



**DESCRIPTION OF USING CODE SWITCHING AND  
CODE MIXING IN CONVERSATION BY THE 9th SEMESTER  
ENGLISH LITERATURE STUDENTS OF STATE  
UNIVERSITY OF SEMARANG IN THE ACADEMIC YEAR  
2014/2015**

a final project

Submitted in Partial Fulfillment of the Requirement

for the Degree of *Sarjana Sastra*

in English

by

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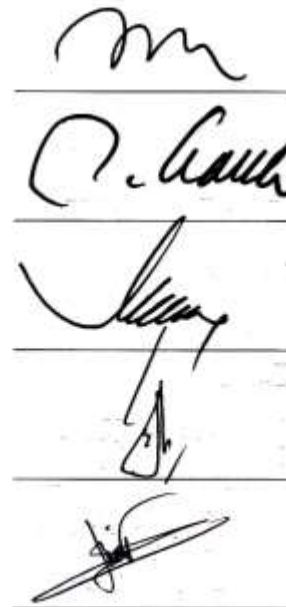
**ENGLISH DEPARTMENT  
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2015**

## APPROVAL

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## DECLARATION OF ORIGINALITY

I, Ela Kurnia declare that this final project entitled Description of Using Code Switching and Code Mixing in Conversation by the 9<sup>th</sup> Semester English Literature Students of State University of Semarang in the Academic Year 2014/2015 is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes. Information derived from the published and unpublished work of other has been acknowledged in the text and a list of references is also given. If it is found out that there is any violation against of the convention of scientific writing. I will accept any sanction given by the authority.

Semarang, Mei 12 2015



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**It does not matter how slowly you go as long as you do not stop  
(Confucius)**

To

Mother-Father

Brother

Family and Friends

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The writer also realizes that her study is far from being perfect. Therefore, the writer would be very grateful for correction, comment, and criticism that might improve this final project.

## ABSTRACT

Kurnia, Ela. 2015. **Description of Using Code Switching and Code Mixing in Conversation by the 9<sup>th</sup> semester English Literature Students of State University of Semarang in the Academic Year 2014/2015**. Final project. English Department. Faculty of Language and Arts. Semarang State University. Advisor: Frimadhona Syafri, S.S., M.Hum.

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Code mixing and code switching are related to the society. It can be seen in advertisement, daily conversation, and social media. In English department of Semarang State University, especially the English literature students, they speak bilingual in daily conversation in campus, they switch and mix bahasa Indonesia and English.

The aims of this study are to discuss, explain, and describe the types and functions of code switching and code mixing which were performed in campus by 9<sup>th</sup> semester English Literature students of State University of Semarang in the Academic Year 2014/1015. The writer used descriptive qualitative approach to get the data. Almost 95% English literature students' switched and mixed their speaking. Most of this study found 27 utterances of intersentential or 50% of the total utterances, 27 utterances of intrasentential or 50% of the total utterances and 33 utterances of insertion or 55% of the total utterances,. Meanwhile, the function of code switching and code mixing of 58 utterances or 50, 88% of the total utterances was "Facility of expression". To sum up, most of 9<sup>th</sup> semester English Literature students of State University of Semarang in the Academic Year 2014/1015 applied intersentential and intrasentential code switching and insertion code mixing. Moreover, most students used facility of expression function which can only be interpreted as difficulty in finding the right word at the time of speaking or writing or merely as a sign of the subject's lack of familiarity with the style they are using.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter is introduction about the study; the first section presents background of the study, the second section presents reason for choosing the topic, the third section talks about statements of the problem, the next section is objective of the study, and the last section talks about significant of the study.

### **1.1 Background of the Study**

Conversation plays an important role to communicate and interact from one another in society. It happens in some of activities such as negotiation, gossip, planning, studying etc. People need conversation to get the aim of their speaking when they communicate. For example, when people negotiation in business, they need conversation to get the deal and when in school, the teachers ask students to answer their question, they also need conversation to get the best answer. Conversation is very needed in many situations in daily activities to communicate with other people.

Communication actually happens when two or more people share information, idea, or their opinion. They are exchanging information by giving explanation, asking question, or answering it. The way of people conversing is determined by how much information each person had. “Communication is two way process of reaching mutual understanding, in which participants not only exchange information, news, ideas, and feeling but also create and share meaning”

(<http://www.businessdictionary.com/definition/communication.html>). Moreover, the use of the meaningful words in every conversation has significant role to deliver the intention of speaking. Therefore, it help speaker to understand each other appropriately. Good communication determine by the language used in conversation.

Language is closely related to communication. “Language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particularcountry or type of work” (<http://dictionary.cambridge.org/dictionary/british/language>). People use language to gain understanding their intention. Language is the way of communication for society. There are number of language known by people in the world. Almost of countries or tribes have their own languages.

Some of the languages spread over the world. They are called as world language. World language essentially refers to language that is learned and spoken internationally ([www.thehistoryofenglish.com/issues\\_global.html](http://www.thehistoryofenglish.com/issues_global.html)). One of languages that spread over the world is English. English as the world language is the most spoken, not only by native but also by people from all over the world. English has the important leverage in some fields such as in economy, education, trend, entertainment, working, and trades.

English used by a non-native speaker in order to look intellectual. It develops to become a trend and could be seen in nowadays phenomena. Teenagers in the world use English in their activities, which one of them is Indonesia teenagers. Indonesia teenagers as the international citizen also use

English in their daily life. Not only for face to face conversation, but also when they are communicating through social media such as facebook, twitter, blackberry messenger, and line as the product of instant messenger also have an role as the vehicle for Indonesian teenagers to implement their English. They usually use bilingual languages when they are doing social media activities and making conversation with their friends.

According to Bloomfield in Liddicoat (1991), Bilingualism is as native-like control of two languages. Bilingualism is related to code switching and codes mixing since all of them get in touch with two different languages. Many Code switching and code mixing's events occur both in Indonesian people conversation, especially in English spoken community. Based on Valdes-Fallis (1977) Code-switching refers the use of two languages simultaneously or interchangeably. "Code switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation" (<http://en.wikipedia.org/wiki/Code-switching>). On the other hand, Wardhaugh (1992) in Alam (2006) defines code mixing as the deliberate mixing of two languages without an associated topic change. From the definition above, code switching is done by speaker because they know that they alternate the other language because of some aspects. Meanwhile, Code mixing is done only by adding single word and also clause because the speaker only mix the words to make more interesting without change the topic in the sentence or clause.

Code switching and code mixing is phenomena, which is often done in society. Nowadays, people speak in bilingualism because they are influenced by

the other language from foreign especially English. It will be more prestigious in society when they can speak English. Besides, they use mother tongue in conversation, sometimes they add English in their speaking or writing to make more interesting.

Therefore, the writer wants to analyze the reason of the use of code switching and code mixing in students' conversation at campus. The target for the research is 9<sup>th</sup> semester English literature students of English Department, State University of Semarang.

## **1.2 Reasons for Choosing the Topic**

There are several reasons the writer choose the topic:

- 1) Code mixing and code switching is portrayed in society's activity. Their activity is very close with bilingual language. It can be seen in advertisement, daily conversation, and social media.
- 2) The writer wants to know how the students of English department of State University of Semarang implement their English skill in daily application. Their study is English, so they can show their English skill by making conversation with their friends.

So, the writer decides to conduct a final project about linguistics that focusing code switching and code mixing used by students of English Department of Semarang State University entitled *Description of Using Code Switching and Code Mixing in Conversation by the 9<sup>th</sup> semester English Literature Students of State University of Semarang in the academic year 2014/2015*.

### **1.3 Statements of the Problem**

In line with the reason for choosing the topic above, the problem that the writer wants to analyze is:

- 1) What are types of code switching and code mixing which are usually used by the 9<sup>th</sup> semester English department students in campus?
- 2) What are the functions of code switching and code mixing for the students of English Department in their study?

