



**CODE SWITCHING IN UTTERANCES OF KOREAN  
MULTILINGUAL CHILD**

**(A Case Study of A Korean Multilingual Child Who Lives in Semarang)**

A THESIS  
In Partial Fulfillment of the Requirements  
for the Sarjana Degree Majoring Linguistics in English Department  
Faculty of Humanities Diponegoro University

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## **PRONOUNCEMENT**

The writer honestly confirms that he complies this thesis by himself and without taking any results from other researcher in S-1, S-2, S-3 and in di diploma degree of any university. The writer ascertains also that he does not quote any material from other publications or someone's paper from the references mentioned.

Semarang, September 2016

Muhamad SyihabuddinNaufal

## MOTTO AND DEDICATION

*A dream does not become reality through magic.*

*It takes sweat, determination, and hard work.*

**Collin Powell**

*This paper is dedicated to*

*My beloved father, mother, brothers, sister and  
to everyone who helped me accomplished this paper.*

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Semarang, September 26th, 2016

Muhamad Syihabuddin Naufal

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## ABSTRAK

Saat ini akan lebih baik apabila seseorang memiliki kemampuan multi bahasa (*multilingual*) sebagai alat komunikasi dalam berbagai situasi. Ditemukan di Semarang, para imigran akan membutuhkan kemampuan berbahasa Indonesia untuk berkomunikasi dengan orang lokal. Salah satu fakta bahasa terjadi pada seorang anak laki-laki yang berasal dari keluarga warga negara Korea yang sudah lama hidup di Indonesia. Menjalani kehidupan di Indonesia dalam waktu yang cukup lama membuat anak tersebut memiliki kemampuan bahasa yang cukup beragam seperti bahasa Korea, Indonesia, Inggris, dan bahkan bahasa Jawa. Sudah pasti anak tersebut melakukan alih kode (*code switching*) dalam percakapan sehari-harinya. Berdasarkan peristiwa bahasa tersebut peneliti tertarik untuk mengamati dan mengidentifikasi alih kode yang terjadi dalam percakapan anak tersebut. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis alih kode dan juga faktor penyebab yang mempengaruhi alih kode yang dilakukan oleh anak tersebut. Peneliti menggunakan metode simak dan juga metode cakap untuk mengumpulkan data. Data yang dianalisis adalah percakapan anak tersebut yang mengandung unsur alih kode. Peneliti menggunakan teori dari Sudaryanto yaitu metode padan untuk menganalisis data. Dari hasil analisis yang dilakukan, peneliti menemukan bahwa ada beberapa jenis alih kode yang ditemukan yaitu delapan (11) *situational code switching* dan tiga (3) *intra-sentential code switching*. Sedangkan faktor-faktor penyebab alih kode yang di temukan dalam percakapan anak tersebut adalah *participants* dan *setting*. Faktor terbanyak yang mempengaruhi adalah faktor *participant* karena ditemukan di semua data dengan faktor tersebut.

Keywords: code switching, multilingualism, types, factors, Korean child.

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Nowadays, mastering second language (L2) or even third language (L3) becomes compulsion for everyone to communicate with people in particular condition. For instance, exchange students or immigrants need to acquire local language of the country where they are living if the country is not an English speaking country like Indonesia. Every foreigner, who is living in Indonesia, needs to learn Indonesian language or even local languages as their device to socialize with the surrounding local people.

Indonesia is one of potential countries to develop business especially for foreign companies. It is not surprising that many immigrants have come to Indonesia. We can see now that was number of foreigner in Indonesia is increasing. Lately, the researcher has met some Korean families who live in Semarang. Some of them are developing their own business and the others are working in a company. Therefore, they must live alongside with local people.

As the researcher said before, there is a Korean community in Semarang. From that community, the researcher has met a Korean family who has been living in Indonesia for more than 20 years. Now they live and develop their business in Semarang. This family grows up their children in Indonesia;

even two out of three children from this family were born in Jakarta. It is not surprising that they adapt to Indonesian culture and environment. They knew how to compromise and communicate well with Indonesian people such as the housekeeper, neighborhood, and coworkers. Some of family members also use English to communicate in particular place and condition. Even local language like Javanese is also used in their daily conversation sometimes. Those conditions have been causing multilingual environment in this family.

The researcher is interested in language phenomenon that happens to the last child of this family. He is currently twelve years old. He studies at an international school in Semarang. It is surprising to know that the boy could use more than two languages in his daily conversation. The languages that the boy uses are Korean, English, Indonesian, and a bit of Javanese. This phenomenon catches the researcher's attention to conduct a research based on the language fact. Therefore, the researcher brought the phenomenon as a sociolinguistic research entitled "Code Switching in Utterances of Korean Multilingual Child (A Case Study of Korean Multilingual Child Who Living in Semarang)".

## **1.2 Research Question**

Based on the background of the study, the researcher can make two research questions as follows:

- 1.2.1 What kind of code switching types are found in the Korean boy's utterances?

1.2.2 What are the factors that influence the Korean boy to switch his code?

### **1.3 Purposes of the Study**

The purposes of this research are:

1.3.1 To identify the types of code switching in the Korean boy's utterances.

1.3.2 To figure out the factors that influence code switching in the utterances of the Korean boy.

### **1.4 Previous Study**

Previous studies play role to support the researcher for making a good quality research. This sub-chapter presents some previous researches that are used as reference of current research. Researcher can find the gap from previous studies to refer to the weaknesses that can become reference in making better research. On the other hand, the purpose of this sub-chapter is to prevent plagiarisms that influence the quality on the result of this research.

The first research that became reference of this study is that research result of Kim Ji Hyun (2014) entitled "Analysis of Code Switching between Korean Course Student and Korean Natives in FIB UI". This researcher analyzed code switching done by Indonesia and Korean people in University of Indonesia (UI). The content of this research describes the phenomena of code switching that have been done by Indonesian students majoring Korean

language in purpose for practicing their ability of the native. Moreover, many Korean BIPA's (*Bahasa Indonesia Program untuk orang Asing*) students in UI increase the willingness of local students for practicing their Korean language ability and code switching happened in their interactive activity. The process of collecting data in this research was quite good because Kim took the data naturally. Then, the point that makes this research different from my research is the object of the study. Kim's research concerned on code switching that is spoken by both Indonesian and Korean people in their conversation.

Second research as the reference of this current research is a study of code switching at Pecinan area in Semarang. This research entitled "Code Switching on Chinese Descendants Conversation" was composed by Veronica in 2011. In her research, Veronica aimed to describe phenomena of code switching among Chinese descendants in Semarang. Other than that, this research has a purpose to show the most Chinese dialect used by Chinese descendants in Semarang.

