IJHS, e-ISSN 2597-4718, p-ISSN 2597-470X, Vol. 6, No. 2, March 2023, pp. 178-193

International Journal of Humanity Studies
http://e-journal.usd.ac.id/index.php/IJHS
Sanata Dharma University, Yogyakarta, Indonesia

CODE-SWITCHING IN MULTILINGUAL ROVING PEOPLE'S CONVERSATIONS

Beda Bramantoko[1] and *Priyatno Ardi[2]
Sanata Dharma University, Indonesia
bbramantoko@gmail.com[1] and priyatnoardi@usd.ac.id[2]
*correspondence: priyatnoardi@usd.ac.id
https://doi.org/10.24071/ijhs.v6i2.4735
received 8 June 2022, accepted 2 February 2023

Abstract
This paper aims at analyzing the types of code-switching in the conversation of multilingual roving people, who move from one country to another country. The participants of this qualitative research were five multilingual roving people. Audio recordings and interviews were used to collect the data. The results reveal that the types of code-switching employed by the multilingual roving people were intra-sentential switching, inter-sentential switching, situational switching, and metaphorical switching. The researchers also found that the factors influencing the multilingual roving people in switching the codes included the speaker, interlocutors, changes in the situation because of the third person, and changes in the topic. The researchers concluded that the type of code-switching that appeared the most was intra-sentential switching and the most influencing factor why the participants did code-switching was the interlocutors.

Keywords: interlocutors, intra-sentential switching, multilingual roving people

Introduction
The ability to switch from one language to another one becomes evidence that someone is possessing a high level of language literacy (Huerta & Perez, 2015). As code-switching is a part of human life, which happens in a multilingual society (Auer, 1998; Cantone, 2007; Febiyaska & Ardi, 2019; Sebba, Mahootian, & Jonsson, 2012, Wardhaugh, 2010; Yusuf, Fata, & Chyntia, 2018), having a high level of language literacy enables people to easily adapt with their new society and raise their interaction. As a result, they can convey the message they try to deliver. Therefore, code-switching helps people communicate to convey messages easier and faster (Abdely, 2016; Altarriba & Basnight-Brown, 2009).

Rahardi (2015) argues that code-switching is important due to three reasons. Firstly, code-switching is a way to convey a specific purpose in doing something. Secondly, when the speakers forget the language they use, they choose to use other languages to explain what they mean. It means that code-switching helps multilingual speakers to express what they want to say clearly. When they speak, they do not speak what is wrong because they forget the language they are using. Thirdly, it is important to do code-switching because it can help the speakers

express their feelings. Sometimes multilingual people could not express their feelings if they just use one language. Therefore, they need to use code-switching so that they can express their feelings well. Chair and Agustina (2014) also explain that code-switching can help people make relationships closer to other people wherever they are if they can use other people's language. This is important because they will make other people whom they speak with feel comfortable because of the use of the interlocutor's language.

Despite its various definitions, code-switching is simply defined as the use of multiple languages in words, phrases, and sentences (Bullock & Toribio, 2009; Gardner-Chloros, 2009; Muysken, 2000). Chaer and Agustina (2014) contend that code-switching is the replacement of language or language variations by speakers who are consciously aware of certain circumstances. In this case, code-switching is a combination of two or more languages by combining words, phrases, and sentences. Furthermore, Rahardi (2015) considers code-switching as a switch between language codes. It is in line with Wardhaugh (2010) who says that code-switching is a language transfer and a variety of languages carried out by the speakers in a speech act. In a nutshell, code-switching occurs when the speakers speak in more than one language to other speakers (Prathama, 2013). When the speakers cannot remember information or words in their native language, they will take another language they are mastering (Abdely, 2016). Therefore, code-switching is closely related to bilingual and multilingual societies.

There are now considerable pieces of evidence of the studies about code-switching in Indonesia. Firstly, Prathama (2013) reports the types of code-switching and reasons for doing code-switching in an international company. The data were obtained through audio recordings and interviews. The results showed three types of code-switching, situational code-switching, metaphorical switching, and conversational code-switching. The speakers switched languages due to a variety of different situations including the atmosphere, time, place, and speech participants. Secondly, Putranto (2018) analyses the types of code-switching in a movie, entitled 99 Cahaya di Langit Eropa. The movie used intra-sentential switching, inter-sentential switching, and extra-sentential switching. Thirdly, Febiyaska and Ardi (2019) analyze the types and features of Indonesian-English code switching in GoGirl! Magazine, revealing that the most used type was alternation and the most used feature was non-nested a b a. Moreover, Kustriyono (2013) investigates the factors of code-switching and mixing code used by university students. The factors that he finds out include the speakers, interlocutors, changes in the situation due to the third person, changes in the topic, and humor. Other studies (Martin-Anatias 2019; Martin-Anatias 2018a; Martin-Anatias, 2018b; Rusli, Shaari, Zainuddin, Shi, & Amin, 2018; Yusuf, Fata & Chyntia 2018) have also investigated code-switching in songs, newspapers, and novels.