### **1.4 Objective of the Study**

Based on the problems stated above, the objectives of the study are:

- 1) To explain and describe the using of type of code switching and code mixing of students' conversation in campus
- 2) To explain and describe the function of code switching and code-mixing for students' study.

### **1.5 Significance of the Study**

Hopefully, this study will give knowledge about the using of code switching and code mixing in communication. Through this study, it can be the way to give more information about the using and the function of code switching and code mixing in conversation especially for students of English Department.

Theoretically, the findings of this study are intended to be used for a reference to linguistic studies, especially the one that concerns in bilingualism. Practically this study is expected to give useful information for English lecturers, learners, and future researchers.



First, for the readers / English learners, this study could become the secondary resources that will be very helpful in understanding about the theory of code switching and code mixing. Second, for the next researchers, the writer hopes this study provide the proper data that could be used as a reference for those who are interested in analyzing bilingualism.

This study gives explanation about code switching and code mixing overall. It will be good study to be learned. Therefore, they can practice it to make alternative communication.

## **1.6 Outline of the Report Project**

The final project report consists of five chapters:

Chapter I presents introduction, which contains the background of the study, reason for choosing a topic, statement of the problems, objectives of the study and the significances of the study and outline of the final project.

Chapter II presents review to related literature. It consist of review to the related previous studies, theories that covers code switching and code mixing and theoretical framework.

Chapter III presents the method of investigation, which discusses object of the study, technique for colleting the data and technique for analyzing data.

Chapter IV contains the discussion on type of code switching and code mixing and the function of code switching and code mixing.

Chapter V presents conclusion and suggestion based on the result of the investigation.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains three sections. The first section presents the previous studies in subjects related to this study. The second section talks about the theoretical review underlying this study. The last section describes the theoretical framework.

#### **2.1 Review of Previous Study**

Code switching or code mixing is the phenomenon of the study which has been conducted by some researchers. This study is represented in some final projects such as in the English Department of Semarang State University. One of the studies is Setiyono (2009) who wrote "*the Functions of Code-switching which were performed in English class by the first year students of SMP Negeri 1 Kragan*". His research focused on discussing, explaining, and describing Indonesian-English code switching found in English learning class as foreign language by English Teachers in SMP Negeri 1 Kragan.

Then, there is Aeyomoni (2006) with her final project entitled "*Code-Switching and Code-Mixing: Style of Language use in Childhood in Yoruba Speech Community*". Her research aimed to investigate the types of languages acquired at different level among the members of the education elite in a speech community. The questioner was used in her research to analyze when most of child of community use bilingual language between Yoruba and English in their communication.

Another research is done Cakrawarti (2011) in her final project entitled “Analysis of Code Switching and Code Mixing in the Teenlit *Canting Cantiq* by Dyan Nuranindya”. In this research, she analyzed the types of code switching and code mixing in conversation from dialog of the novel and the reason of the use of it.

The research is different because the writer aimed to conduct a study of code switching and code mixing which deals with the type and the function of code switching and code mixing used by literature student 9<sup>th</sup> semester of English department of Semarang State University into a final project entitled “*Description of Using Code Switching and Code Mixing in Conversation by the 9<sup>th</sup> semester English Literature Students of State University of Semarang in the academic year 2014/2015*”.

## **2.2 Review of the Theoretical Studies**

In conducting this study, the writer found some aspects that related to this study; they are language in society, bilingualism, the concept of code switching, the types of code switching, the concept of code mixing, types of code mixing, reason of using code switching and code mixing, and the function of code switching and code mixing, and qualitative descriptive.

### **2.2.1 Language in Society**

To see adequately the functions of language is difficult because it is so deeply rooted to the whole of human behavior. Moreover, it maybe suspected that there is

little in the function does not play its part (Sapir: 1933). In spite of it, language can use in some different ways based on Downes (2005):

Language is an ability that is blossoming in the child. A child's language is developing although they make charming 'grammar language' such as they say some wrong words.

Language expresses one's thought. People often say that they cannot find the words for their express feeling or they are 'hunting for the right words'. Alternatively, we say that language is a means of communication. Language is needed in communication to express and share their idea. As they grown mature, people they will deliver their personal needs and claim their rightful place in society through language.

The term 'language' analogically use as a metaphor. We talk of such things as body language, or the languages' of music, painting or dance. It is clear that these various ordinary uses of the word refer to different aspects of language and taken different perspectives on the sort of thing language is.

Moreover, Ramelan (1992) in Setiyono (2009: 15) stated that: "with language man can express his ideas wishes to other people such as when he needs their help so that close operation among members of the group can be carried out". Thus, the three elements mentioned above:(1) "human beings", (2)"community", and (3)"language" are very closely related and not easily divisible. Also, Raghunathan (2014) in Setiyono (2009: 16) proposes that "we cannot communicate in any real sense without language, other through gestures; we do communicate through some non-verbal forms like the visual art-painting

and sculpture-and through dance, but the culmination of true, articulate, communication is through language”.

Moreover, there is a need for language learners to understand why people think and speak the way they do, and to understand possible agreements in a culture (Elmes David, 2013:16). In the other hand, Peck (1998 taken from Thanasoulas, 2001) notes, beginning foreign language, students want to feel, touch, smell, and see the foreign people and not just hear their language.

English is learnt by students of English department of Semarang State University to be applied in international communication. Either English or Indonesian language has its characteristics in communication. These characteristics influence the way they speak which can be analyzed in code switching and code mixing in bilingualism.

In case of communication, language is related to utterance. Based on oxford dictionary, utterance is a spoken word, statement, or vocal sound. For example: ‘he whispered, as if to lend his utterances and added confidentially’.

Indonesian language is closely related to Malaysian language, but the main difference is the vocabulary: Indonesian has been influenced by Dutch, while Malaysian has been influenced by English. However, both are enriched with Sanskrit, Arabic and Javanese.

As stated by Pride and Holmes (in Marjohan, 1988: 51) Indonesian language, in modern Indonesia’s complex society, functions as a sort of linguistic highest common denominator. Although it is difference in modes of acquiring it, whether at home or at school, as an infant or in middle age, Indonesian an almost

universally known code among educated, travelling, or urban Indonesians. In Indonesian public life, where there is an ever increasing ambiguity as to whether to rank members of the new elite in terms of achieved or ascribed status, the Indonesian language provides a noncommittal mode of communication.

Meanwhile, based on [www.oocities.org/vsindha/characteristics.htm](http://www.oocities.org/vsindha/characteristics.htm), the main characteristics of English language are as under:

#### 1) Receptiveness

The first outstanding characteristic of English language is receptiveness. This is regarded as extra-ordinary feature of the language. It has accepted and adopted words from Asian, European, African, Indian, Japanese, Chinese and other languages. English has kept open-door policy of accepting words from classical languages like Latin, Greek and Sanskrit.

#### 2) Heterogeneousness

Heterogeneousness means mixed form or the lack of purity. English language contains various words from so many other languages that has become the most mixed language. Original words from other languages have crept into English. Some words have retained their original meanings and some words have changed their meanings. The spellings and pronunciations have also changed. E.g. The word 'Tur' from French has become 'Tower' in modern English.

#### 3) Simplicity of Inflexion

The next important characteristic of English is its simple Inflexion. Inflexion means that it can indicate the relationship of words into a sentence with only

the minimum of change in their shapes. In this regard we can quote that Chinese has the minimum inflexions but in other European languages, there are still inflexion. However, English has lost number of inflexion e.g. India – Indian.

#### 4) Fixed word order

Another characteristic of English language is its fixed word order. This arrangement becomes necessary for proper relationship of the words in a sentence, and to avoid ambiguity. The place of each word in a sentence decides its relationship to others.

#### 5) Use of Periphrases

In English there is a very significant use of periphrases. Periphrases mean round about ways of expressing ideas or feelings in other words it is possible to say the something in many different ways in English. Periphrases are very important quality of any language; because it makes the language rich and varied.