Then, another research that becomes third reference of this research is a study composed by Susenda (2012). The object of this study is Bajawanese people who live in Semarang. According to the study, Bajawa is a name of a tribe in Bajawa sub-district, Ngada regency, Flores, NTT. Susenda aimed to identify the types and kinds of factor that influenced Bajawanese tribe to use code switching. Researcher took thirty Bajawanese people with different background as objects of the study.

Those three previous research studies said that some researchers have done research about code switching before. However, every research has difference in some matters such as object, processing the data, even in purpose of the research itself. This current research is about a phenomenon of a Korean child who has been attempting code switching in his daily life. The boy is living in multilingual environment that forced him to adapt with language used by people surround him. That is why, this research would rather focus on an object only but the identification would be discussed deeply.

### **1.5 Scope of the Study**

This research is limited to only discussing code switching of the Korean boy who lives in Jl. Bukit Tirta No.4, Perumahan Bukit Sari, Semarang. The researcher only identifies the types and the factors of code switching that occur in the Korean boy's utterances.

### **1.6 Organization of the Writing**

In order to make a systematic writing, the researcher divided the research into five chapters that is organized as follows:

CHAPTER I : Introduction

This chapter consists of background of the study, research questions, purposes of the study, scope of the study, and writing organization.

CHAPTER II : Literary Review

This chapter explains the previous studies and theories related to the research. It contains the definition of multilingualism, code, types of code switching, and the factors of code switching.

CHAPTER III : Research Method

This chapter describes the type of the research, research data and resources, population and sample, technique of collecting data, and method of analysis data.

CHAPTER IV : Analysis

This chapter consists of background of the object, finding, and analysis. The researcher breaks down the analysis into types of code switching and the reason for the code switching that occurred in the Korean boy's utterances.

CHAPTER V : Conclusion

This chapter explains the conclusion of the research.

## **CHAPTER 2**

### **REVIEW OF THE RELATED LITERATURE**

This chapter will help readers to understand the theories that become references in this research. Therefore, this chapter is divided into five subchapters such as multilingualism, code, code switching, type of code switching, and the factors causing code switching.

#### **2.1 Multilingualism**

In development of modern era today, multilingualism is one of important assets in global competition. Having more than one language, especially foreign language, becomes a good point of personal quality. The meaning of multilingualism is skill of someone who could use more than two languages in daily life. Nowadays, many people use their language skill in many activities such as international business relationship, diplomatic matter, and even just for international friendship. That is why, multilingual skill has important role in this modern world.

According to Meyerhoff, in multilingualism community, the use of different language variation will continuously happen and be influenced by some factors such as environment in an instance, social environment, and geographic (2006; p. 130). In multilingual environment, speaker is enforced to interact and send a message in particular situation based on who is the

interlocutor. A language is used in social context as social function; meanwhile other languages are used in different context and purpose (Meyerhoff, 2006, p.13).

## **2.2 Code**

People will choose a language or variation of language as a code when they talk to their interlocutor. According to Wardhaugh (1986), code is a system in communication between two or more people as a particular dialect or language chosen in particular condition. Moreover, he said that whenever we open our mouth to speak, we have to choose a language, dialect, style, register, or even variation of language.

## **2.3 Code Switching**

It is unavoidable that multilingual community absolutely has a tight relation with code switching due to their language skill. Based on Meyerhoff statement, code switching is a phenomenon when a person moves his/ her language from one variety to other variety of language (2006, p.116). Aslinda added that code switching is a tendency of transition in using language because of particular situation. The changes happen in the language or style in a language (2010, p.85). Multilingual community will consider which language is suitable with the condition; because a speaker will definitely choose a language that can be understood by his/her interlocutor (Hudson, 1996, p.51). The following subchapter will explain about some types of code switching.

## 2.4 Type of Code Switching

According to some experts of sociolinguistics, there are some types of code switching based on their point of view. Therefore, the types of code switching are categorized depending on experts' opinion such as follows:

Some experts defined code switching into some types. Those types are situational code switching, metaphorical code switching, tag switching, inter-sentential, and intra-sentential code switching. Moreover, Jendra (2012) categorized the types into two different names, which are contextual classification (situational and metaphorical code switching) and grammatical classification (tag switching, intra and inter sentential code switching).

### 1. Situational Code Switching

In this type of code switching the topic within the conversation does not change. The speakers change their code depending on the situation. They speak one language in a situation and another language in other situation without changing the point of the talk (Wardhaugh, 2005, p. 104).

Example:

Agus	:	<i>Menurutku, semuanyakarenamerekatidaktahupersisartinya De,...</i>
Mark	:	Hi, Agus
Agus	:	Eh, how're you Mark? Mark. This is Made, our friend from Mataram.
Made	:	Nice to meet you, Mark.

Mark : Nice to meet you too. What are you two talking about?  
 Agus : *Nah, inidiakitabisa...* Mark, can you help us?

(Jendra, 2012, p.77)

## 2. Metaphorical Code Switching

In contrast, the topic in this type of code switching is requiring to be changed. Metaphorical switch of language changes the subject matter or the topic rather than the social situation (Wei, 2001, p. 117). Some topics may be conveyed in either code, but the code chosen adds different sense to the conversation based on the topic is talked. The code chosen implies certain social values (Wardhaugh, 2005, p. 104). Jendra also added in his book that a metaphorical code switching is a changing of perception, or the purpose, or the topic of the conversation (2012, p.77). In Jendra's book, there is an example of metaphorical code switching that describe some Indonesian students switched their code from English to Indonesian to make a joke and affect the conversation from serious talk into a bit funny.

Example:

Made : We want to take it, to where... *Ya, itutempatkitabiasa mincing* (fishing), and we are drinking, singing, having fun, ok..  
 Ali : And, there we are surfing, swimming... *terus, kitajadipusing-pusing*(feeling dizzy) *dah...*ha,ha,ha  
 Made : Are you joining, Jim?  
 Jim : Okay then.

(Jendra, 2012, p.77)

### 3. Tag Switching

Tag switching happens when speaker inserts a tag, interjection, or a sentence filler in different language (Holmes, 1992, p. 35). Moreover, Jendra (2012, p. 75) said that tag code switching is an ability of a bilingual to insert a tag from different language at the end of his/her utterances.

Example: Tag switching from English to Indonesia

It's okay, no problem, *yanggak?*

### 4. Inter-sentential Switching

Inter-sentential switching is a type of code switches when someone changes the code from one to another in different sentences (Kebeya, 2013, p.228).The speaker uses one language in a sentence and use different language in another sentence.

Example:

*Inilagu lama, tahun 60an.****It's oldies but goodies, they say.***

*Tapimasihenakkokdidengerin.*

*(Jendra, 2012, p.76)*

In the utterance above, the speaker speaks Indonesian at first, and then he attempted to speak in English in the second sentence.

