

CODE-SWITCHING USED BY EFL LEARNERS IN NATURAL INTERACTION

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Article info	Abstract
<p>Submitted: 1 October 2021 Received: 10 April 2022 Published: 29 April 2022</p> <hr/> <p>Keywords: Code-switching; kinds of code-switching; reasons of code-switching; language choice</p>	<p>This study investigated kinds and reasons of code-switching employed by the EFL learners at one of the Universities in Riau Province, Indonesia, with a qualitative approach. The code-switching data were collected based on natural interactions that occurred naturally through phone calls. The participants of this study were the 7th semester students of the English Department at one of the universities in Riau province. The natural interactions through phone calls were audiotaped, and the audios were transcribed. Furthermore, the transcribed audio got classified and analyzed based on its types and functions. Besides, interviews were also conducted in this study to gather the reasons for the use or functions of code-switching based on the learners' perspectives. Thenceforth, the classified data was validated by the experts of code-switching to make sure the data was ideally correct. The findings showed that learners used Inter-sentential code-switching and Intra-sentential code-switching. Dealing with the second research aims, the reasons for code-switching was used to clarify speech content, to talk about particular topics, to use repetition to clarify something, to show emphatic, to provide emphasis on something and also for lexical needs. However, the EFL learners at one of the Universities in Riau Province, Indonesia, not only used an English-Indonesian switching but also Indonesian-English switching in English-based conversation.</p>

INTRODUCTION

Indonesia is a multilingual country with a diverse range of ethnic groups, cultures, and languages (Wibowo, Yuniasih, & Nelfianti, 2017). Bilingualism is the skill of communicating fluently in a language other than your aboriginal language (Wallner, 2016). In our daily life, we will be faced with diverse societies with diverse language backgrounds. In fact, people who are bilingual/multilingual will be faced with a situation where they are in the interaction with bilinguals/multilingual. Furthermore, a person can transform into a bilingual with devotion and the practice of the language (Wallner, 2016). When a bilingual speaker interacts with another bilingual, they may switch from one code to another in the formulation of phrases during the conversation (Waris, 2012). This situation will guide them in choosing the languages to be used in the conversation. Furthermore, bilingual/multilingual people will choose the needed language in the conversation based on their language repertoire.

Language choice is a choice of language interaction that happens in many speech exchanges during the interactions (Holmes, 2013). Social status, gender, educational background or accomplishment, ethnicity, diverse age, occupations, agricultural, public, speakers, issues, regions, media, and formality significantly influence language choice (David, 2006). In addition, (Managan, 2004) also believes that the choice of a dominant language gives people more control and chances to interact with others, which leads to higher social access and development in a country. The emergence of language choices appears to be spontaneous, natural, and unplanned. Someone who chooses the language in their communication is actually showing their communicative ability or performance. It is easier for bilingual-multilingual people to use code-switching, because they can choose the language based on their language repertoire.

Code-switching is broadly used by a lot of people, especially for bilingual/multilingual countries. Code-switching is a frequent occurrence in bilingual and multilingual people's spoken language (Barasa, 2016). Code-switching is extensively used in every situation; this is to convey the point or the idea of the topic they are currently talking about without changing the main point. Code-switching in oral interaction can be "conscious and deliberate" when it is supported by a variety of factors (Barasa, 2016). Code-switching is the communicative practice where the speaker is proficient to switch from one language to another without disrupting the flow of thought (Maluleke, 2019). To demonstrate the code-switching: "Oh, are you sure? So, is it okay if someone, Oh, are you sure? So is it okay if someone, *jadi gapapa gitu kalo bukan aku yang daftarin?*" (so, is it okay if I don't register by myself?). It can be seen that the speaker used English and Indonesian language and it happened in different sentences and it's referred as inter-sentential code-switching. The speaker used an English phrase and then the speaker used an Indonesian sentence to talk about the TOEFL registration. Switching from one language to another is a typical phenomenon among Indonesians nowadays (Wibowo, Yuniasih & Nelfianti, 2017). It occurs in people of all races, ages, and economic groups, as well in a pluralistic society.