The previous research shows the investigation of code-switching that happens in Indonesia. However, to date, there has not been sufficient research that examines the use of code-switching in multilingual people who always move from one country to another country, called roving people. They travel from one place to another and not staying anywhere permanently (Stevenson, 2015). This phenomenon is worth investigating since in this era there are more and more people traveling from one country to another that has various cultures and languages. It raises one possibility that the code-switching they perform will be in various forms.

Therefore, this phenomenon makes the writers interested in filling the gap by investigating the use of code-switching in the conversations spoken by multilingual roving people in their daily life. This paper aims to investigate the types of code-switching used by multilingual roving people and the factors that influence their use of code-switching.

Literature Review

Types of code-switching

Wardhaugh (2010) has argued that many speakers speak several languages in speaking. The speakers may choose to use the codes or languages interchangeably or even switch and mix the languages in a speech act. Thus, code-switching is a language transfer and a variety of languages that are used by the speakers in a speech. Furthermore, Coulmas (2005) states that code-switching can occur when the speakers are aware of the two different languages. They use multiple languages in words, phrases, and sentences. Chaer and Agustina (2014) emphasize that code-switching is the replacement of language or language variations by speakers who are consciously aware of certain circumstances. Code-switching is a combination of two or more languages by combining words, phrases, and sentences.

Hammers and Blanc (2000) have categorized code-switching into three types. The first type is inter-sentential switching, which occurs when the speaker speaks in sentences or clauses in one language and then will speak other clauses or sentences in different languages. Hammers and Blanc (2000) also say that inter-sentential switching is the change of language from one sentence to another sentence or from one clause to another clause. An example of inter-sentential switching is '*mata kamu bagus*, I like it' (Purtanto, 2018). This sentence is considered as one inter-sentential switching because the speaker switches the language from Indonesian to English in a different clause.

The second type of code-switching is intra-sentential switching. Hammers and Blanc (2000) mention that intra-sentential switching is the change between words in a sentence with a different language. This phenomenon can also be called code-mixing. An example of intra-sentential switching is '*Aduh sorry ya? aku kesiangan nih*' (Purtanto, 2018). The word 'sorry' is an adjective in English that the speaker says in the middle of his Indonesian sentence.

The third type of code-switching is tag switching. Tag switching is a code where people can put some tags from one language to a sentence that has a different language. Hammers and Blanc (2000) have said that tag switching is the laying of tags with a language on a sentence that has a different language. An example of tag switching is 'By the way, *habis ini mau kemana*?' (Putranto, 2018). In this dialogue, 'by the way' becomes an example of tag switching.

Wardhaugh (2010) has proposed two types of code-switching, namely situational switching and metaphorical switching. Situational switching can occur when code-switching is caused by a change of situations. For example, a speaker uses language in certain situations. Then, he switches the language he uses before with another language because of the situation. Meanwhile, metaphorical switching occurs when there is a change in the topic spoken by the speakers.

Factors influencing code-switching

Code-switching is used by multilingual speakers for some reasons. Chaer and Agustina (2014) propose that there are five factors why people do code-switching, namely the speaker, interlocutor, changes in the situation because of a third person, changes of formality, and changes in the topic.

The first factor is the speaker. According to Chaer and Agustina (2014), speakers use code-switching because the speakers have some reasons for doing code-switching. The speakers can get advantages for themselves or others. The following illustration gives an example. They are an employee and a manager. Both of them come from West Java. Speaking to the manager, the employee uses Sundanese. Hearing the employee speaking Sundanese, the manager directly speaks Sundanese. The same language, namely Sundanese, makes their relationship closer since they are from the same region and language,

The second factor is the interlocutors. Chaer and Agustina (2014) say that the interlocutors can influence the speakers to do code-switching because the speakers want to compensate for the interlocutors' ability. The third factor is the changes in the situation because of the third person. Chaer and Agustina (2014) explain that the third person also influences the speaker to do code-switching. In the example given by Chaer and Agustina, there are three persons, namely Nanang, Ujang, and Togar. Nanang and Ujang can speak Sundanese fluently while Togar cannot speak Sundanese. First, Nanang and Ujang speak Sundanese because it is their mother tongue. In the middle of their conversation, Togar comes and joins them. Nanang and Ujang suddenly switch their language to Indonesian because they know that Togar cannot speak Sundanese.