## 5. Intra-sentential Switching

Jendra (2012, p.76) said that intra-sentential code switching is found when speaker insert a word, phrase, or a clause of foreign language inside his/her base language. According to Kebeya (2013, p. 229), the main language of code switched utterance is called Matrix Language (ML), and the less dominant language in code switched utterance is called Embedded Language (EL). EL plays lesser role than ML, and it can be seen from the quantity of the words.

Kebaya (2013, p. 230) mentioned in her journal that some of scholars such as Kachru (1992) and Bokamba (1988) define intra-sentential code switching as code mixing since it is a code switching that takes place in word level. However, other scholars agreed with term of intra-sentential switching such as Gumperz (1982) and Myers-Scotton (1993b).

For example:

“*Kamubiasanyabreakfastdimanasebelumpergikerja?*”

1      2      3      4      5      6      7

(Where do you usually have a breakfast before going to work?)

In the sentence above, only one out of seven words in a sentence is in English and the rest are in Indonesian. Therefore, we could say that Indonesian is ML and English is EL in that sentence.

## 2.6 Factors Causing Code Switching

Chaer(2010) said in his book entitled “*Sosiolinguistik: Perkenalan Awal*” that generally the factors that cause code switching are 1) Speakers; 2) Interlocutor; 3) Change of the situation because of third person; 4) The change of situation from formal to informal and reverse; 5) Change of topic in a conversation.

Some experts have their point of view about the reasons for code switching such as below:

### 1. Participants

The participants here mean the speaker, interlocutor, and a new participant (third person). The appearance of third person could influence code switching happen in conversation (Holmes, 1992, p.35). For instance, the influence of participant in code switching such as in the following conversation:

Sarah :“I think everyone’s here except Mere.”  
John :“She said she might be a bit late but actually I think that’s her arriving now.”  
Sarah :You’re right. *Kia ora Mere.Haeremai.Kei tepeheakoe?”*  
[hi Mere. Come in. how are you?]  
Mere :“*Kia ora e hoa. Ketepai.* Have you started yet?”  
[Hello my friend.I’m fine]

(Holmes, 2001:34)

## 2. Topic

A change of topic could be a trigger of code switching because some particular contents are more suitable to be explained in different language (Holmes, 2001, p.37). For instance, the following conversation will show the influence of the topic towards code switching.

Example:

- R : *kenapahariini tidaktugas, D?* (Why don't you work today, D?)  
D : *tiap hari Minggu kami libur* (We are free every Sunday)  
R : *O, jadigitu* (O, I see)  
D : *iya... aturan perusahaan* (yeah... company's rule..)  
S : *yah, begitulah kalo kerjaikut orang, harusikut aturan. Haye, D! halako gelas laomaimiumazisengai.* (Yeah, that is the job risk, we must follow company's rule. Oh my God, D! just give me the glass, both of you are too much talking, I'm afraid you forget to give the glass to me..)  
D : *hahaha... moloka'e* (hahaha.. Alright, my brother)

(Susenda, 2014: 34)

The example above is a conversation between R (Javanese people) and D (Bajawanese people). At first, R has a conversation with D about D's job. They talked in Indonesian language since R is Javanese people. Then S, who is Bajawanese people, joined the conversation. Firstly, he used Indonesian language to join the conversation about D's job, and then suddenly he changed his language into Bajawanese language in order to asked D to bring him a glass. The topic changed from D's job to asking a glass.

### 3. Function

The objective of making affective intention also could make the codeswitched. People who want to make a joke, anger, insult, disapproval, solidarity and another emotional expression may switch the code of their language (Holmes, 2001, p.38-41).

Example:

- R : Ohini radio tho. (Oh, this is a radio)  
T : *Dari tadikemanaaja hello.* (Where you are, hello)  
L : *Akudikasihmasku.* (I got it from my boyfriend)  
R : *Kamumintaajalagi, inibuatakuoleh-olehdarikamumbak.*  
(How about if you ask again to him, this is a gift from you to me, mbak)  
L : *Ojotho.* (Don't like that)  
I : *Enaknemen!* (how good on you)  
R : *Mbakbagus tau.* (Mbak, it is good)  
L : *Belitho.* (Then but)  
R : *Emangada?* (Is it available?)

(Sari, 2013: 30)

L changed the code from Indonesian to Javanese language because she wanted to show her identity marker as Javanese people. She also showed solidarity by speaks Javanese.

### 4. Setting

The setting also plays role in changing code of language because people will determine their language depending on where and when the conversation takes place. People may choose formal language instead of informal when they are talking in office (Jendra, 2012, p.71)

- S : *Kasianitu* drum-bandnyagakselesai-selesai. (How pitythey are, the drum-band has not finished yet)
- L :*Iya, sampemalem-malemsih.* (Yes, it is until night time)
- N : *Inilatihan?* (Is this an exercise?)
- T : *Katanyamauada acara apambak?*(You said that there is event, what kind of event mbak?)
- L : *Dies natalies.* (Anniversary)
- N : *Performnyakapan?* (When is it performing?)
- L : April (April)
- L : *Tapilaguneitu-ituterusya?* (But, the song is just repeated)
- T :*Namanya juga belajarmbak.* (They are still learning, mbak)

(Sari, 2013:33)

The example above shows that setting could affect speaker to switch their code. On the conversation above, the speaker switched her code from Indonesian to Javanese because they saw and heard drum-band group exercising in front of the speaker.

### CHAPTER 3

## **RESEARCH METODOLOGY**

This chapter explains the research method from how to collect the data to how to analyze them. There are five subchapters here such as type of research, research data and sources, population and sample, and method of collecting data.

### **3.1 Type of Research**

Researcher applied descriptive qualitative method for this research, because the data are presented and analyzed descriptively using comprehensive explanation. The researcher focuses on a phenomenon of code-switching produced by a Korean multilingual child who lives in Semarang. The analysis describes how and why the case of a language phenomenon occurred. According to Moleong (2005), qualitative research is a study to observe holistically phenomena such as behavior, perception, motivation, action, and so forth.

### **3.2 Research Data and Sources**

According to Lofland in Moleong's book (2005), the main or primary data resources in qualitative research are words, and activities. Meanwhile, other resource such as documents, books, and so forth could be the secondary data that may support the primary data. The research data of this study are the utterances of a Korean kid. Apparently, the researcher makes the data collection easily since he teaches English and Indonesian language to the Korean kid.

### **3.3 Population and Sample**

Population is all of research objects that are going to be analyzed in the research (Arikunto, 1998). In this research, the population is all utterances of the Korean kid that were recorded by researcher. The researcher recorded and observed the conversation between the Korean kid (K) and his interlocutors such as his nanny (I-1), father (I-2), his cousin (I-3) and the researcher as his course teacher (I-4).

Furthermore, the researcher took the utterances that particularly contain code switching as the sample of this research. The researcher took the sample of data using purposive sampling technique. According to Arikunto, purposive sampling is a technique in collecting the sample based on consideration (2006, p. 183). In this study, the researcher considered the respondent is a Korean child who has multilingual ability, because he lives in multilingual environment that forces him to use some languages in his daily activities at home. K speaks Korean, English, Indonesian, and a bit Javanese language in his daily conversation.