The phenomenon of code-switching is also observed at one of Universities in Riau Province, Indonesia. Some Lecturers use code-switching when they deliver their subjects in class. Code-switching is widespread in daily encounters including discussions, event speeches, news media or electronic media, seminars, pedagogical practices, and so on. In addition, for example, when we were studying in Sociolinguistics class, the lecturer and the EFL learners also used code-switching during the lesson. It was needed because the lecturer wanted to give an example of how to use code-switching when people have more than one or two language repertoire. To illustrate, an English Department lecturer gave learners the example of code-switching during the class and said “I’ll give you an example of code-switching: “Saya akan mengadakan kelas jam 10.30, tolong *on time*, ya.” (I will hold a class at 10.30, please on time), that’s an example of code-switching. The kind of code-switching within the sentence is intra-sentential code-switching and the reason is to emphasize in the word “on time”. Furthermore, EFL learners at one of the Universities in Riau Province, Indonesia also use code-switching to ask, explain or talk about subjects. To illustrate, one of the learners in the English Department talked about the subject with her friend “woi, ada yang bisa paham tugas tadi nggak? Maksud dari *procedure TEFL* tuh apa?” (guys, who can understand about the recent task? What is the meaning of procedure TEFL?). The kind of code-switching within this sentence is intra-sentential code-switching because it happens in one sentence. The reason of code-switching is to ask about something around a subject in the English Department.. The word “*procedure*” is to define one particular topic in a subject and the subject is TEFL (Teaching English as Foreign Language).

This study was investigated the kinds and reasons of code-switching used by the EFL learners at one of universities in Riau province. Furthermore, the data was taken through natural interactions between the EFL learners. Studies on code-switching have been examined in different situations and social context. Code-switching used by EFL learners at one of the Universities in Riau Province, Indonesia, appears to be unexplored. The aim of this study is to find out the kinds and reasons of code-switching used by EFL learners at one of the Universities in Riau Province, Indonesia, in informal English based conversation.

RESEARCH METHODOLOGY

Qualitative Descriptive Research accompanied by descriptive statistic

The research approach of this research is qualitative descriptive research accompanied by descriptive statistic to present the occurrences of types and functions of code-switching. Furthermore, this study also used observational method to observe the interaction between the EFL learners based on their natural surroundings. As a primarily investigative research method, the qualitative approach is used to gain a better

understanding of the reasons and viewpoints (Wyse, 2011). This means that this qualitative approach can help to sum up the result of the use of code-switching in the conversation between EFL learners. This study focused on code-switching used by the EFL learners at one of the Universities in Riau Province Indonesia, in informal situations.

In order to collect the data, the conversation occurred naturally through phone calls that were audiotaped by the researcher. The conversation was initiated by the researcher. The collected data were then transcribed, analyzed, and classified based on Hoffman's (2004) kinds of code-switching. There are Inter-sentential code-switching and Intra-sentential code-switching. Moreover, this study also uses Caparas's (2017) reasons of code-switching. Based on Caparas, the reasons of code-switching include talking about particular topics, quoting somebody's utterance, showing emphatic about something, using Interjection (sentence connectors), using repetition to clarify something, clarifying the speech content, expressing the group identity, expressing the lexical need, and limiting the audience.

The researcher also conducted an interview with the participants at the end of the conversation. The interview was conducted to gather the participants' reasons to code-switch during the interactions. Thus, the reasons of code-switching were not only analysed based on Caparas's reasons of code-switching, but also from the participants' point of view as to why they did code-switching. Besides that, the researcher gathered the participants' consent to be involved in the current research during the interview.

RESEARCH FINDINGS

The findings presented focus on the kinds of code-switching and the reasons of code-switching. The respondents used English-based interaction through phone calls. The interviewer initiated the interview using English. The following extracts show instances of code-switching used by the EFL learners at one of the Universities in Riau Province, Indonesia.

Kinds of Code-switching

Inter-sentential Code-switching

Inter-sentential code-switching occurs between sentence boundaries or in different clauses. The EFL learners used inter-sentential code-switching in the interactions. The instances are presented, as in the following. In the presentation, the researcher use code such as R3, which represent:

R : Participants
F : Researcher

L. : Line
Extract 1

Context: Talking about thesis and the condition during COVID-19 pandemic in Pekanbaru.