The fourth factor is the change of formality. The change of formality can make the speaker do code-switching. People can switch their language because of the situation. Chaer and Agustina (2014) give an example of this case. Before the lecturer comes to the class, every student speaks Indonesian informally to others. The class is noisy because the lecture is not in the class yet. Suddenly, when the lecturer comes to the class, the students switch their language to formal and polite Indonesian. The class becomes quiet when the lecturer comes to the class. In this case, there is no change between languages. It is just the change of formality within the same language.

The last factor that influences people to do code-switching is the changes in the topic. Chaer and Agustina (2014) explain that the topic makes the speakers do code-switching because the speaker may use two or more languages. They also mention that the speakers often use different languages if the topic changes. Chaer and Agustina put an example for this case. They illustrate two people who can speak Indonesian and Javanese. One of them is the leader, while the other one is the secretary. The illustration is taken when they talk about a letter. In the beginning, they use Indonesian when they talk about the letter. After that, they switch the language to Javanese when they talk about the person who sends the letter. Therefore, in this case, the topic also makes the speaker switch their language.

Method

The researchers employed qualitative research in this study. According to Al-Busaidi (2008), qualitative research can be used for investigating natural phenomena. In this case, code-switching is a natural phenomenon that happened in

multilingual people (Rahardi, 2015). Since code-switching is a natural phenomenon, qualitative research is appropriate for this research. Ary, Jacob, and Razavieh (2002) explain that qualitative research requires more explanations to elaborate more on how and why something occurs.

Participants

This research investigated the multilingual roving people who move from one country to another country and always do code-switching. Ten speakers were participating in this study, whose conversations were recorded and analyzed. However, there were only five speakers who were chosen to be the participants in the interviews. They were coded as P1, P2, P3, P4, and P5. They were chosen because they had more proficiencies in the languages than the other five speakers. Therefore, it was expected that the results of the interview were more varied. The other five participants who were not chosen as the participants of the interview played a big role in helping the interviewees as their interlocutors. Some of the relationships among them also appeared in the data presented in the findings. The identities of the five participants are as follows.

Table 1. Participants in the research

No.	Participants	Age	Gender	Language Mastery	Countries visited
1.	P1	23 years old	Female	• English • France • German • Mandarin • Indonesian	• America • Taiwan • Canada • Spain • Austria • France
2.	P2	22 years old	Female	• English • Indonesian • France • Mandarin • German	• America • Taiwan • Canada • Spain • Austria
3.	P3	25 years old	Female	• France • English • German • Indonesian • Mandarin • Russian	• America • Taiwan • Canada • Spain • Austria • France
4.	P4	36 years old	Male	• Indonesian • English • German • Manado	• German • Italy • Indonesia
5.	P5	19 years old	Male	• Indonesian • Mandarin • English • Javanese • Malaysian	• Indonesia • China • Malaysia

Instruments and data-gathering techniques

The audio recording was used to collect the data. The audio recording was done by recording multilingual roving people when they had conversations. It became the first technique in gathering the data since it suited best the types of data that were required in this linguistic study (Thieberger, 2012). This process of audio recording was done in October 2020. To find out the factors that influence code-switching in multilingual roving people, the researchers interviewed the participants. The interview is one of the commonly-used basic methods for obtaining qualitative data. People can use an interview to collect data from people about their beliefs, opinions, and feelings about a certain topic in their own words. The researchers interviewed the five multilingual roving people to confirm their language mastery compared to the other five participants. In addition, the interview with these five participants aimed at finding out the factors that influenced multilingual roving people to switch their languages.

Findings and Discussion

Types of code-switching used by the multilingual roving people

Based on the findings, there were five types of code-switching used by the participants, namely inter-sentential switching, intra-sentential switching, tag switching, situational switching, and metaphorical switching. The number of types of code-switching that are used by multilingual roving people is shown in Table 2.

Table 2. Occurrences of code-switching used by multilingual roving people

Types of code-switching	Total Occurrences	Percentage
Intra-sentential switching	25	45.45%
Inter-sentential switching	22	40%
Metaphorical switching	5	9.1%
Situational switching	3	5.45%

Intra-sentential switching

Abdely (2016) argues that intra-sentential switching is the switching of languages at a phrase and word levels. Hammers and Blanc (2000) also say that intra-sentential switching is the changes between words in a sentence with a different language and it can also be called code-mixing. Thus, intra-sentential switching is the change of words and phrases from one language to another languages. The examples of this type of code-switching in this study are as follows.

