 2024). Differences in social environment also affect the way a person uses language. This leads to variations in the use of language in everyday life (Wati, Hermawan, Hadi, & Ansori, 2026).

In social life, language not only serves as a means of conveying messages, but also as a marker of a person's identity. Each community group has a different way of speaking according to customs and cultural background (Bintang, Oktaviana, Kurniawan, & Kusmiaji, 2026). Differences in age, education, and social environment also affect the form of language used. Such language variations appear in a variety of different communication situations. This diversity shows that language is dynamic and constantly evolving (Naura, 2024).

The use of language in social interactions often changes according to the situation at hand. One can use formal language in certain situations and casual language in others. These changes occur naturally in the daily communication process. Social relations factors also affect the choice of the form of language used. This condition shows that language has flexibility in its use (Wildani, Rosita, & Puspita, 2025).

The study of language is important to understand communication patterns in society. Language can be analyzed from various aspects, including its shape, function, and variation. Each variation of language reflects the way people interact in social life. Understanding language variations helps explain the dynamics of communication that occur. This shows that language has a wide role in human life (Sitanggang, Widyawati, Suryanata, & Neina, 2025).

Study (Mufid, Arif, Aji, & Bahris, 2025) titled "*Sociolinguistic Studies on Language Diversity in Colonial Fiber Poetry*" shows that Javanese literary texts contain linguistic variations that can be analyzed through sociolinguistic approaches. The results of the study show the use of dialects and forms of the Javanese language that reflect the social structure and cultural identity of the community. Research (Linarsih, Kusyairi, & Khoiri, 2025) in research "*Variety of Slang on Social Media: Sociolinguistic Analysis of Generation Z Identity*" Found that slang in the digital space plays a role as a means of self-expression and the formation of group solidarity *Generation Z*. Research (Sari & Saharjo, 2025) Through research "*Sociolinguistic Analysis of Language Style and Sentence Structure in the Introduction of Vocational Scientific Articles*" examine the use of language variations in academic writing and find the dominance of formal varieties that follow scientific writing patterns. Research (Lika, Sari, & Yumarni, 2024) in studies "*Sociolinguistic Study on the Language Variation of MI Teacher Candidates in the Campus Environment*" Finding the use of formal and non-formal varieties that change according to social interaction in the campus environment. Research (Tasyarasita, Duhita, Yulianti, & Yustanto, 2023) Through research "*Variety of Slang by Gen Z Teens on TikTok Social Media (Sociolinguistic Study)*" shows that slang functions as a form of language creativity and youth group identity in the digital space.

This research departs from a limited study that discusses language variations in direct classroom learning communication. Previous studies have highlighted a lot of language in literary works, social media, and academic writing, while the interaction of language in the teaching and learning process has not been analyzed in depth. Communication patterns between teachers and students show changes in the form of language that are influenced by social status, age, and learning situations. These changes include formal, semi-formal, non-formal, *code switching*, and *code mixing* that often appear in classroom conversations, but have not been systematically described in previous studies.

This research aims to identify the variety of languages that appear in classroom learning communication. The focus of the study is directed at the use of language by teachers and students in various learning situations. This study also aims to describe the social factors that affect the choice of various languages, such as relationships between individuals, the background of students, and the learning situation. The function of using various languages in the teaching and learning process is also analyzed so that the role of language in educational activities can be understood in a more targeted manner.

This research provides theoretical benefits in the form of the development of *sociolinguistic studies* related to language variations in the educational space. The results of the research can be a reference in understanding communication patterns in the classroom involving teachers and students. On the practical aspect, research findings can be used as a reference for educators in choosing the appropriate form of language when delivering learning materials. Students can also gain an understanding of the variety of languages used in academic interactions so that communication skills can develop.

This study has an urgency to increase the diversity of students' social backgrounds in the educational environment. Classroom interactions take place dynamically and involve language variations that are constantly changing according to the learning situation. Inaccuracies in the use of language in classroom communication can cause obstacles to material understanding. Understanding a variety of languages helps create more effective communication between teachers and students and supports a smooth learning process.

The novelty of this research lies in the focus of the analysis of language variety in learning communication in the classroom as an active social interaction space. This study combines the analysis of formal, semi-formal, non-formal, *code switching*, and *code mixing* in one unit of discussion. Previous research has highlighted language on social media, literary works, and academic writing, while this study places teaching and learning activities as the center of study. This approach provides a more direct picture of the practice of using language in everyday educational interactions.