#### 6) Development of intonation

The last but the significant quality of English is the great development of intonation to express different shades of meanings. Intonation can easily change the meaning of a sentence completely. Intonation can be described as the pitch and intensity or the tone of the voice.

Not all the above qualities or characteristics are necessarily good in themselves. Also all characteristics have not contributed equally to the development of English language and its general success.

### ***2.2.2 Bilingualism***

The using of two or more languages can be categorized into bilingual or multilingual. It happens because some people speak more than one language. Bilingualism is as the practice of alternately using two languages (Weinreich: 1953). Based on Marasigan (1983:1), bilingualism is after all, primarily a linguistic term referring to the fact that linguists have discovered significant alternations in phonology, morphology, and syntax in studying verbal behavior of particular population. While bilingual phenomena have certain linguistic features, the occurrences of these linguistic features themselves may have quite different social significance (Gumperz, 1972) in Marasigan (1983: 1).

Moreover, based on Liddicoat (1991) bilingualism is present in most countries throughout the world, in all cases of the society and all age groups. From some factors such as economy, law, entertainment, and trade lead a number of people use more than one languages on a regular basis. One of the factors is the spread of foreign languages in the world. People in some countries need to learn foreign languages to have the capability in communicating with foreign people to deal in some cooperation such as factors above.

From the statement above, it can be concluded that bilingualism have certain linguistic feature that appropriate to learn as major goals in conversation. Bilingualism is also used by people in communication because some factors such as education, economy and law which force them to learn foreign languages.



### ***2.2.3 The Concept of Code Switching***

According to Marjohan (1988: 48) Code is a term which refers to a variety. Code can be divided into four such as idiolect, a dialect, a sociolect, a register or a language. Code has function in monolingual situation; the use of different codes depends on the variability of the language. For example Javanese has many terms of variability. From the word “you” we can say “panjenengan, sampeyan, and kowe”. In a multilingual situation, the use of different codes depends on the variability of the languages and the specification of their uses as agreed upon by the people (marjohan: 1988: 48).

Furthermore, there are some definitions about code switching that are given by scientist: Code switching in the literature refers to the systematic use of two or more languages or varieties of the same language during oral or written discourse (Mahootian: 2006). Although the conversation patterns observed between bilinguals of the same language backgrounds indicate a predominantly unconscious switching back and forth between languages, this is not to say that switching occurs randomly. Many researchers believe that code switching is in the fact a natural consequence of competence in more than one language that it should not be mistaken for a language deficit (Mahootian: 2006). Moreover, code switching is the alternative use by bilinguals of two or more languages in the same conversation, has attracted linguists’ attention and been studied from a variety perspectives ( Namba, 2012: 66).

Code-switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one, and its causes are obviously extralinguistic. But bilingualism is of great interest to the linguist

because it is the condition of what has been called interference between languages. Vogt (in Namba: 2012).

In addition, Code-switching is a widespread phenomenon in bilingual speech, and it is therefore not surprising that a great proportion of research on bilingualism by Riehl (2005:1).

To sum up, code switching happens because people use more than one language in communicating. In this research, students have to answer the questions using English as their foreign language. Accidentally, they added Bahasa Indonesia in their speaking because some of factors. Combination between daily language and foreign language creates code switching.

#### ***2.2.4 The Types of Code Switching***

Code-Switching has some types that are categorized by some scientists. Those classifications can be supported to notice code switching's occurring. This study focuses on Mahootian S (2006) and McArthur's (1998) research.

Type of code switching is given by Mahootian S (2006); those are classifying code switching into two main types of code switching. There are three types of code switching based on the distinction which applies to the style shifting: (1) "intersentential code-switching", (2) "intrasentential code-switching" and (3) "Tag switching".

1) Intersentential is switching between languages at sentence or clause boundaries. example of Intersentential in Indonesian-Javanese:

*kalau dia bisa sukses sekarang ya pantas, soale emang usahane sregep, jujur, lan tenanan.*

- 2) Intrasententials are Switches within a clause involving a phrase, a single word or across morpheme boundaries. This is the example of Intrasentential in Indonesian-Javanese:

Kamu beliin dia jajan aja pasti dah *nrimo banget*

- 3) Tag switches involve the insertion of tag forms.

Example of tag switching in Indonesian-Javanese:

Kamu setuju sama aku, *ra?*

Meanwhile, based on McArthur (1998), types of code switching can be categorized into four types:

- 1) Tag-switching, in which tags and certain set phrases in one language are inserted into an utterance otherwise in another, as when a Panjabi/English bilingual says: *It's a nice day, hana? (hainā isn't it)*.
- 2) Intra-sentential switching, in which switches occur within a clause or sentence boundary, as when a Yoruba/English bilingual says: *Won o arrest a single person (won o they did not)*.
- 3) Intersentential switching, in which a change of language occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other, as when a Spanish/English bilingual says: *Sometimes I'll start a sentence in English y termino en español* (and finish it in Spanish). This last may also occur as speakers take turns.
- 4) Intra-word switching, in which a change occurs within a word boundary, such as in *shoppā* (English *shop* with the Panjabi plural ending) or *kuenjoy* (English *enjoy* with the Swahili prefix *ku*, meaning 'to').

In this research, the writer uses Mahotian theory to analyze types of code switching.

### ***2.2.5 The Concept of Code Mixing***

The other bilingual language aspect is code mixing. Code mixing is also used to mix the two different languages. Based on Muysken (in Deuchar, 2005), code mixing is to refer to all cases where lexical items and grammatical features from two languages appear in one sentence. Code mixing often occurs within one sentence; one element is spoken in language A and the rest in language B.

In formal situation, the speaker tends to mix it because there is no exact idiom in that language. Thus, it is necessary to use words or idioms from other language. Mahootian S (2006) said that some researchers have used the term 'code mixing' (also 'codemixing' and 'code-mixing') to refer specifically to intrasentential switching, and code switching to refer to intersentential switching. In most current literature, however, the term 'code mixing' is used interchangeably with 'code switching,' with both terms referring to both types of language mixing. Recently, a few researchers have made finer distinctions between the two terms, using 'code mixing' and 'mixed code' to distinguish the use of two or more languages at the discourse level from switches within clauses/words.

Muysken (in Deuchar, 2005) suggests that one code-mixing model serving for all language pairs. He explains that the dominant code-mixing pattern in a particular speech community can be predicted on the basis of both linguistic and extra linguistic factors. For example, typological distance may predict either

insertion or alternation code-mixing, but not congruent lexicalization, and a colonial setting may predict insertion.

In short, code mixing is bilingual language which added single word or phrase of other language. In this study, students have to answer by using English but unconsciously they mix it into Indonesian since it's more familiar for them.

### ***2.2.6 Types of Code Mixing***

Code-mixing also has some types. Instead of one code-mixing model serving for all language pairs, there are three main types of code-mixing: insertion, alternation and congruent lexicalization Muysken (in Deuchar, 2005). One pattern will usually dominate, though not necessarily to the exclusion of other patterns. They are:

- 1) In the insertion pattern, one language determines the overall structure into which constituents from the other language are inserted: this is illustrated in Figure 2.1, based on Muysken (in Deuchar, 2005).

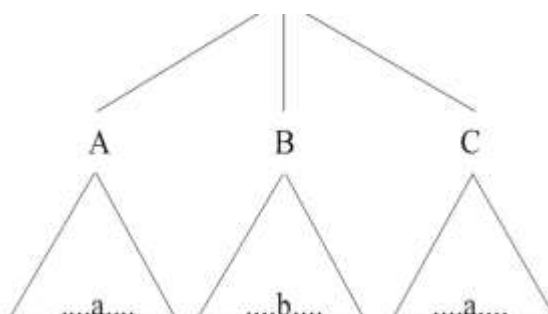


Figure 2.1: The insertion

In this situation, a single constituent B (with words *b* from the same language) is inserted into a structure defined by language A, with words *a* from the language. Matrix Language Frame (MLF) theory proposed by Myers-Scotton (in Deuchar, 2005: 609). It can be illustrated in (2) by Indonesian-javanese below:

- (2) Dia itu kurang teliti sama tugas kuliah, jadi hasilnya *awur-awuran* gak jelas.  
Kita susah mau baca.