Example 1
Ich Auch, do you want to bring *la clef*?
(Me too, do you want to bring the key?) (P2)

In the example above, the code-switching was done by P2 when she asked her sister if she wanted to bring the key. P2 switched her language to the level of phrases and words. At first, she spoke German in phrase one. Then, she switched

the last two words of the English sentence to France. This switching was considered intra-sentential switching because the code-switching was done at the level of a phrase (*ich Auch*) and words (*la clef*).

Example 2
Tidy up my *matratze.*
(Tidy up my bed.) (P3)

In the example above, the code-switching was done by P3 when she answered her sister if she wanted to tidy up her bed. P3 switched her language in the level of the word. At first, she spoke in English. Then, she switched the last word of her sentence from English to German. This switching was considered intra-sentential switching because the code-switching was done at the level of word (*matratze*).

Example 3
Duì, it is possible if they know, and they want to study many languages.
(Yes, it is possible if they know, and they want to study many languages.) (P2)

In the example above, the code-switching was done by P2 when she answered her sister's question about learning languages. P2 switched her language in the level of the word. She spoke in Mandarin for the first word and then she switched the next sentence to English. This switching was considered intra-sentential switching because the code-switching was done at the level of word (*Duì*).

Example 4
Kita tidak capek, Right, *Tere*?
(We are not tired, Right, Tere?) (P1)

In the example above, the code-switching was done by P1 when she asked her sister who was not tired when did hiking. P1 switched her language in the level of the word. In the first sentence, she spoke in Indonesian, but then she spoke the last word (Right) in English. This occurrence is in line with Hammers and Blanc (2000) who say that intra-sentential switching is the changes between words within a sentence in a different language. It is also called code-mixing.

Inter-sentential switching

Abdely (2016) says that inter-sentential switching is the switching between one clause or sentence in one language into another clause or sentence in a different language. Elden (2014) also supports that inter-sentential switching can be done by people who master two or more languages and use those languages when they are speaking. Hammers and Blanc (2000) state that inter-sentential switching is the change of language from one sentence to another sentence or one clause to another clause. Therefore, inter-sentential switching can be defined as the type of code-switching when the speakers say a sentence or clause in one specific language then continues speaking another clause or sentence in different languages. The example is as follows.

Example 5
Tere, in your opinion, why are other people hard to learn languages? *Je dis cole parcel que energise voter void pour les recherché de Bram.*
(Tere, in your opinion, why are other people hard to learn languages? I say this because I am recording your voice for Bram's research.) (P1)

In the example above, the code-switching was done by P1 when she answered her sister's question about learning languages. P1 switched her language in the level of the sentence. At first, she spoke in English. After that, she switched her next sentence to France. This switching was considered inter-sentential switching because the code-switching was done at the level of a sentence (*Je dis cole parcel que energise voter void pour les recherché de Bram*).

Example 6
Oke, tunggu aku. Did you buy these? Can I drink this tea?
(Wait for me. Did you buy these? Can I drink this tea?) (P1)

In the example above, the code-switching was done by P1 when she asked about her mother's drink. P1 also switched her language in the level of the sentence. In the first sentence, she spoke in Indonesian and switched her next sentence to English. This switching was considered inter-sentential switching because the code-switching was done at the level of a sentence (*Oke tunggu aku*).

Example 7
Nicht, Ich möchte Lasagne essen. I think that is delicious.
(No, I want to eat lasagna. I think that is delicious.) (P1)

In the example above, the code-switching was done by P1 when she said to her sister about the food that she wanted to eat. P1 switched her language in the level of the sentence. In the first sentence, she spoke in German then in the second sentence she switched her language to English. This switching was considered inter-sentential switching since the code-switching was done at the level of a sentence (*Nicht, Ich möchte Lasagne essen*).

Example 8
Maybe they are confused about how to learn languages well or maybe they are lazy. *Wǒ yě gānggāng yìshí dào kěyǐ yánjiū wǒmen de yǔyán.*

(Maybe they are confused about how to learn languages well or maybe they are lazy. I also just realized that we can research our language.) (P1)

In the example above, the code-switching was done by P1 when she answered her sister's question about learning languages. P1 switched her language in the level of the sentence. In the first sentence, she spoke in English (Maybe they are confused about how to learn languages well or maybe they are lazy.) than in the second sentence, she switched her language to Mandarin (*Wǒ yě gānggāng yìshí dào kěyǐ yánjiū wǒmen de yǔyán*). Those four examples that have been discussed are considered inter-sentential switching because the changes in the language are in the

level of the sentence. It is in line with Hammers and Blanc (2000) who say that inter-sentential switching is the change of language from one sentence to another sentence or one clause to another clause.

Metaphorical switching

In the theory of metaphorical switching, Wardhaugh (2010) says that it happens when the speaker changes the topic of the conversation. If the speakers are talking about a certain topic, they will switch their language to other languages that are related to the topic. The following conversation was written to show the readers that the speaker switched the language because of the change in the topic.