- L1 F : You're welcome. I never know, where is your hometown? L2 R3 : My home town is in Indragiri Hulu, Rengat. You know it? L3 *Tau nggak?*
(know not)
(My home town is in Indragiri Hulu, Rengat. You know it? You know?)
- L4 F : yeah, but don't worry. Just do the protocol kesehatan and
(health)
- L5 wear your mask and stay like, *jaga jarak* from other people.
(Keep distance)
(yeah, but don't worry. Just do the health protocol and wear your mask and stay like, keep your distance from other people.) L6 R3 :
Yeah you're right and don't forget to bring hand sanitizer,
L7 right? Yeah *pokok nya jaga diri ajalah ya.*
(Yeah, just take care of ourselves.)
(Yeah you're right and don't forget to bring hand sanitizer, right? Yeah, just take care of ourselves.)
- L8 F : actually I have recorded our whole conversation and may L9 I use it as the data in my study?
- L10R3 :Oh I see, why not? *Gapapa pake aja*, it's my pleasure.
(It's okay use it)
(Oh I see, why not? It's okay you may use it, it's my pleasure.)

In Line 3, “You know it? *Tau nggak?*” (you know?). The utterance contains a kind of code-switching, it is Inter-sentential code-switching from English to Indonesian. The first clause “You know it?” is in English and then the respondent switched to the second phrase “*Tau nggak?*”(you know?) in Indonesian. The switching is in the form of a phrase, so it is classified as inter-sentential code-switching from English to Indonesian.

In Line 7, “yeah you're right and don't forget to bring hand sanitizer, right? Yeah *pokok nya jaga diri ajalah ya.*” (just take care of ourselves). The utterance contains a kind of code-switching, it is Inter-sentential code-switching from English to Indonesian. The first sentence “yeah you're right and don't forget to bring hand sanitizer, right?” is in English and the second clause is “Yeah *pokok nya jaga diri ajalah ya.*” (just take care of ourselves) is in Indonesian. The switching is in the form of a clause, so it is classified as inter-sentential code-switching from English to Indonesian. In Line 10, “*Gapapa pake aja*, it's my pleasure.” (it's okay, just use it) This utterance also contains kinds of code-switching, it is Inter-sentential code-switching from Indonesian to English. However, the researcher found that the 26 learners of 7th semester of English Department at one

of the Universities in Riau Province also use code-switching from Indonesian to English, it can be seen in this utterance. The first clause is “*Gapapa pake aja...*” (it’s okay, just use it) in Indonesian and the second clause “... it’s my pleasure.” is in English. The switching is in the form of a clause, so it is classified as inter-sentential code-switching from Indonesian to English.

Intra-sentential Code-switching

Intra-sentential code-switching is a kind of code-switching that occurs between words and phrases, not between clauses. The EFL learners also used intra-sentential code-switching in the interactions. The instances are presented, as in the following.

Extract 2

Context: Talking about the meet-up schedule with college friends. L1 F : maybe? If you want to ask them. So, *bawa laptop ngga?*
(Bring a laptop?)

(Maybe? If you want to ask them. So, should we bring the laptop?)

L2 R2 : I will not bring laptop, I think it's *mepet* for them to make
(Insufficient time)

L3 : it, you know? *Dah jam setengah 3 ini.* Do you think they can?
(It’s already 2.30pm)

(I will not bring laptop, I think it's insufficient time for them to make it, you know? It’s already 2.30pm. Do you think they can?)

L4 F : I don't think they will come but if they want they will come, L5 no matter what.

L6 R2 : Well, we are talking about proposals and *skripsi*. So.. of

(Undergraduate paper) L7 : course they will come, *moga aja mereka dateng ya.*
(I hope they will come.)

(Well, we are talking about proposals and undergraduate papers. So..of Course they will come, I hope they will come.)