In this example the words order is in bahasa Indonesian inserted the Javanese phrase *awur-awuran*.

- 2) In the alternation pattern, both languages occur alternately, each with their own structure, as illustrated in Figure 2.2 based on Muysken (in Deuchar, 2005).

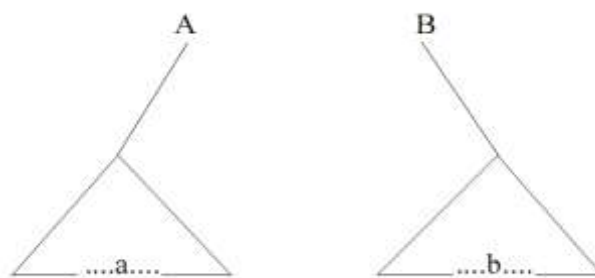


Figure 2.2: The alternation

In this situation, a constituent from language A (with words from the same language) is followed by a constituent from language B (with words from that language). The language of constituent dominating A and B is unspecified. This type of code-mixing is assumed in Poplack's work (in Deuchar, 2005:

610) and is well represented in her data in examples like (3) in Indonesian-Javanese below:

- (3) *Cah kae durung lulus to, kirain dia udah lulus dari tahun kemarin soale aku ra pernah weruh ning kampus.*

In this example each language stretch, whether Indonesian or Javanese, has its own language-specific syntax and morphology, with neither language providing an overall structural frame for the utterance.

- 3) Congruent lexicalization, “the grammatical structure is shared by languages *A* and *B*, and words from both languages *a* and *b* are inserted more or less randomly” (Muysken in Deuchar, 2005). This is illustrated in Figure 2.3 based on Muysken (in Deuchar, 2005). Muysken (in Deuchar, 2005) proposes this type with reference mainly to standard/dialect mixing.

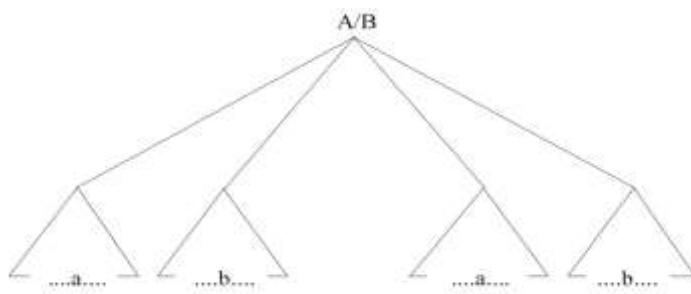


Figure 2.3: The congruent lexicalization

This type can be illustrated by example in Indonesian-javanese below.

- (4) *aku di ajak lungo gelem kok nanti bellin es krim tapi.*

In this example the fragments from each variety apparently have no internal grammatical cohesion as is expected in this type of mixing.

Muysken (in Deucher, 2005) suggests that the dominant code-mixing pattern in a particular speech community can be predicted on the basis of both linguistic and extra linguistic factors. For example, typological distance may predict either insertional or alternational code-mixing, but not congruent lexicalization, and a colonial setting may predict insertion.

### ***2.2.7 Reasons of Using Code Switching and Code Mixing***

When bilinguals switch or mix two languages, there might be motivation and reasons for code-switching and code-mixing. Grosjean (Eun hee, 2006: 47) suggests some reasons for code-switching. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Furthermore, their interlocutors, situations, messages, attitudes, and emotions generate code-mixing. According to Grosjean (1982), code-switching can also be used for many other reasons, such as:

- 1) Quoting what someone has said (and thereby emphasizing one's group identity)
- 2) Specifying the addressee (switching to the usual language of a particular person in a group will show that one is addressing that person).
- 3) Qualifying that has been said or talking about past events.

On the basis of a number of factors such as with whom (participants: their backgrounds and relationships), about what (topic, content), and when and where a speech act occurs, bilinguals make their language choice (Bhatia & Ritchie, 2004).



Based on Eunhee (2006: 47-50) the reasons of using code switching and code mixing are.

#### 1) Participant Roles and Relationship

Bhatia and Ritchie (Eunhee: 2004) remark participant roles and relationships play a very critical role in bilinguals' unconscious agreement and disagreement on language choice. That is, whether bilinguals code-mix or not depends on whom they talk to.

Grosjean (Eunhee: 2006) presents some interviews about how interlocutors affect bilinguals' languages. The interviewee who is a Greek - English bilingual remarked, "I find myself code-switching with my friends who are all Greek... they know English so well and nobody gets offended with code-switching...I don't switch with my parents as I do with my friends". Another interviewee who is a French-English bilingual said, "I tend to use both English and French within the same conversation, within the same sentence, when I'm with Francos who are obviously bilingual, but also with Francos with whom I am at ease."As these two bilinguals, interlocutors and their relationship with interlocutors affect their code mixing.

#### 2) Situational Factors

Bhatia and Ritchie (Eunhee: 2006) state some languages are viewed as more suited to particular participant/social groups, settings or topics than others. They also postulate that social variables such as class, religion, gender, and age can influence the pattern of language mixing and switching both qualitatively and quantitatively. With regard to gender, one of the social variables, Bhatia

and Ritchie (Eunhee: 2006) state that in many traditional societies, where gender roles are clearly demarcated, i.e. men work outside the home and women are engaged in domestic activities, language mixing and switching in women is qualitatively different from that in men. Gel (Eunhee: 2006) writes: “Among the various attributes of speakers it is neither their status as peasants nor the nature of their social networks that correlates most closely with language use. It is their ages.” Pedraza, Attinasia, and Hoffman (Eunhee: 2006) also state that the Puerto Ricans in New York primarily engage in code-mixing as adolescents; when they have turned into ‘responsible’ adults they keep their languages more apart.

### 3) Message-Intrinsic Factors

Some reasons and motivations are also highly related to messages alone. According to Bhatia and Ritchie (Eunhee: 2006), there are some factors which generate code-mixing such as quotations, reiteration, topic-comment/relative clauses, hedging, interjections and idioms and deep-rooted cultural wisdom. Direct quotation or reported speech triggers language mixing/switching among bilinguals cross-linguistically. Gumperz (Eunhee: 2006) presents the example of a Spanish-English bilingual who mixes two languages through a quotation. Also, Bhatia and Ritchie (Eunhee: 2006) state that reiteration or paraphrasing marks another function of mixing and topic-comment function makes bilinguals mix languages. Nishimura (Eunhee: 2006) conducted research about it with Japanese- English bilinguals and found out that language mixing and switching revealed when the topic is introduced in Japanese (formally marked

with *wa*) and the comment is given in English. In addition, code-mixing and switching serves an important function in hedging (Bhatia & Ritchie in Eunhee: 2006). As a result, when bilinguals do not want to give interlocutors a clear answer, they usually code-mix or switch. The other function of language mixing and switching is to add an interjection or sentence filler. For example, Singaporeans usually put 'la' at the end of sentences (Tay in Eunhee: 2006) since the Chinese that Singaporeans speak usually has a 'la' sound at the end of sentences.

#### 4) Language Attitudes, Dominance, and Security

Language attitudes, dominance, and security determine the qualitative and quantitative properties of language mixing (Bhatia & Ritchie in Eunhee: 2006). As for the attitudes, the frequency of code-mixing from bilinguals depends on whether a society considers code-mixing positively or negatively. Poplack and Nortier (Eunhee: 2006) postulate that speakers who code-mix fluently and easily tend to be quite proficient bilingually, whereas Weinreich (Eunhee: 2006) thought that intra-sentential code-mixing was a sign of the lack of bilinguals proficiency and interference (as cited in Muysken, 2000). As mentioned, dominance also affects code-mixing. Genesee, Nicoladis and Paradis (Eunhee: 2006) view dominance in terms of relative proficiency and predict "a general tendency for bilingual children to mix elements from their dominant language when using their non-dominant language, rather than vice versa, because many of the linguistic structures for communication are lacking in the non-dominant language". Moreover, bilinguals' security has to do with

code-mixing. As reported in Grosjeans' ( Eunhee: 2006) study, a Russian-English bilingual states, "When I speak to another Russian-English bilingual, I don't speak as carefully and often the languages blend. This also happens when I am tired or excited or angry.", consequently, when bilinguals do not feel secure, they tend to mix languages more.