Example 9

P3	: Today I am going to go to restaurant to eat.
Her boyfriend	: Okay, maybe I will go to the concert today.
P3	: Have you practiced the Mozart one? *Es gibt eine rolle, die sehr schwer zu spielen ist, vor allem der dritte Teil.* (There are parts that are very difficult to play, especially the third part.)
Her boyfriend	: *Ja, nach dem konzert werde ich Mozart üben. Ja, sie haben recht, der dritte teil ist schwierig*. (Yes, after the concert I will practice Mozart. Yes, you are right, the third part is difficult.)
P3	: *Okay, gut dann. Hast du Freunde, die musik spielen?* (Okay, well then. Do you have friends who play music?)
Her boyfriend	: Yes.

In the example above, the conversation about their preparation for the concert was done in English. When they talked about Mozart, they switched their language to German. It was because Mozart is an Austrian who used German in his country. It showed that Mozart became the topic of the conversation which made them switch the language. It is in line with Wardhaugh's theory (2010) that says metaphorical switching happens when the speaker changes the language due to the change of the topic from the conversation.

Situational switching

Wardhaugh (2010) says that situational switching happens when the speaker does the code-switching because there is a different situation when they speak. It means that situation also becomes the reason why people do code-switching. Therefore, situational switching is one type of code-switching that is influenced by the situation around the speaker. The following conversation was written to show the readers that the speaker switched the language because of the situation.

Example 10

Her sister	: *Was machst du? Was hast du so lange gebraucht? Wir sind fast zu spat.* (What are you doing? What did it take so long? We are almost late.)
P1	: *Warten Sie, ich muss mein Telefon finden*. (Hold up, I need to find my phone.)

Her sister	: Oh My God. I told you to always remember where you put your phone.
P1	: Ahhh, can you help me find my phone so we can go?
Her sister	: What? You always like this. Where did you use your phone last time?
P1	: On the sofa.
Her sister	: Wait. Is this your phone? This, we have to go.

In the conversation above, P1's sister switched her language from German to English because she was angry when she looked for her phone. Therefore, it changed the situation. In this conversation, the speakers used their mother language when they were angry. It is in line with Wardhaugh (2010) who says that situational switching happens when the speaker does the code-switching because there is a different situation when they speak.

Factors influencing code-switching in multilingual roving people

In this study, the results of the interview were used to give more elaboration on the factors that influence multilingual roving people in doing code-switching. All five participants contributing to this study were called P1, P2, P3, P4, and P5, in which P stands for Participant. The results of the interview below explain the reason why the participants always do code-switching in their daily activities.

The speaker

Four participants in this study said that they did the code-switching for personal reasons. P1, P2, P3, and P4 said that they did not want to forget the languages that they have already mastered. In the interview they said:

> *Terus memang alasan lain kenapa aku melakukan kode code-switching karena memang aku nggak mau ngelupain bahasa yang sudah aku pelajari.*
> (Then another reason why I do code-switching is because I do not want to forget the language that I have learned.) (P1)
> *Di satu sisi dengan cara aku melakukkan code-switching, aku tetap bisa memprtahankan bahasa yang aku punya dan tidak melupakan bahasa yang aku miliki.*
> (In addition, by doing code-switching, I can still maintain the language that I have, and I do not forget the language.) (P2)
> *Kalau dari aku sendiri sih alasannya karena aku gak mau lupain bahasa-bahasa yang aku bisa ya Bram.*
> (The reason is because I do not want to forget the languages that I can, Bram.) (P3)
> *Di satu sisi aku tetap lakukan code-switching karena supaya tidak lupa dengan bahasa yang aku punya.*
> (On another hand, I keep doing code-switching so that I do not forget the language I have.) (P4)

P4 also added that he wanted his children to master the same languages as he masters. This reason also made P2 think that it was okay for her to switch to any language that she masters. They also added:

Kalau ini sih iya, Bram. Jadi gini, aku kan punya anak tuh, pasti dong aku mau ajarin anakku ilmu apa yang aku punya. Di sini aku juga ingin anaku bisa memiliki banyak bahasa.
(Yes, Bram. I have a child, of course, I want to teach my child the knowledge I have. Here I also want my child to be able to have many languages.) (P4)
Gimana ya, Bram ya? Masalahnya selama ini aku kayak nggak sadar gitu lo kalau melakukan alih kode, kayak semua bahasa yang aku kuasai itu seperti tercampur di otak aku karena saking banyaknya bahasa.
(The problem is that I do not realize when I do code-switching. It is like all the languages I know are mixed up in my brain because there are so many languages.) (P2)

The results of the interview are in line with Chaer and Agustina (2014), saying that the speakers use code-switching because they have some reasons and factors that make them do code-switching in their way. Furthermore, the speaker can also get the advantage of doing code-switching for themselves or others. By analyzing this reason, the researchers are sure that the use of code-switching helps them remember the languages that they have.