In Line 2, “I will not bring laptop, I think it's *mepet* for them to make it...” (insufficient time) the utterance contains a kind of code-switching, it is Intra-sentential code-switching which occurs in one sentence or in the same sentence. The utterance is in English but the speakerswitched to a word “...*mepet*...” in the middle of the sentence. The word “*mepet*” is in Indonesian with the meaning as (insufficient time) in English. The switching is in the form of a word, so it is classified as intra-sentential code-switching from English to Indonesian.

In Line 6, “well, we are talking about proposal and *skripsi*.” (an undergraduate paper)The utterance also contains a kind of code-switching, it is Intra-sentential code-switching. The utterance is in English but the speaker switched to the word “...*skripsi*.” at the end of the sentence. The word “...*skripsi*.” is in Indonesian with the meaning (an

undergraduate paper) in English. The switching is in the form of a word, so it is classified as intra-sentential code-switching from English to Indonesian.

Table 1. The Occurrences of The Kinds of Code-Switching

Kinds of Code-switching	Total	Percentage
Inter-sentential code-switching	133 occurrences	55.77%
Intra-sentential code-switching	119 occurrences	47.22%
Total	252 occurrences	

Table 1 shows the kinds of code-switching used by the 7 th semester learners of English Department while having an interaction with each other. It can be seen from the table above that the EFL learners often use more inter-sentential code-switching (55.77%) rather than intra-sentential code-switching (47.22%).

Table 2. The Occurrences of The Language Switching

Code-switching	Total	Percentage
English to Bahasa Indonesia	236 occurrences	93.65%
Bahasa Indonesia to English	16 occurrences	6.34%
Total	252 occurrences	

Table 2 shows the switching from Indonesian to English occurred by the EFL learners of English Department at Universities in Riau province while having an interaction with each other. It can be seen from the table above that the total occurrences of English to Indonesian switching is 236 occurrences (93.65%). However, the EFL learners of English Department at one of the Universities in Riau province also spontaneously switched from Indonesian to English with 16 occurrences (6.34%) even though in English based conversation.

Reasons of Code switching Talking About particular topic

It is when people want to talk about a certain topic in one language and then suddenly switch their language to another.

L1 F : Anyway, how do you get the data?

L2 R1 : Ohh I see.. hm data? Kan masih pandemi ni, otomatis untuk

(Hm data?) (It's still pandemic, automatically for L3 ngoleksi datanya aku akan memberikan beberapa topik yang (data collection) (I will) (give) (some topics which)

L4 akan mereka tulis dan akan aku kirimkan melalui guru mata

(Will they write and I will send it through the subject teacher) L5 pelajaran mereka,

jadi muridnya tu bisa milih salah satu dari (They,) (so the students can choose

one) (of)

L6 topik yang sudah aku berikan, terus nanti pas udah

(Topics) (given, then) (after) L7 pengumpulannya, guru pamong.

(Submitting) (the tutor teacher)

L8 Eh guru mata pelajarannya bahasa inggris sekolah itu akan

(Eh the subject teacher) (English at that school) (will)

L9 langsung kirim ke aku, jadi kaya gitu cara nya aku buat ngoleksi

(Directly send to me,) (so that's how I) (collect the L10 datanya. So, I use a descriptive method.

Data.)

(Hm data? It's still pandemic so for the data collection I will give some topics that will be written by the students and I will send it through their subject teacher so the students can choose one of the topics given, then after submitting, the tutor teacher.. eh, the English subject teacher at that school will immediately send it to me, so that's how I collect the data.) In Line 2, the speaker used code-switching to talk about a particular topic. When the interviewer asked the respondent about data collection in English, the respondent responded with an English clause and then switched to Indonesian when she talked about her data collection. Moreover, the switch is in the form of an English clause "Ohh I see.. hm data?" and then the respondent switched to Indonesian when talking about a particular topic.

However, according to the respondent, regarding the reasons of code-switching from English to Indonesian. The researcher interviewed the respondent that the reason of code-switching based on the respondent was because of the spontaneous activity to switch from English to Indonesian.

Lexical Needs

It is when the respondent wants to borrow words from another language and add it into their statement. Usually this is because of the lack of lexicon in one language.

Extract 4

Context: The respondent talking about her/his focus on the proposal.

L1 F : Good luck for you, may I know who will be your sample for the L2 thesis?