### **3.4 Technique of Collecting Data**

Researcher took the data naturally in order to get the best result of the research. Therefore, the researcher used observation and conversation technique that are explained by Sudaryanto(1993). Those methods would be explained in detail as follows:

- 1. Observation technique:**

There are some sub-techniques in observation technique such as Participatory Observation, Non-participatory Observation, Recording, and Note Taking.

**a. Participatory Observation**

The researcher participated in the conversation. The researcher also plays an active role in conversation instead of only observing the interlocutors (object of the study). He can even be active or receptive in the conversation.

**b. Non-participatory Observation**

Researcher was not involved in the conversation. He only observed the conversation of two or more people comprehensively. For instance, the researcher observed when K speaks to his nanny or his father.

**c. Recording**

Recording has also important role in this study. Researcher will have concrete data as the evidence from the recording. It will be more natural if the data can be taken secretly without the informant knows. Therefore, the researcher records the interview during the course time and every

occasion when K is talking. After that, the researcher transcribed all of the recorded data.

#### **d. Note Taking**

Note taking technique of collecting data is to help researcher to classify the data. It can be done during the observation process. The researcher took a note of extra information that he got.

### **2. Conversation Method:**

In conversation technique, the researcher has direct contact to the informant. The researcher gave some questions to the informant in order to get information needed for the research.

#### **a. Interview**

Researcher used elicitation technique to make the informant produce utterances that contain code switching in the conversation. He would have a face-to-face conversation with the interlocutor. Through this method, the researcher aims to get the data as complete as he can.

#### **b. Recording**

Little bit similar to observation method, the researcher also recorded the conversation in interview process using his phone. After that, the researcher transcribed all the recorded conversation. Then the data were combined with other data from the observation method.

### **3.5 Method of Data Analysis**

The researcher used Identity Method (MetodePadan) in this research. That method is chosen because the determiners come from outside of the related language (Sudaryanto, 1993). Furthermore, the researcher used translational and pragmatic identity method in this research.

As mentioned before, the researcher used translational identity method and pragmatic identity method for this research. Translational method is used because the object is multilingual child who can speak more than two languages, so the researcher needs to translate the language into English when he uses code switching in his utterances. Moreover, pragmatic identity method is also used since the relationship between linguistic and contextual meaning happened in this research. Therefore, the interlocutors of the object have an important role as the determiners for this research.

These are the procedure of analysis data:

1. After the researcher collected the data, he transcribed the recording data.
2. Then the researcher selected the data that have characteristic of code switching.
3. The next step, the researcher classified the data based on the types and reasons for code switching. The researcher put the data in tabular form in order to make classification process easily.
4. The researcher described the result of the research regarding the classification of the data.
5. Finally, the researcher drew the conclusion after all the process of analysis is done.

## **CHAPTER 4**

### **DATA ANALYSIS**

#### **4.1 Background of the Object**

The object in this research is a Korean kid (K) who lives in Jl. Bukit Tirta No.4, Semarang. He was born in Jakarta 11 October 2004, so now he is twelve years old. He lived in Jakarta before he moved to Semarang. He moved to Semarang when he was in kindergarten. K lives with his parents, uncle, aunty, cousin and the nannies. Therefore, multilingual environment happened in his home because of the different language skill of each person.

K needs to use some languages in his daily communication. There are some people with different language skill living in his house. His parents speak Korean and a bit Indonesian language. His cousin speaks English, Korean, and a bit Indonesian language. Meanwhile, his nannies mostly use Indonesian and Javanese language. Those people apparently make K need to adapt to his environment. Therefore, K tends to switch the language depending on whom he speaks to. Based on interview that researcher conducted to the boy, he said that English is the most comfortable language to speak.

#### **4.2 Finding**

The researcher found that K applied some languages in his daily conversation at home. He could speak Korean, Indonesian, English, and a little Javanese language. He spoke in different way depending on his interlocutor. Furthermore, he also considered the situation and context to speak in particular language. In this sub-chapter, the researcher presents some data from the conversation produced by K in his conversation. The data are served below:

Conversations	Type of CS	Factor of the CS occurrences
<p><b><u>Datum 1</u></b></p> <p><b>I-4</b> : How was your school today?</p> <p><b>K</b> : Don't go to school.</p> <p><b>I-4</b> : Oh really, why?</p> <p><b>K</b> : Holiday,</p> <p><b>I-4</b> : <i>Oneul?</i>(Today?)</p> <p><b>K</b> : Heem.</p> <p><b>I-4</b> : But I think yesterday is the holiday.</p> <p><b>K</b> : Yaa school is today holiday.</p> <p><b>I-4</b> : Ahh because your school is kind of Chinese school also right? So how many days it will be?</p> <p><b>K</b> : Tomorrow will go to school.</p> <p><b>I-4</b> : Aahh only two days? Hmm three days right? Sunday..hmm four days? Saturday, Sunday, Monday, Tuesday?</p> <p><b>K</b> : (He showed five fingers, means five)</p> <p><b>I-4</b> : Five days?Friday?Since Friday? Okay. So, it is supposed to be you have homework, am I right?</p> <p><b>K</b> : Maybe..<i>kak air?</i>(Maybe.I-1, Could you please take me a glass of water?)</p> <p><b>I-1</b> : <i>Iya.</i>(Yes.)</p> <p><b>I-4</b> : So how was your holiday going?</p> <p><b>K</b> : Bad.</p> <p><b>I-4</b> : Why?</p> <p><b>K</b> : Still have lesson.</p>	Situational CS	1. <b>Participant:</b> Because there is I-3 who speak Indonesia as a new participant.

<p><b><u>Datum 2</u></b></p> <p><b>K:</b> No, we do the question here.  <b>I-4:</b> what?  <b>K:</b> you ask me the question here.  <b>I-4 :</b> Then?  <b>K:</b> wait, I have a call.  <i>Yeoboseyo?</i>(Hallo?)  (the child get a call from his father)  <b>I-3 :</b> ...  <b>K :</b> <i>Jigeumlesson isoyeo.</i> (Now I have lesson).  <b>I-3 :</b> ...  <b>K :</b> Hmm..odie? (where?)  <b>I-3 :</b> ...  <b>K:</b><i>kereomyon, waemogkyokhae?</i>  (Then, why should I take a bath?  <b>I-3:</b><i>Mogkyokhaenendae...</i> (I took a bath but...)</p>	<p>Situational  CS, intra sentential CS</p>	<p><b>1.Participants:</b> I-3 became third person that influenced K changed the code.</p>
<p><b><u>Datum 3</u></b></p> <p><b>I-3:</b> ...  <b>K:</b> <i>Annhejullyo...jullyo, appaoneulnetkewa?</i> (No, I am sleepy...sleepy. Daddy, will you come late today?)  <b>I-3:</b> ...  <b>K:</b> Ohhthat's great.  <b>I-4:</b> <i>Nuguseyo?</i> (Who is it?)  <b>K:</b> My dad. C'mon let's do it.  <b>I-4:</b> Your dad will come late?  <b>K :</b> Maybe.</p>	<p>Situational  CS,</p>	<p><b>1. Participants:</b> After got a call from I-3, K-3 switched his code into English because he spoke to I-4.   <b>2.Setting:</b> K was in English lesson with I-4, so he prefers to speak English to I-4.</p>
<p><b><u>Datum 4</u></b></p> <p><b>K:</b> <i>Yo situ to meja!</i>(Put it there on the table!)</p>	<p>Situational  CS,</p>	<p><b>1. Participants:</b> In this conversation, K spoke Indonesian because I-1</p>