This study has limitations in the observation space that is limited to certain learning situations so that the variation of the data does not cover all educational conditions. The language data obtained is greatly influenced by the interaction situation during observation so that there is a possibility of variation that is not fully recorded. The interpretation of the use of various languages is also influenced by the researcher's analysis in reading the communication situation in the classroom.

## 2. METHODS

This study uses qualitative research with the aim of describing the use of various languages in learning communication in the classroom naturally. This approach was chosen because it is able to capture the forms of language interaction that appear in teaching and learning activities without data manipulation. Data was obtained from 15 informants consisting of students involved in the learning process. This research is based on a sociolinguistic view that emphasizes the close relationship between the use of language and social factors in daily interactions.

The analysis of this study refers to the theory of language variation from William Labov (1972) which explains that language variation is influenced by social factors such as age, background, and communication situation. The meaning of class interaction is also strengthened by the theory of Dell Hymes (1974) through the concept of *SPEAKING* which includes elements of setting, participants, ends, act sequence, key, instrumentalities, norms, and genres in the use of language. These two theories are used to read the patterns of language that appear in student interactions during the learning process.

Data analysis techniques are carried out through data reduction, data presentation, and conclusion drawn. Data reduction is done by selecting student conversations that are relevant to the focus of the research. The presentation of data is arranged in the form of descriptions that describe the variations of language used by students in class interactions. The final stage is in the form of drawing conclusions that lead to mapping the variety of languages that emerge as well as social factors that affect the use of language in learning activities.

## 3. FINDINGS AND DISCUSSION

### 3.1. Findings

This research was carried out in a classroom in a school environment that has an active and interactive learning atmosphere between students. The classroom is used as the main place for the learning communication process that involves verbal interaction in various forms of various languages. Learning activities take place through material explanations, questions and answers, group discussions, and assignments that encourage students to communicate with each other. Classroom conditions show the diversity of students' language skills which are influenced by social background and daily communication habits. Interactions that occur in the classroom show the use of formal language during learning as well as more relaxed language when students discuss or communicate

with peers. This situation provides a wide enough space for the emergence of language variations in the learning process.

**Table 1.** Respondent Characteristics

Yes	Code Responders	Gender	Age	Roles in the Classroom	Language Background
1	R1	Male	15	Students	English & regions
2	R2	Women	15	Students	Indonesian is dominant
3	R3	Male	16	Students	Strong regional languages
4	R4	Women	15	Students	Mix Indonesia-region
5	R5	Male	16	Students	English
6	R6	Women	15	Students	Dominant regional languages
7	R7	Male	15	Students	Mix
8	R8	Women	16	Students	English
9	R9	Male	15	Students	Regional languages
10	R10	Women	15	Students	Mix Indonesia-region
11	R11	Male	16	Students	English
12	R12	Women	15	Students	Regional languages
13	R13	Male	15	Students	Mix
14	R14	Women	16	Students	English
15	R15	Male	15	Students	Regional languages

The data showed that all respondents were students with an age range of 15-16 years who were in the stage of adolescent development. The sex composition is relatively balanced between males and females. The language background shows the variation in the use of Indonesian, regional languages, and a combination of the two in daily communication. This condition shows that there is a diversity of linguistic patterns that have the potential to affect the way students interact in the classroom. These differences in language backgrounds contribute to the emergence of language variations in the learning communication process, especially when students discuss, ask questions, or express opinions.

**Table 2.** Results of Observation of Various Languages in Learning

Yes	Forms of Interaction	Emerging Language Variety	Speech Examples	Frequency of Occurrence	Remarks
1	Material explanation	Formal	"Pay close attention to the structure of this text."	Height	Dominant when the teacher explains
2	Frequently asked questions	Semi formal	"Anyone who doesn't understand this part yet?"	Height	Two-way interaction
3	Student discussion	Nonformal	"Why don't we just answer that?"	Very high	Between students
4	Task instructions	Formal	"Tasks are collected next week."	Medium	Teacher instruction
5	Casual interaction	Mixed (Indonesia-region)	"Hurry up, it's going to be late."	Medium	Conversations between students
6	Teacher affirmation	Formal + emphasis	"This is important, don't be mistaken."	Medium	When paying special attention