L3R16 : I will take one class I will start to write the essay because

L4 my research focus on the essay, so from their essays I will analyze L5 *jadi kaya ada ga sih* discourse markers *di dalam* essay *mereka*.

(So) (it seems like there are) discourse markers (in their essays.) (So, it seems like there are discourse markers in their essays.

In Line 5, the speaker used code-switching because of the lexical needs. The sentence started in English but the speaker switched a word and some phrases to Indonesian because of the lexical needs. Moreover, the speaker also stated that he/she isn't good at English so the speaker tends to switch from English to mother language, Indonesian. It can be seen in the utterance above with Indonesian phrases "...*jadi kaya ada ga sih*..." (so, is there any...) and "...*di dalam*..." (...in..). Furthermore, the speaker also uses the

Indonesian word "...*mereka*." at the end of the sentence.

However, according to the respondent, regarding the reasons of code-switching from English to Indonesian. The researcher interviewed the respondent that the reason of code-switching based on the respondent was because the respondent is not good in English. To Clarify Speech Content

It is when the speaker wants to clarify the speech content that has been said. Generally, to make the statement clear.

Extract 5

Context: Giving an excuse for using the recording.

L1 F : I'm so sorry for bothering your time, and actually I have recorded L2 our whole conversation and may I use it as the data in my study? If L3 you let me use the recording I will use it in my data, because I

L4 want to analyze the code-switching

L5 R3: yeah you're right and don't forget to bring hand sanitizer, right?

L6 pokok nya jaga diri ajalah ya. Oh I see, why not? *Gapapa pake*

(Just take care of ourselves)

(It's okay, you may use it.)

L7 *aja*, it's my pleasure. *Semangat F*

(Good luck F.)

(Yeah you're right and don't forget to bring hand sanitizer, right?)

Just take care of ourselves. Oh I see, why not? It's okay you may use it It's my pleasure.

Good luck F.)

In Lines 6 and 7, the speaker used code-switching to clarify the speech content. The sentence started in English and then the speaker switched to an Indonesian clause to clarify the previous English clause. It can be seen in an Indonesian clause at the middle of the sentence "...*gapapa pake aja*..." (...it's okay, just use it...) it is to clarify the previous English clause "Oh I see, why not?" but the speaker used Indonesian.

However, according to the respondent, regarding the reasons of code-switching from English to Indonesian. The researcher interviewed the respondent that the reason of code-switching based on the respondent was because the respondent wanted to clarify the speech content.

To use repetition to clarify something

It is when the respondent repeats a word, clause or sentence just to make the previous statement clear but in a different language.

Extract 6

Context: Giving an excuse for using the recording.

In the presentation, the researcher use code such as R2, which represent: L1 F :
 Anyway I have recorded our conversation, may I use it for L2 my study?
 L3 R2 : Sure, *pake aja, nggak papa*, go ahead. (Just use it,) (it's okay,)
 (Sure, just use it, it's okay, go ahead.)

In Line 3, the speaker use code-switching to use repetition to clarify something, it can be seen in the utterance, the utterance started with an English word "sure..." and then the speaker switched to some Indonesian phrases "...*pake aja*..." (...just use it...) to repeat the previous word in Indonesian phrases just to clarify it. The switching occurred from English to Indonesian.

However, according to the respondent, regarding the reasons of switching the language code from English to Indonesian. The researcher interviewed the respondent that the reason of code-switching based on the respondent was because the respondent wanted to repeat her/his statement.

Showing Emphatic

Generally, they also tend to switch from their second language into their First language or vice versa to show their emphatic or solidarity towards each other.

Extract 7

Context: The respondent encouraged the interviewer.