### ***2.2.8 Functions of Code Switching and Code Mixing***

Code switching and code mixing have function in communicate. There are some functions of code switching and code mixing that be presented.

The definition of functions of code switching and code mixing are given by Marasigan (1983):

#### **1) Quotation**

Based on Marasigan (1983:73), "subjects quoted themselves and others directly or indirectly to sound more credible to the addressees." She explained that seemingly, a quotation served as a proof that what they were saying were facts that the addressees had to believe. Example of quotation:

This was extracted from written composition of a girl narrative an experience.

.....And while we are in the park, *sabikosakanila* "Maglarotayo (I told them, "Let play")

#### **2) Addressee Specification**

Marasegan (1983: 76) stated in this type of switch, it recognizes not only interacting members of the speech events but also recognizes that their language behaviors may be more than merely a matter of individual preference or facility, but also role relation.

Example of addressee specification:

Hindi korinpapayaganyan (neither will I let him go).

Hindi naman nag-aaral eh (he does not study his lessons)

No! I'm not allowing you to go out! Kahitsaanka pa pumunta (even if you seek the help of other people.

The speaker used Pilipino when she told her co-teacher that she would not let her pupil leave the classroom during her teaching period.

### 3) Repetition

Marasigan (1983:79) stated that sometimes a message is repeated in the other code, either literally or in somewhat modified form. Repetition may serve to clarify what is said, amplify or emphasize a message, or mark a joke.

Example of repetition:

A: ate Christy, you stretch your legs.

B: Ano (what)?

A: I said, "You stretch your legs."

B: Ano (what)?

C: Darling, magtagalogka (darling, speak Tagalog). Ate Christy does not understand English.

A: Ah! Ate Christy, i-stretch moang legs mo.

C: (laughing) sabiko (I said), "you speak in Tagalog," tagalong bay an (is that tagalong?)

B: Oo, sabikonaman i-stretch nyaang legs nya, ah (yes, I told her to stretch her legs

Based on Marasigan (1983: 79), the example above was considered as a form of repetition rather than quotation. In the other hand, the speaker A and C quoted themselves because of the short of the span time between the original and the repeated message. The original message has been uttered by the speakers a long time ago and they are just recalling them aloud. It can be

showed from the conversation that this message was that she repeated in English (you speak in Tagalog) when she felt A didn't understand about her instruction. After being instructed to speak Pilipino to be understood by B, she repeated her message in Mix-mix. She repeated her message in English because puzzle to researcher. She thought that B could not hear her very well and so her intention in repeating her message to be here rather than to be understood. Maybe A presumed that B could understand English and therefore, there was no need for her to repeat what she said in the other code.

#### 4) Interjections

Marasigan (1983: 81) explained that the switch to mark an interjection may either be from the "we" to the "they" code or from the "they" to the "we" code. She added normally, the subjects used or switched to Pilipino when they utterance interjections. Interjections express strong feelings or emotions and, as already explained. Pilipino expressions describe Filipino emotions very well. Indonesian also expressions describe Indonesian emotions very well.

Example of interjections:

While having lunch together, A noticed that C was about to eat her banana (A's banana) for dessert.

A: Very bad! akinyan (that's mine)

B: Hep, hepsaamingdalawa (that's ours)

A: Ay, nag-bell (Hey, the bell is ringing for our next class)!

This conversation indicated that the choice of the English interjections was influenced by setting. The using of "very good" and "very bad" among the first

and the most common interjections learned by students in school since they are used by their teachers to assess their performance or behavior. The using of words “very bad” is to express her disapproval for C’s behavior.

#### 5) Message Qualification

The function of message qualification based on Marasigan (1983: 83) is to express the time of concept. She (1983) also explained that another large group of switches consist of qualifying constructions such as clauses, sentences, and phrases (verb and noun complements).

Example of message Qualification:

Two teachers were supposed to meet one day in school. Both of them claimed that they came, but for some reason they did not meet each other.

A: Nanditoako( I was here )

C: Walaka ditto (you were not here)

A: Nanditoako( I was here ). Friday ?Nanditoako( I was here)

C: Not this Friday. Before All Saints’ Day.Yun angusapan (that’s the appointment day).

Marasigan (1983: 84) stated that for years, it has been an accepted fact that Filipino do not conceive time as something specific or exact. Heiser in Marasigan (1983) remarked, “Filipinos to comprehend the important of time as viewed by westerners”. Perhaps, there is some truth in this statement as far as Filipinos of long ago was concerned.

#### 6) Personalization and Objectivization

Marasegan (1983:85) stated that the code contrast here seems to relate to such things as: the degree of speaker involvement in, or distance from, a message or an addressee; whether a statement reflects personal opinion, feeling or

knowledge; whether it refers to specific instances, or whether it has the status of generally known fact. Example of Personalization and Objectivization:

The composition was about the coming basketball game between two of the country's most popular basketball teams-Crispa and Toyota.

It's a Crispa-toyota deal.

I'm one of the Crispa die-hard fans

Sana manalosila (I hope they win)

In this example above used English to express what him were objective facts.

He switched to Pilipino to express a personal wish. He was expressing his involvement in.

#### 7) Facility of expression

Based on gumperz and Hernandez in Marasigan (1983:90) "not all instances of code alternation convey the meaning". Marasigan (1983) explained that the text contain several instances "where the shift...can only be interpreted as difficulty in finding the right word at the time of speaking or writing or merely as a sign of the subject's lack of familiarity with the style he is using".

Meanwhile, the following ten functions have been described in the professional literature by Malik (in Muthusamy: 2009).

##### (1) Lack of facility:

According to Malik (in Muthusamy: 2009), bilinguals or multilinguals often explain as people do code switch when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have the particular word needed to carry on the conversation smoothly. He offers the



example of “*Charan Sparsh*” (touching feet) that does not convey the same meaning in the speaker’s code as it does in Hindi. The reason for switching may however be culturally conditioned. David (in Muthusamy: 2009) notes that an alien concept often has a speaker switch to the language from which the concept is borrowed. For example, like the lexical item *social drinker* in English that is unacceptable in a Malay situation because of the simple fact that drinking alcohol is prohibited in Islam and the Malay-Muslim world does not have a word for it that is equivalent to its meaning in English. Hence, the phrase *social drinker* is directly borrowed and used as an instance of phrase level mixing as in the following example:

*Saya difahamkan bahwa OKS jarang minum, hanya seorang **social drinker***

[I understand that OKS seldom drinks, he is only a social drinker]

(2) Lack of register:

When speakers are not equally competent in two languages and when the speakers do not know the terms in two languages, then code switching occurs. For example, college students often code switch by moving from Hindi to English. In certain occupations code switching takes place in the speech of doctors, lawyers, engineers while they interact among themselves owing to the fact that proper terms in Hindi or in any other language other than English may not be available to them. As a result, they utilize the English terminology that they are familiar with. Thus, one can identify a great deal of lexical code mixing.

As David (in Muthusamy: 2009).notes, it is vital for a courtroom setting in Malaysia that a specific terminology be used to refer correctly to an object or a character. The use of the exact terminology or vocabulary is important in this setting when the terminology plays an important role and has the potentiality to make a major impact on life and death, freedom or imprisonment. Therefore, whichever the code is that enables the speaker to get his/her exact meaning across will be the one that is acceptable to the interactants including one where language mixing occurs. The following example cited by David is to the point:

Ujian alcohol telah dijalankan ya itu *breath analyzer test*. [The alcohol test was conducted, i.e., a breath analyzer test]

The term *breath analyzer* is in English rather than in the matrix language, Bahasa Malaysia, simply because of its context-bound significance.