7	Student clarification	Semi formal	"You mean this part, ma'am?"	Height	When asking for an explanation
8	Light jokes	Nonformal	"If you make a mistake, you will be punished, right?"	Low	Dilute the atmosphere

The results of the observation show that the most dominant formal language variety appears when the teacher delivers the material and gives assignment directions. The use of formal language is characterized by a complete sentence structure and a choice of words that are more directed at the delivery of academic information. In the question and answer session, the semi-formal variety was seen to be used quite often, both by teachers when opening an interaction room and by students when asking for additional explanations. Discussion activities between students showed the dominance of non-formal varieties which were characterized by the use of more relaxed, short, and spontaneous language. In some interactions between students, it was also found that the use of a mixture of Indonesian and regional languages reflected the social closeness between them. The interaction pattern shows a change in the form of language that adjusts to the type of learning activity, the role of students, and the level of familiarity in communication in the classroom.

**Table 3.** Interview Results of Various Language Use by Students

Yes	Code Responders	Forms of Variety of Languages Often Used	Reasons for Use	Dominant Situation
1	R1	Mix of Indonesia – region	Easier to understand	Group discussions
2	R2	Simple formal	Follow the teacher's instructions	Material explanation
3	R3	Nonformal	More relaxed when speaking	Peer interaction
4	R4	Mix	Getting used to it at home	Everyday conversation
5	R5	Formal	Want to look polite	Frequently asked questions
6	R6	Nonformal	Faster to understand	Discussion
7	R7	Mix	Environmental Impact	Class interactions
8	R8	Simple formal	Avoiding misunderstandings	Presentation
9	R9	Nonformal	More familiar	Friend chat
10	R10	Mix	Everyday habits	All classroom situations
11	R11	Formal	Follow school rules	Task description
12	R12	Nonformal	More freedom of speech	Discussion
13	R13	Mix	Influence of the social environment	Friend interaction
14	R14	Simple formal	Maintain modesty	Frequently asked questions
15	R15	Nonformal	More convenient	Casual conversation

The results of the interviews showed that the use of various languages by students in learning communication in the classroom was influenced by language habits, social environment, and the level

of comfort in interacting. The pattern of language use is not singular, but changes according to who the interlocutor is and the activity being carried out. Students demonstrate adaptive ability in choosing the form of language that is considered most appropriate for the communication situation. This shows that the language used by students develops naturally through daily interactions in the family, school, and peer circles. This finding also reinforces the view of William Labov (1972) who stated that language variation is closely related to the social factors of language users.

The use of a mixture of Indonesian and regional languages is one of the patterns that appear most often in interviews. Students stated that the use of mixed language makes communication feel easier to understand and less confusing. R1 said that *"it is easier to use mixed language because it directly connects the discussion time"*, which shows that the effectiveness of communication is the main reason for using the language. R4 also emphasized the same thing by saying *"I am used to using two languages from home, so I also carry it in class"*. R7 reinforces this finding through the statement *"if you and your friends are better at mixing languages, quickly understand what it means"*. This pattern shows that regional languages are not separate from Indonesian in students' communication practices, but complement each other in daily interactions. The use of mixed languages reflects the strong influence of the family and social environment on students' language habits.

Non-formal varieties also appear predominantly in interactions between students, especially in discussion situations and casual conversations. Students feel freer and less burdened by language rules when communicating with peers. R3 states that *"when talking to friends, it is more relaxed to use ordinary language"*, which shows that comfort is the main factor in language selection. R6 added *"if the group discussion is faster if it uses casual language"*. R9 also said that *"it's more familiar if it's not too formal, so it's not awkward"*. R12 reinforces this by saying *"if you are close friends, there is no need to use standard language"*. This pattern shows that the non-formal variety functions as a tool to build social closeness and facilitate communication between students without structural language barriers.

Formal variety also appears in interviews, especially when students interact with teachers in learning activities such as questions and answers, material explanations, and presentations. The use of this variety is related to students' awareness of the rules and ethics of communication in the school environment. R2 stated that *"teachers should use more polite and clear language"*, which shows an awareness of the role of social in communication. R5 added *"I use formal language to look polite when answering questions"*. R11 also said *"if explaining the assignment in front of the class, you must use the correct language"*. R14 reinforces this through the statement *"if I ask questions and answers to teachers, I try to use neat language"*. These findings suggest that students are able to adapt language styles based on social hierarchies in the classroom environment.