The interlocutors

All five participants also mentioned that they switch the language to the people they are talking to. They wanted to adjust to the language mastery of certain people or communities. P3 even added that she wanted to make the people they were talking to feel comfortable to have a conversation with her. The following examples show their answers.

Yang memiliki kemampuan banyak bahasa itu ya hanya aku dan saudara-saudaraku aja, tapi kalau misalkan aku bertemu sama teman yang nggak memiliki banyak kemampuan bahasa, iya aku harus menyamai kemampuan mereka dalam berbahasa. Iya intinya melihat orangnya dulu lah kalo aku.
(Those who have many language skills are just me and my siblings, but if I meet a friend who does not have many language skills, then I have to match their ability in language. Yes, the point is I see the interlocutor.) (P1)

Jadi di keluarga aku itu kan orang-orangnya bisa banyak bahasa itu kakakku dan semua orang di rumahku bisa banyak bahasa jadi ya aku ingin mengikuti kemampuan mereka jadi kalau misalkan aku berbicara bersama keluarga aku ya aku akan mengikuti kemampuan mereka yang berarti aku menggunakan banyak bahasa. Tapi kalau misalkan aku bertemu dengan temanku biasanya sih aku tidak menggunakan banyak bahasa. Aku hanya menggunakan bahasa yang temanku kuasai.
(In my family, those who can speak many languages are my sisters and everyone in my house. Yes, I want to follow their abilities, so if I talk with my family, I will follow their abilities which means I use many languages. However, if I meet my friends, I usually do not speak many languages. I only use the language that my friends are good at.) (P2)

Aku selalu berusaha menyesuaikan diri dengan lawan bicara aku supaya mereka nyaman bicara dengan aku menggunakan bahasa yang mereka punya. Tentu saja yang juga aku bisa loh ya.
(I always try to adjust the language to the person I am talking to, so they are comfortably talking to me using the language they have.) (P3)
Ya itu tadi Bram, aku juga lihat siapa lawan bicaraku, seperti yang tadi aku sebut kalau aku bicara dengan bapakku selalu pakai bahasa campur, atau ke saudara juga gitu sih. Tapi ke orang lain ya enggak.
(Yes Bram, I also saw who the other person I was talking to. As I said earlier, when I talk to my father, I always use mixed language, or to my family, too, but not to other people.) (P4)
Kadang aku harus nyesuain sama lawan bicaranya siapa. Aku juga menyesuaikan gak cuma bahasanya aja sih tapi juga prilaku dan aksen orang. Jadi gak cuma bahasa aja yang berubah tapi juga prilaku juga berubah.
(Sometimes I have to adjust the language to the person I am talking to. I also adjust not only the language but also people's attitudes and accents. So, it is not only my language that changes, but also my behavior.) (P5)

The results of the interview are in line with Chaer and Agustina (2014), saying that the interlocutors can also make the speaker do code-switching because the speaker wants to compensate for the interlocutors' ability. In this case, the writer is sure that the use of code-switching helps them adjust their language mastery to other people.

The changes in the situation because of the third person

The changes in the situation because of the third person also play a big role in influencing the participants to do code-switching. P1 and P2 mentioned that they switched the language since there was a third party who came and joined the conversation. P1 also stated that she switched the language since her father only mastered English, while she and her sister mastered some languages, including English. This situation also made P1 speak more formal English when talking to her father rather than when she talked to her sister. They in the interview said:

Jadi di keluarga aku itu yang bisa banyak bahasa itu aku dan saudara Saudaraku. Sedangkan bapak aku hanya bisa berbicara bahasa Inggris. Jadi ya seperti yang kamu berikan contoh tadi itu terjadi di keluarga aku. Aku sering banget bicara sama adekku pake bahasa Jerman karena memang sekarang kan kita lagi hidup di lingkungan orang Jerman lalu saat bapak datang tiba tiba aku langsung bicara pake bahasa Inggris karena memang bapak nggak bisa bahasa Jerman.
(So, in my family, those who can speak many languages are me and my sisters. Meanwhile, my father can only speak English. So yes, as you gave the example earlier, it happened in my family. I often speak to my sister in German because now we are living in German as well. Then, when my father comes suddenly, I immediately speak in English because he cannot speak German.) (P1)

Pernah sih, terutama kalau aku sedang bersama kakakku dan kita bicara bahasa Inggris lalu datang teman kita yang hanya bisa bahasa Jerman. Lalu aku sama kakaku bicara dalam bahasa Jerman.
(I have experienced that, especially when my sister and I speak in English but then our friend who only speaks German comes along. It makes my sister and I speak German.) (P2)

The results of the interview are in line with Chaer and Agustina (2014) that explains when the third person comes, he/she also influences the speaker(s) to do code-switching. In this case, the writer is sure that the use of code-switching helps speakers adapt to the change of situation because of a third person.