(3) Mood of the speaker:

Malik (in Muthusamy: 2009) claims that usually when bilinguals are tired or angry, code switching takes place with a new dimension. This means, when the speaker is in the right state of mind, he/she can find the appropriate word or expression in the base language. Very often he/she knows exactly the word in both the languages (X and Y) but the language Y may be more available at the point of time when the speaker has a disturbed mind. Such circumstances may create a hurdle in getting the appropriate word or phrase in the language in which the speaker may be more proficient if he is not mentally agitated.

(4) To emphasize a point:

Switching is also used to emphasize a point. Gal (in Muthusamy: 2009).reports several instances in which a switch at the end of an argument not only helps to

end the interaction but may serve to emphasize a point. She has taken an example from English/German code switching and stressed that switching from English to German is a means of adding more force to the statement. Meanwhile, David (in Muthusamy: 2009).uses the courtroom environment to show how a defending lawyer uses dominant Malaysian language to start with and shifts to English to emphasize an important point to the judge that the accused had not committed any crime for 10 years.

*Sebelum ini OKT pernah ditangkap pada tahun 1975 dan 1986. There has been a 10 years gap since the last offence. Semenjak itu OKT telah berumah tangga, mempunyai kerja tetap dan insaf’.*

[Before this, OKT was caught in 1975 and 1986.....since then OKT has married and has held a steady job]

(5) Habitual experience:

Malik (in Muthusamy: 2009) stresses the fact that code switching often occurs in fixed phrases of greeting and parting, commands and request, invitation, expressions of gratitude and discourse markers such as *Oyes* (listen), *you know* or *pero* (but), whereas Hoffman (in Muthusamy: 2009) reports that in Puerto Rican homes, the mother gives short commands to their children in English, such as *Don't do that....* and the rest of the mother's warning will be in Spanish. David (in Muthusamy: 2009), in turn, cites an example of habitual mixed discourse in a Malaysian courtroom where the dominant or matrix language is Bahasa Malaysia:

*Kes merupakan arrest case atau kessaman?*

[Is this an arrest case or a summons case?]

(6) Semantic significance:

Malik and Gumperz (in Muthusamy: 2009), and Gumperz and Hernandez (in Muthusamy: 2009) all stresses that switching at a particular moment conveys semantically significant information. It is a communicative resource that builds on participant's perception of two languages. Lexical choice conveys meaning during code switching. Gal (in Muthusamy: 2009) reinforced this view by stating that listeners interpret code switching as an indicator of the speaker's attitude, or communicative intents and emotions as code switching is a tool for conveying appropriate linguistic and social information.

By the same token, David (in Muthusamy: 2009) describes a range of speech acts like reprimands, directives, requests, and warnings that are conveyed by using different intricate strategies to show the semantic significance in certain specific situations. It is not only the lawyer who code switches, but also the judge. The example below shows how a judge shifts from Malaysian, the official language at Malaysian courts, to English as a face saving gesture:

Kenapa kamu tak setuju, panggilan pertama telah dijawab oleh BG Boy dan dah tentu Das mestimenanya di manakah BG Boy berada? Kamu tak faham soalan, saya maksudkan.....

[Why don't you agree – Boy responded to the first call and surely Dos asked where he was ? You do not understand the question, I mean....]

(7) To show identity with a group:

Di Pietro (in Muthusamy: 2009) reports that Italian immigrants would tell a joke in English and give the punch line in Italian, not only because it was better said in

Italian but also to stress the fact that they all belong to the same minority group, with shared values and experiences cited in Malik (in Muthusamy: 2009).

(8) To address a different audience:

Malik (in Muthusamy: 2009) states that code switching is also used when the speaker intends to address people coming from various linguistic backgrounds. For example, in India the television announcer often uses Hindi as it is the national language but also switches to English. Furthermore, he often repeats the same in English for South Indians or Indian people who do not know Hindi.

Similar types of situations have also been reported in some other settings. Linguistic reinforcement often takes place even in courts, according to David (in Muthusamy: 2009) where counsels tend to speak to a number of different interlocutors at the same time. During such occasions obviously they mix codes or switch codes according to the ethnicity of the addressee. One reason for such use of mixed languages is to address simultaneously persons from different linguistic backgrounds. Also, the speaker clearly distinguishes whom he/she addresses and what should be communicated. Hence, the speaker uses part of the sentence in one language and the other part in another language. In the example below the lawyer used a mixed discourse of English/Malay, and the part of his utterance in English is directed to the judge and the other in Malay is meant for the witness.

*Objection, ada dua fakta di sini. The facts of the chart sheet are clear; it is a clear indication of misinformation. Mana satu nak jawab?*

[Objection, there are two facts here. The facts of the chart sheet are clear; it's a clear indication of misinformation. Which one do you want to answer?]

The code switch is important as the judgment is dependent on the argument of the lawyer.

(9) Pragmatic reasons:

Sometimes the alternation between two languages is highly meaningful in terms of the conversational context (Malik in Muthusamy: 2009). Gumperz (in Muthusamy: 2009) also notes that switching may emphasize varying degrees of speaker's involvement. He reports on a conversation between E, a faculty member and M a social worker, who is talking about giving up smoking:

An-An-an, they tell me, how did you quit, Mary. I did'n quit. I just stopped – I just stopped. I mean that it wasn't an effort that I made. *Que voy a dejar de fumar porque me hace danothisorthat, uh-uh.*

[...that I'm going to stop smoking because it's harmful to me, this or that, uh-uh]

(10) To attract attention:

Malik (in Muthusamy: 2009) shows that in advertisements (in both, written as well as in spoken) in India, code switching is used to attract the attention of the readers/listeners. In English newspaper when the readers come across non-English, either Hindi or any one of the other Indian languages, the reader's attention is automatically drawn to depend on the language background he/she originates from. A similar situation prevails in advertisements that involve audio and video output.

In this final project, the writer used Marasigan theory to analyze the function of code switching and code mixing.

### ***2.2.9 Qualitative Descriptive Approach***

Qualitative descriptive studies offer a comprehensive summary of an event in the everyday terms of those events. Researchers conducting such studies seek descriptive validity, or an accurate accounting of events that most people (including researchers and participants) observing the same event would agree is accurate, interpretive validity, or an accurate accounting of the meanings participants attributed to those events that those participants would agree is accurate (Maxwell, 1992).

Based on Sandelowski (2000) Qualitative descriptive designs are typically an eclectic but reasonable and well-considered combination of sampling, and data collection, analysis, and re-presentational techniques. Qualitative description is especially amenable to obtaining straight and largely unadorned (i.e., minimally theorized or otherwise transformed or spun) answers to questions of special relevance to practitioners and policy makers.

As cited in Sandelowski (2000), the qualitative descriptive study is a method of choice when straight descriptions of phenomena are desired. Such study is especially useful for researchers wanting to know who, what, and where of events. Qualitative descriptive studies comprise a valuable methodological approach in and of themselves. Researchers can unashamedly name their method as qualitative description. If their studies were designed with overtones from other methods, they can describe what these overtones were, instead of inappropriately naming or implementing these other methods.

### **2.3 Theoretical Framework**

This study focuses on the use of code switching and code mixing in conversation conducted by English literature students of 9<sup>th</sup> semester year 2014/2015.

Furthermore, the objective of my study to analyze and describe the type and function of code switching and code mixing in campus.

In this research, there are four analyzed main points. (1) English and Indonesian conversation, (2) the concept code switching and code mixing (3) types of code switching and types of code mixing (Muysken: 2000), and (4) the function of code switching and code mixing. In order to know the use of code switching and code mixing in conversation, it is important to consider the type and function of English students' code switching and code mixing.