Simple formal variety is a form of transition between the standard language and the casual language used by students in certain situations. Students use this form to avoid misunderstandings in academic communication. R8 said *"if my presentation uses clear language so that friends don't misunderstand"*. R14 also mentions *"it's safer to use language that is not too relaxed so as not to be mistaken"*. This form shows that there is a student's awareness of the importance of clarity of information in learning communication. Simple formal language is a strategy to maintain a balance between clarity and comfort of communication.

The factor of daily habits is one of the main reasons that affect students' language choices. The family and social environment have a big influence on how students communicate in the classroom. R10 stated *"I am used to using a mixture of languages from home to school"*. R13 also said *"in my environment I often mix languages so I carry them to class"*. R4 reinforces this by stating that *"the language at home is not much different at school, so we are used to it"*. These findings suggest that linguistic habits are formed through long-lasting and repetitive social processes in students' daily lives.

The influence of the social environment is also seen in the formation of students' language patterns. Interaction with peers reinforces the use of informal and mixed variety. R7 stated *"if in a friend's environment, they do use a mixed language"*. R13 also added *"if you are used to the environment, in the*

classroom you will also be like that". This shows that the social environment has an important role in determining the form of language that students use in learning communication.

The communication situation in the classroom is also an important factor in the choice of language diversity. Students adjust the language based on ongoing activities, such as discussions, presentations, or Q&A. R6 says "if the group discussion is more relaxed, use free language". R2 said "if I follow the teacher's explanation of the material so that I don't make mistakes". R9 also said that "if you have a casual conversation, you don't need to be formal". This pattern shows that students have good enough language adaptation skills according to communication situations.

The use of a variety of languages in this interview also shows that there is a high level of linguistic flexibility among students. They are not fixated on one form of language, but are able to move according to communication needs. This shows that language functions as a dynamic tool in social interaction in the classroom. The language variations that emerge reflect students' ability to navigate different social and academic situations.

If associated with the theory of Dell Hymes (1974) through the concept of SPEAKING, the use of student language is influenced by the elements of participants, settings, and norms. Teachers and peers become participants in communication that determines the form of language used. Formal situations encourage the use of standard language, while casual situations encourage the use of informal and mixed languages. Communication norms in the classroom also play a role in limiting or directing the use of certain languages to remain in accordance with learning ethics.

The relationship with the research of Linarsih et al. (2025) shows that language can be a social identity of a group. In this study, the use of mixed and non-formal languages reflects the identity of students as a group of adolescents who are adaptive and flexible in language. This identity is formed through continuous interaction in the school environment and daily associations. Language is a means to show social closeness while building relationships between students.

The findings of this interview show that the use of a variety of languages in learning communication cannot be separated from social factors and students' living habits. The language used serves not only as a means of communication, but also as a reflection of social identity and relationships between individuals. Each variety of languages has their own functions that complement each other in the learning process. The formal variety maintains the structure of academic communication, the semi-formal variety facilitates interaction, while the non-formal variety strengthens social closeness. Meanwhile, mixed language is a form of adaptation that accelerates communication and adjusts to students' habits.

**Table 4.** Observation Results of the Use of Code Switching and Code Mixing

Yes	Types of Phenomena	Language Form	Speech Examples	Frequency	Perpetrators
1	Code switching	Indonesia → regions	"Answer this, hurry up!"	Height	Students
2	Code switching	Regions → Indonesia	"Do you understand? if we haven't repeated."	Medium	Teacher
3	Code mixing	Mix of sentences	"This task is the deadline tomorrow."	Height	Students
4	Code mixing	Word mix	"Don't make a fuss in class, focus on learning."	Height	Teacher
5	Code switching	English → English	"This is the correct answer, continue."	Low	Teacher
6	Code mixing	Indonesia + region + UK	"If you make a mistake later, don't panic."	Medium	Students
7	Code switching	Regions → Indonesia	"Shut up first, let's start the lesson."	Height	Teacher

8	Code mixing	Informal mix	"Do it quickly, later check it one by one."	Medium	Teacher
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The results of the observation show that *code switching* and *code mixing* appear actively in learning communication in the classroom. The use of *code switching* is seen when students or teachers move from Indonesian to regional languages to clarify the meaning or adjust the proximity of communication. Teachers use language switching when giving instructions to make the message easier for students to receive. *Code mixing* appears in the form of mixing foreign words such as *deadline*, *correct*, and *check* that have become part of daily conversations in the classroom. Students more often use mixed languages in group discussions because they feel freer in conveying ideas. The pattern of use of these two phenomena shows that there is a language adaptation that is influenced by social habits, social environment, and the need for fast and effective communication in the classroom.