<p><b>I-1:</b> <i>Sini lo Knyasini.</i> ( K's noodle is here)  <b>K:</b> <i>itumieapa?</i> (What kind of noodle?)  <b>I-1 :</b> <i>Mie Indonesia. KI banyakbanyakmakanmie, nantiperutnyabesar</i> (It is Indonesian noodle. K eats noodle very much, your belly will be big later.)  <b>K:</b> <i>Enakkok.</i> (It is delicious indeed)  <b>I-4:</b> <i>Makansayur!</i> (You must eat vegetable!)  <b>K:</b> <i>Gakmau, kenapamakansayur?</i> (I do not want to. Why should I eat vegetable?)  <b>I-4:</b> <i>Wae, sayuris healthy.</i> (Why you do not want to? vegetable is healthy.)  <b>K:</b> <i>Ada solasi!</i> (There is glue!) (K complained to I-1)  <b>I-4:</b> Hmm?  <b>K :</b> There is glue  <b>I-4:</b> Why?How come there is glue on the rice?</p>		<p>does not speak English. However after I-1 was leaving, K used English to speak to I-4.</p>
<p><b><u>Datum 5</u></b></p> <p><b>I-4 :</b> So this is the line time here and this is present.  <b>K:</b> Ohh I know line time.Present,future, past.  <b>I-4;</b> You know. This is the past right? the action is started here, but there is no time marker...  <b>K :</b> Wait wait I need water. Hey, it is already six.  <b>I-4 :</b> But you came late (When he called his nanny, suddenly his cousin came and asked K)  <b>K:</b> I-1...I-1...I-1...  <b>I-2:</b> <i>wae?</i>(Why?)  <b>K:</b> <i>Mul.</i>(I want water)</p>	<p>Situational CS</p>	<p><b>1. Participant:</b> I-2 is Korean. Even though she could speak English, she still prefers to speak Korean to K.</p>

<p><b><u>Datum 6</u></b></p> <p><b>K:</b> <i>I-1... I-1...jeruk</i>(I-1...I-1...take me orange please)  <b>I-4:</b> Why?  <b>K:</b> Water  <b>I-4:</b> Okay, lets back to the lesson (toktoktok)  <b>I-1:</b><i>apa?</i> (what?)  <b>K:</b> <i>Air.</i> (Water)</p>	Situational CS	1. <b>Participants:</b> There is the presence of I-1 who speaks Indonesian in the middle of conversation.
<p><b><u>Datum 7</u></b></p> <p><b>K :</b> You are the one who heard it.  <b>I-4:</b> Yeah I am hearing okay.  <b>I-1:</b> <i>Makanapa K?</i> (What do you eat?)  <b>K:</b> <i>Pahit.</i>(It is bitter)  <b>I-4:</b> <i>Pahitapakecut?</i>(Bitter or sour?)  <b>I-1:</b> Ohh Nano-nano.  <b>K:</b> <i>Nyoh...nyoh I-1</i>(Take this... take this I-1)  <b>I-1:</b> <i>Nggakmau.</i>(I do not want)  <b>K:</b> <i>Kakaklain, gamau?</i> (Give to another nanny. Does not she want?)</p>	Situational CS	1. <b>Participant:</b> K changed his code to Indonesia when I-1 came.
<p><b><u>Datum 8</u></b></p>	Situational	1. <b>Participants:</b> There

<p><b>K:</b> <i>I-1 ambilinbaterai?</i> (Could you please bring me battery?)  <b>I-1:</b> <i>apa?</i>(What?)  <b>K:</b> <i>Baterai</i>(Battery)  <b>I-4:</b> <i>baterai or charger?</i>(Battery or charger)  <b>K:</b> I mean <i>cas-casan</i>.(I mean charger)  <b>I-1 :</b><i>Buatapa?</i>(For what?)  <b>K:</b> <i>Cas</i>.(To charge)</p>	<p>CS, Intra-sentential CS</p>	<p>is I-1, who speaks Indonesian, in this conversation.</p>
<p><b><u>Datum 9</u></b></p> <p><b>I-1:</b> <i>Disitu lo K. Itu lo.Ndakadakabel e?</i> (It is there, K. That is it. There is no cable?)  <b>K:</b> Ohh  <b>I-4:</b> Ohh but I have the cable.  <b>K:</b> <i>OhhIso...iso...</i>(ohh it can be... it can be)  <b>I-4:</b> <i>Hahaha Iso-isowae</i>. (Hahaha. You are funny.)  <b>I-1:</b> <i>Nggakbisa?</i>(Is it working?)  <b>K:</b> <i>Iso-iso</i>(It works)  <b>I-4:</b> <i>Iso</i>(It is working)  <b>K:</b> <i>Kualik</i>(Upside down )  <b>I-1 :</b> <i>Hahaha K Kualik</i>(hahaha you said upside down)  <b>I-4:</b> Hahaha What did you say?  <b>K:</b> Upside down</p>	<p>Situational CS</p>	<p>1. <b>Participant:</b> In this conversation I-4 become third person so when I-4 talk to K, K change his code to English.  2. <b>Setting:</b> This conversation happened in the middle of lesson.</p>
<p><b><u>Datum 10</u></b></p> <p><b>K :</b>Actually I really need to get down right know because I wanna poop. (K turn off the lamp)  <b>I-4 :</b> Hey it is so dark.  <b>K :</b> Close the door please?  <b>I-4 :</b> Okay  <b>K :</b> <i>Kakbukapintu!Itu jus apa to?</i> (I-1, open the door please! What kind of juice it was?)  <b>I-1 :</b> Mango  <b>I-4 :</b> Ya, what I'm saying. It is mango.</p>	<p>Situational CS, Intra-sentential CS</p>	<p>1. <b>Participants:</b> K wanted to ask about the juice to I-1, so he change his code to Indonesia and put some Javanese.</p>