**DESCRIPTION OF USING CODE SWITCHING AND CODE MIXING  
IN CONVERSATION BY ENGLISH LITERATURE STUDENTS  
OF 9<sup>th</sup> SEMESTER YEAR 2014/2015  
STATE UNIVERSITY OF SEMARANG**

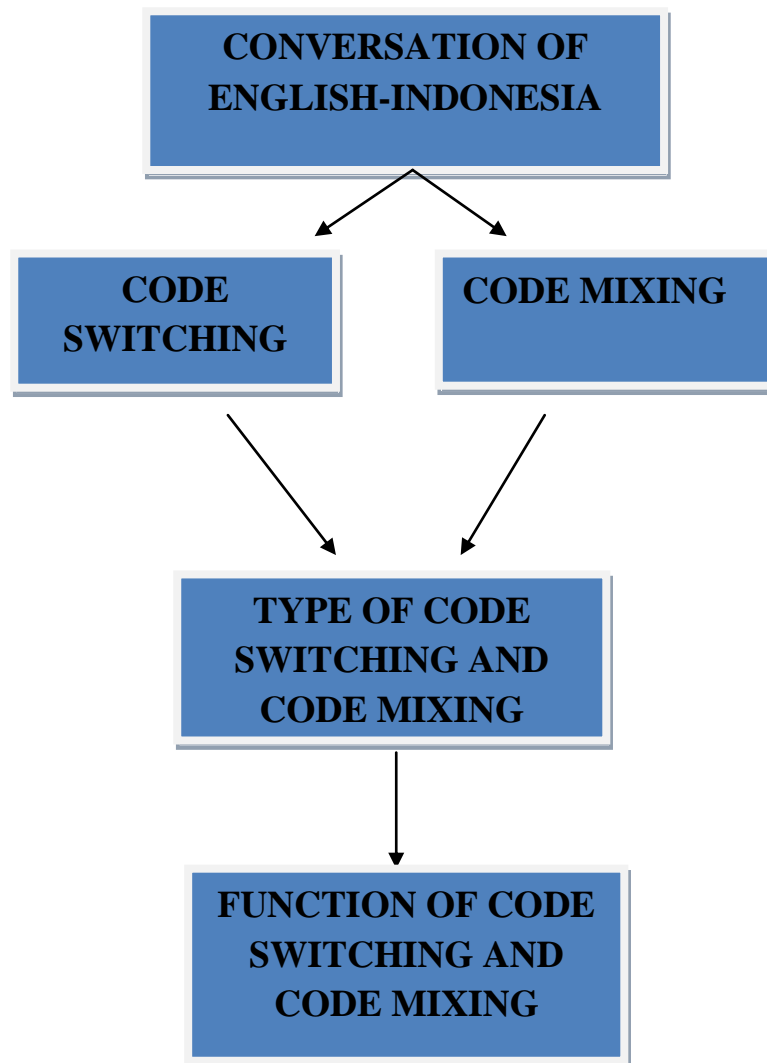


Figure 2.4 Theoretical Framework

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

This chapter explains in more detail about the six points of methods of investigation in this study: method of the study, setting of the study, data and source of data, the role of the researcher, and procedures of collecting data.

#### **3.1 Research Design**

There are two methods that usually used by researchers to investigate. They are qualitative research and quantitative research. “Quantitative research” uses structured questions where the response options have been predetermined and (usually) many respondents are involved. The data is primarily numeric; meanwhile “qualitative research” involves the interpretation of the meanings, metaphors and symbols of the social world, helping the researcher see how members of a group make sense of a situation. It can also be used to expand understanding of the range of group members’ behaviors. It tends to involve a small number of respondents, and the data is text-based.

Based on [www.qualitative-descriptive-research-method.html](http://www.qualitative-descriptive-research-method.html), descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods. Data gathering techniques such as field research and case studies are for qualitative descriptive research. Qualitative methods are ideal for elucidating the steps of processes that have not been well understood and for creating rich descriptions of people’s experiences.

Thus, her study used qualitative descriptive method because the data collected were in form of words, utterance and conversation rather than number. Furthermore, the qualitative descriptive approach used in her study also has characteristics, they are:

- 1) It was conducted in the real condition where 9<sup>th</sup> semester students of English literature of Semarang State University in the Academic Year of 2014/2015 were interacting and having communication during conversation by using English-Indonesian.
- 2) Since the data collected were in form of words, utterances, and conversations rather than numbers, thus, the data would be analyzed according to the words, utterances, and conversation performed by students of English literature of Semarang State University in the Academic Year of 2014/2015: 9<sup>th</sup> semester students, which contain code mixing and code switching.

### **3.2 Object of the Study**

The writer used the utterances that were performed by students of English literature of Semarang State University in the academic year of 2014/2015: 9<sup>th</sup> semester students, which contain code mixing and code switching. The setting of my study itself was in English department of Semarang State University which was built on 1965. It is located in *Jalan Raya Sekaran Gunungpati*, Bringing the vision “*Menjadi Universitas Konservasi, Bertaraf Internasional, yang Sehat, Unggul, dan Sejahtera pada Tahun 2020*” (to be conservation and International University that is good, best, and prosperous in 2020). In addition, there are also

some reasons which make English Literature becomes one of the most favorite in English Faculty. English Literature in Language and Art Faculty of UNNES have primacy from the aspect of good human resource lectures who have predicate master and doctor graduated from Indonesia or abroad. This study has curriculum based on competition and conversation. It also follows in developing of the learning model English latest. In the developing of students' potency, this study have some extracurricular that give potency the developing for students to be Linguist.

In her research, the writer needed some students of English Department especially 9<sup>th</sup> semester students of literature. They would help the writer to be object for her analysis. They would be given two questions. They must answer the questions by making conversation. If some students didn't agree about the answer of their friend, they would give any other answer and give the reason. It would be good conversation, there were some who will be to agree, and another would be to disagree. There are 30 students of my research. The process recording was done three times; each times there are ten students.

### **3.3 Source of Data**

The data of her study were the utterances that were performed by students of literature, English Department of Semarang State University in the Academic Year of 2014/2015: 9<sup>th</sup> semester students, which contain code mixing and code switching. The code switching and code mixing may be from Indonesian to English or English to Indonesian.

There were some reasons in choosing students of English literature of Semarang State University in the Academic Year of 2014/2015: 9<sup>th</sup> semester students as the source of my data. (1) They learned foreign language especially English in the campus of Semarang State University; it means that they are her friends. It could make easy for her to need a help from them because they often meet in campus. (2) They study English, it means that they mostly master more than two languages, Indonesian and Javanese but also they can speak English.(3) Because they learn foreign language, it will influence in their daily activities which most of them also use English in every day normal conversation. In fact, they use bilingual language in their conversation. They speak Indonesian mix English even Javanese too. But Javanese is seldom used with English.

### **3.4 Type of Data**

As in the previous discussion, the data of her study were the utterances that were performed by students of English literature of Semarang State University in the Academic Year of 2014/2015: 9<sup>th</sup> semester students, which contain code mixing and code switching. The writer collated the data by giving voice recorder to students who would make conversation. They must stay in campus based on schedule. They would be separated to be three groups. They would answer the questions and discuss with their group. They can pro or contra with their friends' statement

The writer to be operated and recorded the conversation of students of English literature of Semarang State University in the academic year of

2014/2015: 9<sup>th</sup> semester students. When the writer gave questions for them; they had to already answer my questions. And the writer must record their conversation.

### **3.5 Procedure of Collecting Data**

The first step, the writer made to get the data was asking permission from students of English literature of Semarang State University in the academic year of 2014/2015: 9<sup>th</sup> semester students, which contain code mixing and code switching to do this step, her difficulty was the differences of their schedule. But finally they could give their time to help me. Further, the writer ordered to obtain the data, the writer used following instruments: voice recording, transcribing, identifying, classifying, analyzing, and concluding of the data.

#### ***3.5.1 Voice Recording***

The writer used a voice recorder to collect the data. The use of recording was proper method since her study dealt with spoken language. The recording was about the utterances that were performed by students of English literature of Semarang State University in the Academic Year of 2014/2015: 9<sup>th</sup> semester students, which contain code mixing and code switching. Through the voice recorder, the writer played the record containing codes several times so that she could accurately analyze the data.