The changes in the topic

Talking about the next factor that influences people in doing code-switching, P1, P2, and P3 mentioned that they switched the language when talking about a specific topic. P1 shared her story that she would speak in France and Mandarin when she talked about her childhood. This situation happened because she once lived in Montreal and Taiwan when she was a child. A similar situation was also experienced by P2 who would always speak in German in talking about her high school. This situation also happened because she once stayed in Salzburg. Moreover, the tendency to discuss a certain topic based on its original language was also experienced by P3. It happened when she discussed Mozart as written in the example of metaphorical switching. They in the interview said:

Kalo ini sih sering banget ya aku merasakan dalam keseharian aku. Misalkan kan aku tuh waktu kecil tinggal di Montreal. Nah sekarang ini kan aku sering tuh bicara sama adekku pake bahasa Jerman karena memang kita sekarang hidup di lingkungan orang Jerman terus tiba-tiba topik kita berubah dalam suatu pembicaraan misalkan pertama itu kita bicara tentang makanan pakai bahasa Jerman terus topik yang kedua itu bicara tentang masa kecil kita yang berarti kita tinggal di Montreal yang pakai Bahasa Prancis. Seketika di saat itu juga biasanya kita akan melakukan alih kode ke bahasa Prancis karena memang topiknya itu Montreal memakai bahasa Prancis terus kita gunakan bahasa Prancis dalam pembicaraan itu.
(I feel this very often in my daily life. When I was a kid, I lived in Montreal. Right now, I often talk to my sister in German because we live in a German as well. Then suddenly our topic can change in a conversation. For example, in the first topic, we talk about food using German, then the second, we talk about our childhood where we lived in Montreal which uses French. Immediately, we usually switched the language to French because the topic was Montreal that uses French, then we continued to use French in the conversation.) (P1)

Aku sering bicara sama kakakku pakai Bahasa Inggris, terus tiba-tiba dalam percakapan itu kita bicara topik yang beda, contohnya sekolahku pas SMA di Salzburg. Di Salzburg kan pakai Bahasa Jerman tuh, yaudah aku terus pindah Bahasa ke Jerman.

(I often talk to my sister in English and suddenly we talk about different topics, for example about my high school in Salzburg. In Salzburg, the people there use German. So, I use German in conversation.) (P2)

Nah kalau yang ini iya bram. Jadi kayak waktu itu aku record percakapan aku sama pacarku. Awalnya kita bicara bahasa Inggris kan? Terus saat kita bicara tentang Mozart yang berasal dari Austria yang memakai bahasa Jerman, kami langsung bicara memakai bahasa Jerman. Jadi itu sih. Aku gak sengaja loh itu. Aku malah baru sadar sekarang sebenarnya hahahaha.
(So, at that time I recorded my conversation with my boyfriend. At the beginning of the topic, we spoke in English, right? Then we talked about Mozart who came from Austria. In Austria, the people use German, so we immediately speak in German. So that is it. I did not mean it. I just realized now actually hahahaha.) (P3)

The results of the interview are in line with Chaer and Agustina (2014) who explain that topics make the speakers do code-switching. It was because they often use different languages if the topic also changes. When the speakers are influenced by the topic, they can use two or more languages.

Conclusion

Two major conclusions are drawn from the findings. The first finding shows that intra-sentential switching (45.45%) becomes the most common type of code-switching that appears in the conversation done by multilingual roving people. Intra-sentential switching is followed by inter-sentential switching (40%). After intra-sentential switching, the writer found metaphorical switching has a percentage (9.1%) of the occurrences. The last type of code-switching that has the least occurrence is situational switching (5.45%). The second finding shows four factors affecting multilingual roving people to do code-switching in this study. Those factors are the speaker, the interlocutors, the changes in the situation because of a third person, and the changes in the topic. Not all participants have the same factors that influence them in doing the code-switching. It depends on the background experienced by the speakers. Moreover, it also depends on the language that each of them masters.

Code-switching in multilingual roving people's conversations is an interesting topic to be added to a discussion in Sociolinguistics class. It can be used as one example for Sociolinguistics students to show them that moving from one country to another country will make people get some benefits and help them develop their language repertoire. This language repertoire is helpful for Sociolinguistics students in making the relationship closer as they can adjust the languages based on the interlocutors.