<p><b>K</b> : <i>Itubau-e ora kayak mango lo.</i> (The smell does not like mango though.)  <b>I-1</b> : <i>Kayak apa?Kayak durian?</i> (What does the smell like? Does it like durian?)  <b>K</b> : <i>Itu kayak buah-e aneh.</i> (The fruit seems weird)  <b>I-1</b> : <i>Nggak, itubotolanbesar K.</i> (No, it was in a big bottle, K.)  <b>K</b> : <i>Haa?</i>  <b>I-1</b> : <i>Botolnyabesar.</i> (The bottle is big)  <b>K</b> : <i>Ahaa.</i></p>		
<p><b><u>Datum 11</u></b>  <b>I-3:...</b>  <b>K:</b> <i>Anni</i> (No)  <b>I-3: ...</b>  <b>K:</b> <i>Mollaajik.</i> (I do not know, not yet)  <b>I-3:...</b>  <b>K:</b> <i>Anniyo</i>  <b>I-3: ...</b>  <b>K:</b> <i>Mmm, Lesson.</i> (Mm, lesson)  <b>I-3:...</b>  <b>K:</b> <i>Eo</i> (yes)  <b>I-4:</b> <i>nugu, appa?</i>  <b>K:</b>  <b>I-4:</b> <i>Ya present perfect tense,</i>  <b>K:</b> <i>This is perfect. Baby I am perfect, baby I am perfect.</i> (K sing a song to making a joke)  <b>I-4:</b> <i>You said to your dad that you have lesson right now, c'mon.</i>  <b>K:</b><i>Yeah but I didn't say that I am studying right now.</i></p>	<p>Situational CS</p>	<p><b>1. Participant :</b>At first, K having conversation in a call with his father (I-3). Then he talked again with I-4.</p>

### 4.3 Analysis

In this sub-chapter, the researcher is going to analyze those data above based on research questions of the research. Therefore, the researcher divided the analysis into two parts, which are the types of code switching and the factors that influenced the code switching.

#### 4.3.1 The types of code switching in K's utterances

The researcher found some types of code switching in K's utterances. The code switching happened when K has conversation with several interlocutors that were recorded by researcher.

##### 1. Situational Code Switching

Situational code switching happened without changing of topic required (Wardough, 2005, p. 104). The researcher found all data that indicate situational code switching in K utterances. The explanations of some data are below.

##### Datum 1

- I-4** : How was your school today?  
**K** : Don't go to school.  
**I-4** : Oh really, why?  
**K** : Holiday,  
**I-4** : *Oneul?*(Today?)  
**K** : Heem.  
**I-4** : But I think yesterday is the holiday.  
**K** : Yaaschool is today holiday.  
**I-4** : Ahh because your school is kind of Chinese school also right? So how many days it will be?  
**K** : Tomorrow will go to school.

- I-4** : Aahh only two days? Hmm three days right? Sunday..hmm four days? Saturday, Sunday, Monday, Tuesday?
- K** : (He showed five fingers, means five)
- I-4** : Five days?Friday?Since Friday? Okay. So, it is supposed to be you have homework, am I right?
- K** : **Maybe..kak air?**(Maybe.I-1, Could you please take me a glass of water?)
- I-1** : *Iya.*(Yes.)
- I-4** : So how was your holiday going?
- K** : Bad.
- I-4** : Why?
- K** : Still have lesson.

In this datum, situational code switching occurred between K, I-1, and I-4. There is no change of topic here because K and I-4 are talking about school holiday, but then K feels thirsty in the middle of conversation and asking for a glass of water to I-1. He asked using Indonesian language because I-1 does not speaks English.

### **Datum 5**

- K** : *Yo situ to meja!*(Put it there on the table!)
- I-1** : *Sini lo Knyasini.*( K's noodle is here)
- K** : *itumieapa?* (What kind of noodle?)
- I-1** : *Mie Indonesia. KI banyakbanyakmakanmie, nanti perutnyabesar* (It is Indonesian noodle. K eats noodle very much, your belly will be big later.)
- K** : *Enakkok.*(It is delicious indeed)
- I-4** : *Makansayur!* (You must eat vegetable!)
- K** : *Gak mau, kenapamakansayur?* (I do not want to. Why should I eat vegetable?)

- I-4** : *Wae, sayuris healthy. (Why you do not want to? vegetable is healthy.)*
- K** : *Ada solasi! (There is scotch tape!)*  
(K complained to I-1)
- I-4** : Hmm?
- K** : **There is glue**
- I-4** : Why?How come there is glue on the rice?

Researcher found that K changed his code from Indonesian to English in the end of conversation. There is no change of topic in that conversation. This conversation happened in K's room before English lesson started. I-1 came into the room to give noodle that K requested. K asked I-1 to put his noodle on the table. Then when K looked at the noodle, there was scotch tape stuck on the noodle. K told I-4 that there was glue on the noodle using English.

Another example of situational code switching was also found in Datum 7.

### **Datum 7**

- K** : *I-1... I-1...jeruk(I-1...I-1...take me orange please)*
- I-4** : Why?
- K** : **Water**
- I-4** : Okay, let's back to the lesson  
(toktoktok)
- I-1** : *apa? (what?)*
- K** : *Air. (Water)*

In this conversation, K called I-1 in front of his room to ask for a glass of water. After that, K went back to the room to get a

lesson with I-4. Apparently, I-1 did not hear K's request, so she came to the room to ask K about what his order was. K applied two codes in this conversation, which are Indonesian to I-1 and English to I-4.

## 2. Intra-sentential Code Switching

Intra-sentential code switching could happen in word, phrase, or a clause level. The speaker could insert the code switching from one language to another language within a sentence. According to Kebeya (2013, p. 229), the main language of code switched utterances is called Matrix Language (ML), and the less dominant language in code switched utterance is called Embedded Language (EL). EL plays lesser role than ML that can be seen from the quantity of the words. The researcher found that K applied intra-sentential code switching in his utterance. The first one is in Datum 9

### Datum 9

<b>K</b>	: <i>I-1 ambilinbaterai?</i> (I-1 could you bring me battery?)
<b>I-1</b>	: <i>apa?</i> (What?)
<b>K</b>	: <i>Baterai</i> (Battery)
<b>I-4</b>	: <i>baterai or charger?</i> (Battery or charger)
<b>K</b>	: <b>I mean <i>cas-casan</i>.(I mean charger)</b>
<b>I-1</b>	: <i>Buatapa?</i> (For what?)
<b>K</b>	: <i>Cas.</i> (To charge)

In the conversation above, intra-sentential code switching occurred when K wanted to correct his word. He mentioned

charger in Indonesian wrongly. K said "*baterai*" that means battery instead of "*cas-casan*" that means charger. The researcher found that K put Indonesian word in the end of his sentence in order to correct his word.

I mean cas-casan.  
1 2 3

(I mean charger)

The sentence above shows that two out of three words are English and the rest is Indonesian. K used English as ML and Indonesia as EL in that sentence.