In the presentation, the researcher use code such as R8, which represent:

L1 F : Yeah, I'm pretty agree with you but when I saw someone who just L2 get
 her bachelor degree just like my PLP friend, she just got her
 L3 degree yesterday I don't know when I saw it I just feel the burden? L4 And
 blame myself thought that it was my fault I was procrastinate
 L5 too much that's why I'm here, I'm still here and yup I just feel that way. L6 R8
 : Well, it's okay to be burden when you see someone else is doing
 L7 better than you but *jangan tenggelam terlalu lama*, motivate
 (Don't sink too long)
 L8 yourself *cari kekuranganmu apa* and try to fix that. It is easy when (Find your
 flaw)
 L9 I say it right? But *usaha nggak akan mengkhianati hasil*. (Efforts will not
 betray the results.)
 (Well. It's okay to be a burden when you see someone else is doing better than you but
 don't sink too long, motivate yourself, find what are your weaknesses and try to fix that.
 It is easy when I say it right? But efforts will not betray the results.)

In Line 7, the speaker use code-switching to show empathy towards something, it can be seen in the utterance, the utterance started with an English clause “Well, it's okay to be burden when you see someone else is doing better than you but...” and then the speaker switched to an Indonesian clause “...*jangan tenggelam terlalu lama*,...” (...don't sink too long...) just to show empathy in Indonesian.

However, according to the respondent, regarding the reasons of code-switching from English to Indonesian. The researcher interviewed the respondent that the reason of code-switching based on the respondent was because the respondent wanted to clarify the speech content.

To Provide Emphasis About Something

To provide emphasis about something just to make it more clear. Furthermore, the switch which might occur in the form of an interruption or repeat, emphasizes the speaker's personal interest and desire to also be recognized (Hoffman, 2013 as cited in Mukti, 2016).

Extract 8

Context: Giving an excuse for using the recording.

In the presentation, the researcher use code such as R6, which represent:

L1 F : And anyway, I have recorded our conversation, may I use it as the L2 data in my study?

L3 R6 : Aamiin ya rabbal alamin. Of course, why not? *Pake aja rekaman*

(Just use this record)

L4 *data kita ni untuk penelitian mu.*
(For your research.)

(Of course, why not? Just use this audiotaped-conversation for your research.) L5 F

: Okay, thank you so much. In Lines 3 and 4, the speaker use code-switching to provide emphasis about something, it can be seen in the utterance, the utterance started with an English clause “Of course, why not?” and then the speaker switched to an Indonesian sentence “*Pake aja rekaman data kita ni untuk penelitian mu*” (Just use this audio-taped conversation as your data) to provide emphasis about the previous English clause.

However, according to the respondent, regarding the reasons of code-switching from English to Indonesian. The researcher interviewed the respondent that the reason of code-switching based on the respondent was because the respondent wanted to clarify the speech content to prevent misunderstanding.

Table 3. The Occurrences of The Reasons of Code-Switching

Reason of code-switching	Total of occurrences	Percentage
Talking about particular topic	28	11.11
Lexical needs	122	48.11
To clarify speech content	62	24.60
To use repetition to clarify something	15	5.95
Showing emphatic	6	2.38
To provide emphasis about something	19	7.53
Total	252	

Table 3 shows the reasons of code-switching used by the EFL learners of the English Department while having an interaction with each other. The table above also shows the frequency of occurrences of each reason of code-switching used. It can be seen from the table above that they mostly use code-switching in their conversation because of the lexical needs (48.41%). In addition, the other reasons show the inter-sentential code-switching.

Table 4. The Occurrences of The Reasons of Code-Switching Based on The Respondents

Reasons of code-switching	Total of occurrences	Percentage
Spontaneous	2 occurrences	6.45%
Repetition	5 occurrences	16.12%
To clarify	11 occurrences	35.48%
Lack of vocabularies	7 occurrences	22.58%
Talking about particular topic	5 occurrences	16.12%
Not good in English	1 occurrence	3.22%
Total	31 occurrences	

Table 4 shows the reasons of code-switching according to the EFL learners of the English Department while having an interaction with each other. The table above also shows the frequency of occurrences of each reason of code-switching is used based on the interview between the researcher and the respondents. It can be seen from the table above that the EFL learners mostly use code-switching according to the interview in their conversation just to clarify something (35.48%). However, the respondent said as “Not Good in English” but in theory it can be also included as “Lack of Vocabulary” or “Lexical Needs”.