### 3.2. Discussion

The results of the study show that learning communication in the classroom shows very diverse dynamics of language use. These variations do not appear by chance, but are formed through social interaction that takes place continuously between students in learning activities. The language used in the classroom shows an adjustment to social roles, relationships between individuals, and ongoing communication situations. This finding is in line with the view of William Labov (1972) who explained that language variation is always closely related to social factors such as age, social background, and language use situation. Students who are in the adolescent phase show a tendency to use language flexibly, moving between formal and informal forms according to the need for interaction. This condition shows that the language in the classroom environment is not fixed, but changes according to the social dynamics that occur in it.

The use of a variety of formal languages in this study was seen as dominant when the teacher delivered material, gave instructions, and explained the learning concept. This variety is characterized by a complete sentence structure, the choice of standard words, and a more systematic delivery of information. Formal language is used to ensure that the learning message can be clearly received by all students without creating ambiguity. This pattern is in line with the results of research by Sari and Saharjo (2025) who found that formal varieties are widely used in academic writing because of the demands for structural accuracy and clarity of meaning. In the learning process, the use of formal forms reflects the role of teachers as the main director in teaching and learning activities. Teachers have the responsibility to keep the communication flow structured so that the material can be understood equally by students.

Students respond to the use of formal language by adjusting the way they speak when interacting with the teacher. In question-and-answer situations, students tend to use more regular language than when communicating with peers. This shows that there is an awareness of the difference in social roles in the classroom. Formal language not only serves as a material delivery tool, but also as a marker of academic authority in the learning process. The use of this language helps maintain a proportionate social distance between teachers and students so that the learning process takes place more directionally.

Semi-formal varieties appear in question and answer activities that show two-way interaction between teachers and students. The language used in this form is not completely standard, but it is also not completely relaxed. This pattern shows the process of language adaptation to facilitate understanding between the two parties. Teachers use semi-formal forms to open up more open communication spaces, while students use the same form to convey questions or clarifications. These findings have similarities with the research of Lika, Sari, and Yumarni (2024) which shows that language variation in the academic environment is influenced by social interaction situations. The semi-formal variety becomes a communication bridge that connects a structured academic atmosphere with a more fluid interaction.

In practice, the semi-formal variety provides space for students to be more active in the learning process. Students feel more comfortable asking questions without feeling pressured by overly rigid language rules. Teachers can also adjust the language to make the message conveyed easier to understand. This condition shows that communication in the classroom is not only one-way, but also involves active interaction between teachers and students. Semi-formal variety is a form of language adjustment that supports the effectiveness of learning.

Non-formal variety appears predominantly in interactions between students, especially during group discussions, casual conversations, and activities outside of the delivery of the main material. The language used tends to be short, spontaneous, and follows daily communication habits. In this situation, students are no longer bound by the rules of the standard language, but rather prioritize smooth communication. This pattern is in line with research by Tasyarasita et al. (2023) which shows that the use of slang language in adolescents reflects the identity of social groups and creativity in language. In the classroom, non-formal variety functions as a means of strengthening social relationships between students.

The use of non-formal varieties also reflects a high level of social closeness among students. They feel freer in expressing their opinions without paying attention to the formal structure of the language. This shows that language plays a role as a tool for building group solidarity. Interactions that occur through a variety of non-formal activities create a more intimate and less rigid atmosphere in the classroom environment. This condition helps students to be more active in discussing and sharing opinions without feeling burdened by strict language rules.