There is another example of intra-sentential code switching of K's utterances in Datum 11.

### **Datum 11**

**K** : *Kakbukapintu!Itu jus apa to?* (I-1, open the door please! What kind of juice it was?)

**I-1** : Mango

**I-4** : Yaa, what I'm saying. It is mango.

**K** : *Itubau-e ora kayak mango lo.* (The smell does not like mango though.)

**I-1** : *Kayak apa? Kayak durian?* (What does the smell like? Does it like durian?)

**K** : *Itu kayak buah-e aneh.* (The fruit seems weird)

**I-1** : Nggak, itubotolanbesar K. (No, it was in a big bottle, K.)

**K** : Haa?

**I-1** : Botolnyabesar. (The bottle is big)

**K** : Ahaa.

The conversation of Datum 11 happened at the kitchen when K asked I-1 to open the door for I-4. While K asked I-1 to

open the door, he also asked about the juice that he and I-4 had drunk at lesson time in the same time. K was wondering of what kind of juice it was. After K asked to I-1, then he got the answer. I-1 said that it was mango, but K was arguing that it was not. K argued with I-1 using Indonesian language at first. Then in the middle of conversation, he inserted Javanese language in his utterance. The researcher knows that I-1 is Javanese, so she could understand Javanese language as well. The researcher analyzed the code switching in the following explanation:

*Itubau-eorakayakmangolho*  
 1    2    3    4    5    6  
 (The smell of it does not like mango though)

In the sentence above, three and a half words out of six are in Indonesia, one and a half words out of six are in Javanese, and then the last one word out of six is in English. The first part of switching is in word number 2. The word ‘bau-e’ are the combination of Indonesian and Javanese, ‘bau’ means smell in English and ‘-e’ is an article in Javanese language. Then the second one is Javanese word ‘ora’, which means does not in English, was inserted in the middle of sentence. Therefore, the researcher found that the sentence above shows that Indonesia is ML, meanwhile Javanese and English is EL.

#### **4.3.2 The factors of code switching in K’s utterances**

The researcher found some factors that become reasons for K to applied code switching in his utterances. The researcher has found the reasons from the analysis he did. These are the reasons that the researcher found:

### **1. Participants**

The participants become the most influential reasons for code switching. The existence of interlocutors with different language skill will determine the language of the speaker. The researcher found many data that are influenced by participants. The participants can influence the code switching because of the ethnic background, language skill, the social relationship and distance, age, occupation and education as well (Holmes, 1992, p. 44).

For instance in Datum 2, the participants influenced K to switch his code.

#### **Datum 2**

**K** : No, we do the question here.  
**I-4** : what?  
**K** : you ask me the question here.  
**I-4** : Then?  
**K** : wait, I have a call. *Yeoboseyo?*(Hallo?)  
(the child get a call from his father)  
**I-3** : ...  
**K** : *Jigeumlesson isoyeo.* (Now I have lesson).  
**I-3** : ...  
**K** : Hmm..odie? (where?)  
**I-3** : ...  
**K** : *kereomyon, waemogkyokhae?* (Then, why should I take a bath?)

**I-3** : *Mogkyokhaenendae...* (I took a bath but...)

In Datum 2, participants in the conversation are K, I-3, and I-4. The conversation began with K and I-4, who are talking about lesson thing. Suddenly, I-3 as third person called K by phone. K knew that I-3 would speak Korean, so K directly switched the code from English to Korean. K always speaks Korean to I-3, because they speak Korean to his parents.

### **Datum 10**

**I-1** : *Disitu lo K. Itu lo.Ndakadakabel e?* (It is there, K. That is it. There is no cable?)  
**K** : Ohh  
**I-4** : Ohh but I have the cable.  
**K** : *OhhIso...iso...* (ohh it can be... it can be)  
**I-4** : *Hahaha Iso-isowae.* (Hahaha. You are funny.)  
**I-1** : *Nggakbisa?*(Is it working?)  
**K** : *Isa-isa*(It works)  
**I-4** : *Isa* (It is working)  
**K** : *Kualik*(Upside down )  
**I-1** : *Hahaha K Kualik*(hahaha you said upside down)  
**I-4** : Hahaha What did you say?  
**K** : Upside down

In datum 10, I-4 become third person while K and I-1 having conversation about the cable. K knew that he should speak English to I-4 since he is K's course teacher.

## **2. Setting**

Setting also plays role to influence the speakers to switch the code when they are talking to their interlocutor.

#### **Datum 4**

- I-3** : ...  
**K** : *Annhejullyo...jullyo, appaoneulnetkewa?* (No, I am sleepy...sleepy. Daddy, will you come late today?)  
**I-3** : ...  
**K** : Ohhthat's great.  
**I-4** : *Nuguseyo?* (Who is it?)  
**K** : My dad. C'mon let's do it.  
**I-4** : Your dad will come late?  
**K** : Maybe.

In Datum 4, K spoke to his father (I-3) in the middle of English lesson by phone. The researcher found that K switched from Korean to English. In this case, the researcher (I-4) attempted to speak Korean to K in order to practice his Korean language skill. However, K constantly spoke English to I-4 since it was in English lesson time.

Another example that influenced by setting is in Datum 9.

#### **Datum 9**

- I-1** : *Disitu lo K. Itu lo.Ndakadakabel e?* (It is there, K. That is it. There is no cable?)  
**K** : Ohh  
**I-4** : Ohh but I have the cable.  
**K** : *OhhIso...iso...* (ohh it can be... it can be)  
**I-4** : *Hahaha Iso-isowae.* (Hahaha. You are funny.)  
**I-1** : *Nggakbisa?* (Is it working?)  
**K** : *Iso-iso* (It works)  
**I-4** : *Iso* (It is working)

**K** : *Kualik*(Upside down )  
**I-1** : *Hahaha K Kualik*(hahaha you said upside down)  
**1-4** : Hahaha What did you say?  
**K** : Upside down

In datum 9 shows that even though K spoke Indonesian language to I-1, he remain speak English to I-4 since they still in the middle of lesson.

## CHAPTER 5

## CONCLUSION

This researcher shows the conclusion of the research in this chapter. The conclusion is explained based on the analysis that the researcher did in previous chapter. This chapter will reveal the types and factors of code switching in the Korean boy's utterances. Actually, it will answer the research question of this research.

Based on the research analysis in previous chapter, the researcher found the types and reasons for code switching in the Korean boy's (K) utterances. The researcher determines the type based on two aspects, which are contextual classification and grammatical classification. Based on contextual classification, the utterances that researcher found in K's conversations are situational code switching. Meanwhile, based on grammatical classification, the researcher found three data are intra-sentential code switching.

Based on the number of occurrences, all the data could be categorized in contextual classification. However, the researcher only found three data that could be categorized in grammatical classification.