This research only discusses code-switching done by multilingual roving people. It includes the switching in the level of word, phrase, clause, sentence, and the factors influencing code-switching. Future researchers are invited to reveal more aspects that exist in code-switching. They may conduct a study on code-switching that focuses on the accent used by multilingual roving people.

References

Abdely, A. A. (2016). Types and functions of code-switching in the English language used by Iraqi doctors in formal settings. *International Journal of English Linguistics, 1*(8), 11-12.

Al-Busaidi, Z. (2008). Qualitative research and its uses in health care. *Sultan Qaboos University Medical Journal, 8*(1), 11-19.

Altarriba, J. & Basnight-Brown, M. D. (2009). Empirical approaches to the study of codeswitching in sentential contexts. In L. Isurin, D. Winford, & K. de Bot (Eds.), *Multidisciplinary approaches to code switching* (pp. 3-25). Amsterdam: John Benjamins Publishing Company.

Ary, D., Jacobs, L. C., Sorenses, C., & Razavieh, A. (2002). *Introduction to research in education*. California: Wadsworth Thomson Learning.

Auer, P. (1998). Bilingual conversation revisited. In P. Auer (Ed.), *Code-switching in conversation* (pp. 1-24). London: Routledge.

Bullock, B. E., & Toribio, A. J. (Eds.). (2009). *The Cambridge handbook of linguistic codeswitching.* New York: Cambridge University Press.

Cantone, K. F. (2007). *Code-switching in bilingual children.* Dordrecht: Springer.

Chaer, A., & Agustina, L. (2014). *Sosiolinguistik: Perkenalan awal.* Jakarta: Rineka Cipta.

Coulmas, F. (2005). *Sociolinguistics: The study of speakers' choice*. New York: Cambridge University Press.

Febiyaska, A. E., & Ardi, P. (2019). Indonesian-English code-switching in gogirl! magazine: Types and features. *Journal of English Language Teaching and Linguistics*, *4*(3), 289-303.

Gardner-Chloros, P. (2009). *Code-switching.* New York: Cambridge University Press.

Hammers, J. F., & Michel, H. A. B. (2000). *Bilinguality and bilingualism*. London: Cambridge University Press.

Huerta, M. E. S., & Perez, B. (2015). Second-language literacy, immigration, and globalization. *International journal of bilingual education and bilingualism*, *18*(4), 485-487.

Martin-Anatias, N. (2018a). Bahasa gado-gado: English in Indonesian popular texts. *World Englishes*, *37*(2), 340-355.

Martin-Anatias, N. (2018b). Language selection in the Indonesian novel: Bahasa gado-gado in expressions of love. *South East Asia Research*, *26*(4), 347-366.

Martin-Anatias, N. (2019). Code-switching or bahasa gado-gado in discussion of homosexuality in Indonesian films. *Journal of Homosexuality*, 67(2), 1-23.

Muysken, P. (2000). *Bilingual speech: A typology of code-Mixing.* Cambridge: Cambridge University Press.

Prathama, E. S. (2013). *Alih kode bahasa Indonesia, Inggris, dan Jepang dalam komunikasi di PT Suzuki Indomobil Motor*. Jakarta: FIB UI.

Putranto, Y. D. R. (2018). *Types of code switching used by Rangga in 99 cahaya di langit eropa movie* (Undergraduate thesis). Sanata Dharma University, Yogyakarta, Indonesia.

Rahardi, K. (2015). *Kajian sosiolinguistik.* Bogor: Ghalia Indonesia.

Rusli, W. N., Shaari, A. H., Zainuddin, S. Z., Shi, N. L., & Amin, A. S. (2018). Intra and intersentential code-switching phenomena in modern Malay songs. *3L: The Southeast Asian Journal of English Language Studies*, *24*(3), 184-205.

Sebba, M., Mahootian, S. & Jonsson, C. (Eds). (2012). *Language mixing and codeswitching in writing*. New York: Routledge.

Stevenson, A. (2015). *Oxford English dictionary* (9th ed). Oxford: Oxford University Press.

Thieberger, N. (2012). *The Oxford handbook of linguistic fieldwork*. New York: Oxford University Press.

Wardhaugh, R. (2010). *An introduction to sociolinguistics*. Upper Saddle River, NJ: Blackwell Publish.

Yusuf, Y. Q., Fata, I. A., & Chyntia, C. (2018). Types of Indonesian-English code-switching employed in a novel. *Kasetsart Journal of Social Sciences*, 1-6. https://doi.org/10.1016/j.kjss.2018.02.004