The phenomenon of code switching and code mixing found in this study shows the existence of high language flexibility in learning communication. Code switching occurs when students or teachers move from Indonesian to regional languages or vice versa in one conversation. This transition is done to clarify the meaning or adjust the social closeness with the interlocutor. Code mixing can be seen in the use of foreign words such as *deadline*, *correct*, and *check* inserted in Indonesian sentences. The use of foreign language elements shows the influence of globalization in students' communication patterns in the classroom.

Wati et al. (2026) explained that the development of digital media has a great influence on the change in colloquial language in daily communication. This is seen in this study, where students use natural language mixes in their conversations. Code switching and code mixing not only function as language variations, but also as communication strategies that speed up the delivery of messages. Teachers also use this form in certain situations to ensure students understand instruction more quickly. This phenomenon shows that the boundaries between formal and informal languages are becoming increasingly flexible in classroom communication practices.

Analysis based on the theory of Dell Hymes (1974) through the concept of SPEAKING shows that the use of language in the classroom is influenced by various elements of communication. The setting or place of learning influences the form of language used, where the formal atmosphere encourages the use of the standard language. Communication participants, namely teachers and students, have different roles in determining the direction of communication. The ends or purposes of communication determine whether language is used to convey information, ask questions, or discuss. Act sequence describes the flow of conversations that occur sequentially in the learning process.

Key or tone of speech also affects the form of language used, where teachers tend to use a serious tone when explaining material, while students use a more relaxed tone when discussing. Instrumentalities or communication channels show that spoken language is the main medium in classroom interaction. Norms or norms of interaction determine the limits of language use to remain in accordance with learning ethics. The genre or type of discourse shows that communication in the classroom can be in the form of explanations, discussions, questions and answers, or casual conversations. All of these elements are interconnected in forming a dynamic communication pattern in the classroom.

The findings of this study are related to the research of Mufid et al. (2025) which shows that language can reflect social structures in society. In the classroom, the social structure is seen through the difference in roles between teachers and students. Teachers have a position as learning directors, while students are recipients of information and active participants in discussions. These role differences affect the choice of language used in everyday interactions. Formal language is used to show academic authority, while non-formal language is used to strengthen social ties between students.

Research by Linarsih et al. (2025) shows that language can be the identity of social groups. In this study, the use of mixed and informal language reflects the identity of students as a group of adolescents who have flexible communication habits. This identity is formed through repeated social interactions in the school environment. Language is a tool to show closeness between individuals and build group solidarity. This shows that language not only functions as a means of communication, but also as a symbol of social identity.

The language variations found in this study show that learning communication in the classroom is a complex social process. Each form of language has a different function in supporting smooth interaction. The formal variety functions to maintain clarity of information, the semi-formal variety strengthens two-way interaction, while the non-formal variety builds social closeness. Code switching and code mixing serve as communication strategies that accelerate message comprehension and adjust to students' language habits. All of these findings show that classroom learning is a dynamic social interaction space that continues to change according to communication needs.

#### 4. CONCLUSION

The results of the study show that learning communication in the classroom shows a variety of diverse language varieties, ranging from formal, semi-formal, non-formal, to mixed forms that appear in daily interactions. The dominant formal variety is used in the delivery of material and the provision of learning instructions, while the semi-formal variety is present in question and answer activities that show a two-way communication relationship between teachers and students. The non-formal variety is seen in the interaction between students which reflects social closeness and comfort in communicating. The use of a mixture of Indonesian language with regional languages and elements of foreign languages also appears in the form of *code switching* and *code mixing* that occurs naturally during the learning process. These results show that language selection is influenced by social roles, communication habits, and the need for effective message delivery in classroom learning activities.

This study provides suggestions for educators to pay attention to the choice of language variety in the learning process so that the message conveyed can be received by students clearly and precisely. The use of formal variety can be maintained at the time of delivery of core material, while semi-formal variety can be used to open up a space for more active interaction between teachers and students. Students also need to be directed to be more aware of using appropriate language in academic situations so that communication skills develop in a balanced manner between formal and non-formal languages. The school can provide a space for language development through learning activities that encourage the good use of Indonesian without ignoring the diversity of regional languages owned by students. Further research can expand the study at different levels of education or add other variables such as the influence of digital media on changes in communication patterns in the classroom.

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**Conflicts of Interest:** The author states that there are no conflicts of interest in this study. The entire research process is carried out objectively based on data obtained in the field without any influence from any party that can change the results of the analysis or interpretation of the research.

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