The researcher found some factors that influence K to switch his code in his utterances. The factors are participants and setting. The occurrences of the factors can be seen in the following explanation: all data are influenced by the participants and two of them are also influenced by the setting. From 11 data, some of the data are influenced by more than one factor. Based on the explanation,

the researcher concludes that the most influencing factor of code switching in K's utterances is the participant.

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## APPENDIX

## The transcript of conversations

### Conversation 1

**Recorded** : Wednesday, 10 February 2016

**Length** : 01:30

**Participants** : K, I-4, I-1

#### (Datum1)

- I-4 : How was your school today?  
K : Don't go to school.  
I-4 : Oh really, why?  
K : Holiday,  
I-4 : *Oneul?*(Today?)  
K : Heem.  
I-4 : But I think yesterday is the holiday.  
K : Yaaschool is today holiday.  
I-4 : Ahh because your school is kind of Chinese school also right? So how many days it will be?  
K : Tomorrow will go to school.  
I-4 : Aahh only two days? Hmm three days right? Sunday..hmm four days? Saturday, Sunday, Monday, Tuesday?  
K : (He showed five fingers, means five)  
I-4 : Five days?Friday?Since Friday? Okay. So, it is supposed to be you have homework, am I right?  
K : Maybe...*Kak air?* (Maybe. Kak could you please take me water please?)  
I-1 : *Iya.*  
I-4 : So how was your holiday going?  
K : Bad.  
I-4 : Why?  
K : Still have lesson.

### Conversation 2

**Recorded** : Tuesday, 23 February 2016

**Length** : 01:02

**Participants** : K, I-3, I-4

**(Datum 2)**

K : No, we do the question here.

I-4 : what?

K : you ask me the question here.

I-4 : Then?

K : wait, I have a call. *Yeoboseyo?*(Hallo?)

(the child get a call from his father)

I-3 : ...

K : *Jigeum* lesson *isoyeo*. (Now I have lesson).

I-3 : ...

K-1 : Hmm..odie? (where?)

I-3 : ...

K : *kereomyon, waemogkyokhae?Mogkyokhaenendae.*(Then, why should I take bath? I took bath but..)

**(Datum 3)**

I-3 : ...

K : *Annhejullyo...jullyo, appaoneulnetkewa?*(No, I'm sleepy...sleepy. Daddy will come late?)

I-3 :.....

K : Ohhthat's great.

I-4 : *Nuguseyo?* (Who is it?)

K : My dad. C'mon let's do it.

I-4 : Your dad will come late?

K : Maybe.

**Conversation 3**

**Recorded** : Tuesday, 1 March 2016

**Length : 01:01**

**Participants : K, I-1, I-4**

**(Datum 4)**

K : Yo situ to meja  
I-1 : Sini lho K-1nya sini.  
K : itumieapa?  
I-1 : Mie Indonesia, K1 banyakbanyakmakanmie, nantiperutnyabesar  
K : Enakkok  
I-4 : Makansayur!  
K : Gakmau, kenaamakansayur  
I-4 : Wae, sayur is healthy  
K : Ada solasi!  
I-4 : Hmm?  
K : There is glue  
I-4 : Why?How come there is glue on the rice  
...  
I-4 : That's Korean rice?  
K : Yess  
I-4 : What is the difference?  
K : It is sticky, Korean rice.  
I-4 : But the taste?  
K : Yeah all the same, you wanna eat?  
I-4 : and this is cow or pig?  
K : Pork. You may not eat pork right?  
I-4 : Ya, I cannot. I am not allowed.

**Conversation 4**

**Recorded : Thursday, 3 March 2016**

**Length : 01:00**

**Participants : K, I-4, I-2, I-1**

**(Datum 5)**

I-4 : So this is the line time here and this is present.

K : Ohh I know line time. Present, future, past.

I-4 : You know. This is the past right? the action is started here, but there is no time marker...

K : Wait wait I need water, hey it is already six.

I-4 : But you came late

K : Kak..Kak...Kak.

I-2 : *wae?*(why?)

K : *Mul.* (water)

**(Datum 6)**

K : Kaakk...Kak...jeruk

I-4 : Why?

K : Water

I-4 : Okay, lets back to the lesson  
(toktoktok)

I-1 : apa?

K : *Air.* (water)

**Conversation 5**

**Recorded : Tuesday, 15 March 2016**

**Length : 00:45**

**Participants : K, I-1**

**(Datum 7)**

I-1 : Makanapa K-1?

K-1 : Pait.

I-4 : Paitapakecut?

I-1 : Ohh Nano-nano.

K-1 : Nyoh...nyoh...

I-1 : Nggak mau.

K-1 : Kakaklain, gamau?

**Conversation 6**

**Recorded : Tuesday, 15 March 2016**

**Length : 01:30**

**Participants : K, I-1, I-4**

**(Datum 8)**

K : Kakakambilnbaterai?

I-1 : apa?

K : Baterai

I-4 : baterai or charger?

K : I mean cas-casan.

I-1 : Buatapa?

K : Cas.

**(Datum 9)**

I-1 : Disitu lo K-1.Itu lo.Ndakadakabel e?

K : Ohhh

I-4 : Ohhh but I have the kabel.

K : OhhIso...iso...

I-4 : Hahaha Iso-isowae.

I-1 : Nggakbisa?

K : Isa-isa

I-4 : Isa

K : Kualik

I-1 : Hahaha K-1 Kualik

I-4 : Hahaha What did you say? What is kualik?

K-1 : Upside down

**Conversation 7**

**Recorded : Thursday, 24 March 2016**

**Length : 01:22**

**Participants : K, I-1, I-4**

**(Datum 10)**

K : Kakkubapintu! Itu jus apa to?  
I-1 : mango  
I-4 : Yaa, what I'm saying. It is mango.  
K : Itubau-e ora kaya mango lo.  
I-1 : Kayak apa? Kayak durian?  
K : Itu kayak buah-e aneh.  
I-1 : Nggak, itubotolanbesar K-1.  
K : Haa?  
I-1 : Botolnyabesar.  
K : ahaa.

**Conversation 8**

**Recorded : Tuesday, 29 March 2016**

**Length : 01:00**

**Participants : K, I-3, I-4**

**(Datum 11)**

**I-3:...**

**K:Anni (No**

**I-3: ...**

**K; Mollaajik. (I do not know, not yet)**

**I-3:...**

**K: Anniyo**

**I-3: ...**

**K: Mmm, Lesson. (Mm, lesson)**

**I-3:...**

**K: Eo (yes)**

**I-4: nugu, appa?**

**K:...**

**I-4: Ya present perfect tense,**

**K: This is perfect. Baby I am perfect, baby I am perfect. (K sing a song to making a joke)**

**I-4: You said to your dad that you have lesson right now, c'mon.**

**K: Yeah but I didn't say that I am studying right now.**