DISCUSSION

From the findings, the researcher found that the EFL learners of the English Department at one of the Universities in Riau Province often used Inter-sentential code-switching while having an interaction with each other. The more competent the speaker is in both

languages, the more effortlessly he or she can shift among them within a given clause and sentence (Koban, 2013). In addition, it is also because the English proficiency of the EFL learners of the English Department is at an intermediate level as they are sitting at the 7th semester of bachelor degree, so that's why Inter-sentential is the most occurring kind. Furthermore, the target speakers are the EFL learners of the English Department who can speak both English and Indonesian fluently. These findings agree with Caparas (2017) findings, there were also more inter-sentential switching found in the data than the intra-sentential switching. These findings also agree with Abdely (2016) findings that the most persistent kind of code-switching occurred was inter-sentential code-switching. However, in this section, the researcher found that Intra-sentential can occur in the middle of Inter-sentential code-switching during the conversation, Intra-sentential can also occur more than one time in an utterance by the speaker. Moreover, the researcher also found that the EFL learners of the English Department also use code-switching from Indonesian-English with the total 16 occurrences (6.34%), not only from English-Indonesian. The findings show that the most reason is lexical needs with 122 occurrences. It is because the respondents are at the same Intermediate level of English proficiency and use lexical needs reasons at that time just to kick the conversation run smoothly. These findings agree with Abdely (2016) findings that the most constant reason of code-switching is a genuine lexical necessity or it just to make up for the lack of a similar translation. Moreover, these findings also agree with Waris' (2012) findings, which encourages participants to choose native lexical items when the participants are not too fluent in some language for a particular lexical item.

However, there was another reason found in this research, to provide emphasis about something, this reason was mentioned in Hoffman (2014). There were 19 occurrences to provide emphasis about something, which was produced by the EFL learners of the English Department. The result of the reasons shows, there can be two or more reasons of code-switching within one utterance and mostly in the reason to clarify something. The EFL learners of the English Department also use to emphasize the utterance. Moreover, the reason that is mostly used during the conversation which is produced by the EFL learners at one of the Universities in Riau Province, Indonesia is the reason of lexical needs (48.41%). These findings also agree with Caparas's (2017) findings, the lexical need is the most used reason of code-switching. It is assumed that lexical needs were to prevent the misunderstanding and to help the speaker when they forgot some words in English then switched to another language to maintain the conversation. Montes-Alcala (2005) also states that since this reason is the issue of a genuine need is a level playing field, this category should be described as lack of vocabulary and an accurate counterpart in other language. However, based on the interview, the respondent was to clarify what they have said before in the conversation (35.48%). In addition, people who use code-switching do not know why they use code-switching during the conversation, but we can analyze it based on the theory given.

Overall, the EFL learners of the English Department use code-switching to make the interlocutors get a better understanding of what the speaker is trying to deliver in their

speech, also to make an interesting conversation. Moreover, bilingual/multilingual education may guide to a more efficient and worthwhile language learning process and using code-switching in English-based institutes is unavoidable and essential (Jamshidi & Navehebrahim, 2013). Furthermore, by this research, the researcher would assume that code-switching could be a useful communication strategy while talking with bilingual or multilingual people who have the same background language. In addition, it is not only a part of bilingual groups' communicative capabilities but also an active part of the learner (Jamshidi & Navehebrahim, 2013).

CONCLUSION AND RECOMMENDATION

It can be concluded that Inter-sentential code-switching is the most constant finding in the data because it is the strategy that is often used by the EFL learners while talking to each other just to be certain that the interlocutors fully understand what is the point that the speakers want to deliver and they are not only using it from English to Indonesian but also from Indonesian to English. Out of 5 reasons of code-switching by Caparas (2017), this study also found another reason of code-switching outside Caparas's theory that occurred in the data, it is to provide emphasis about something reason, Overall, the researcher would assume that code-switching would be a simple and useful strategy for the EFL learners if the aim is to make the interlocutors gets a better understanding of what the speaker trying to deliver in their speech and to make the conversation more interesting while the speaker wants to deliver her/his point in the conversation in an effective way. This research could be beneficial for the readers who want to do the same research topic to analyze the use of code-switching that is seen not only for the EFL learners' perspective but also for the readers' perspectives.

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