#### ***3.5.2 Transcribing***

After recording the utterances that were performed by students of English literature of Semarang State University in the Academic Year of 2014/2015: 9<sup>th</sup>

semester students, which contain code mixing and code switching, the writer did transcript to be analyzed.

In order to get a good transcript, the transcribing process must have good steps. Here, as a researcher, the writer did the following steps of transcribing:

1) Listening to the audio

In this step, the writer listened to the audio completely for three times to get the utterances of students to be written.

2) Writing the data

In the second step, the writer would write the data that had been listen by me for three times. The writer would write down all of the expression of students.

3) And the last, the writer would check the data with compare between the transcript and the record. Both of them must be same.

### ***3.5.3 Identifying***

The identified data was found into an appropriate data. The step that was used in this data is tabling. There are columns in the table. It consist of some groups of students who make conversation, utterances, the type of code switching and code mixing, and the function of code switching and code mixing were collecting.

No.	Utterances	Types of code switching		
		Tag	Intersentential	Intrasentential

No.	Utterances	Types of code mixing		
		Insertion	Alternation	Congruent lexicalization

No.	Utterances	Function

### 3.5.4 *Classifying*

The data would be classified based on the percentages the using of types and functions of code switching and mixing in the utterances.

The percentage of types of code switching:

Types of Code Switching	Percentage
Tag	%
Intersentential	%
Intrasentential	%

The percentage types of code mixing:

Type of code mixing	Percentage
Insertion	%
Alternation	%
Congruent lexicalization	%



The percentage of functions:

Function	Percentage
Quotation	%
Addressee specification	%
Repetition	%
Interjections	%
Message qualification	%
Personalization and Objectivization	%
Facility of expression	%

### ***3.5.5 Analyzing***

In analyzing, the data would be aimed at distinguishing types of code switching and code mixing and finding out the function of utterances in the conversation. The data would be explained by their expression in using code switching and code mixing which contain English-Indonesian. The function of the utterances would be explained by giving the reason. There are some types of code switching and code mixing. The utterances would be analyzed what types of code switching and code mixing that often used by students.

### ***3.5.6 Inferring***

The conclusion could be described after analyzed the function of code switching and code mixing and the types of code switching and code mixing that often used by students. In this research, the writer could describe that what the reason most

of students use one of the types and functions of code switching and code mixing.

The last suggestion was given to the readers and the next researcher who will research of the same study.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter contains conclusion and suggestions based on the result of the previous chapter.

#### **5.1 Conclusion**

After analyzing the data, the writer found 114 code switching and code mixing in students' utterances. All of the utterances could be analyzed in types and functions of code switching and code mixing. There were two types of code switching found, they are intersentential and intrasentential. There were two types of code mixing found, they are insertion and alternation. In addition, functions of code switching and code mixing were revealed namely: Quotation, Addressee specification, Repetition, Interjections, Personalization and Objectivization, and Facility of expression.

The frequency types of code switching were 50% intersentential and 50% intrasentential. The frequency types of code mixing were 55% insertion and 45% alternation. The frequency of using the function were 6, 14% quotation, 8, 77% addressee specification, 5, 26% repetition, 24, 56% interjection, 4, 39% personalization and objectivization 50, 88% facility expression.

Based on the result above, types of code switching which most of students used were intersentential and intrasentential. Meanwhile, types of code mixing which most used by students is insertion. The utterances that students mostly used

intersentential that were proved by the existent of Indonesian clauses in their English sentences. The uses of intrasentential were found in the data since they were Indonesian single words or phrases in the beginning or end of English sentences. The uses of insertions were shown by most students mixed Indonesian single words into English sentences. Facility of expression happened because some students found difficult to deliver their opinion by using right word in English

The students delivered their opinion by using two languages, Bahasa Indonesia and English. It occurs because students had no well preparation. They did not have enough time to practice speaking English well. In these conversations, the students answered the question directly. It made them answered the questions slowly. There were some students who could answer by using English, but most of them switch and mix two languages.

Most of students used facility of expression. Facility of expression was used by most of students because they added Bahasa Indonesia in their answer. They had no time to think when answered the question using English. They added Bahasa Indonesia to make another friends or listener understand about what they mean. Thus, the conversation can flow naturally.

## **5.2 Suggestions**

After doing this research, the writer would like to present contribution by giving some suggestions towards the reader and the following researchers. Here the writer brings up some suggestions based on the result of this study.

For the readers, this final project gives the readers better understanding about code switching and code mixing which often use in daily conversation. And for the following researchers, code switching and code mixing should be analyzed in different topic because it can be found in another object such as novel, speech, and movie subtitle.

Hopefully, this research can be a useful reference for the next research related to the topic. It also becomes another point of views in doing linguistic research.

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## APPENDIXES

### The Worksheet for Types of Code Mixing

Group	Utterances	Types of Code Mixing		
		Insertion	Alternation	Congruent lexicalization
1.	The question about k-pop is more popular, well I think it's about <i>selera pribadi masing-masing</i> .			
2.	I agree with dian, but I have <i>alasan lain</i> , I think <i>kualitas mereka</i> is the main reason why our teenager more interest k-pop.		✓	
3.	<i>Kita tidak bilang kalau</i> from the concept, lyric of the song and the packaging k-pop itself.			
4.	They make their performance, <i>bisa dibilang tampilan mereka</i> more attractive and it make audience.		✓	
5.	<i>Penonton itu tertarik</i> for listen their song or watch the mv.			
6.	I think teenager now days like choosing the singer I means because they are good looking, handsome, beautiful, you know they have <i>kulit yang putih, and pinter dandan</i> .			
7.	Korean have more interesting concept than Indonesia, well, Indonesia now days is such <i>latah</i> because of full when same will be followed by another.	✓		
8.	<i>Penikmat music</i> will be supported to listen it actually.			
9.	Especially feeling with the style, <i>gaya mereka, terutama gaya mereka untuk berdandan</i> .			



10.	Indonesia somehow cannot be inspired really <i>karena kita tahu kan banyak aturan yang mengikat.</i>			
11.	K-pop come leader us here, <i>membawa angin segar bagi entertainment Indonesia</i> because through k-pop they can expert really they want.		✓	
12.	<i>Itu seperti strategi pasarnya dari koreanya sendiri yang memang attracting indonesian teenager to like their style, their music, their artists, their singers,etc.</i>			
13.	Korean pop singer what is it, more good looking, <i>lebih enak dilihat, secara penampilan</i> than Indonesian pop singer.		✓	
14.	<i>K-pop itu tidak perlu dirisaukan karena k-pop sendiri adalah sebuah hiburan seperti hiburan-hiburan lain, yang perlu dirisaukan adalah bila</i> sometimes, some students very addicted for they forget to study and to do another should be			
15.	Maybe it interested the teenager instead of <i>membudayakan</i> , favoring their our culture,something like that. Maybe, I guest, That's enough	✓		
16.	I think <i>alay</i> people more like the Korean because they only best on the epperiance of the <i>penyanyi</i> or like beautiful girl or handsome man	✓		
17.	I think that most of people more <i>tertarik untuk</i> to western than the k-pop itself, thank you	✓		
18.	There is an issue that if <i>mahasiswa di Indonesia</i> have to study for maximum 5 year in college to achieve their sarjana degree	✓		
19.	It can save on money. <i>kamu tau kan our money digunakan untuk pocket money, beli buku, dan lain2. Menurutmu?</i>		✓	

20.	Well, for me because right now I am still students, so I am in the students' side, so well I don't agree about that <i>aturan</i> .			
21.	That can make the students <i>buru-buru</i> for the win their final project so they make the final project <i>awur-awuran</i> as long as they can graduate or side.	✓		
22.	<i>Aku setuju bochil</i> , it is true, it has more to the students to finish their study in 2 <i>tahun</i> less than formal. <i>kasihan buat para mahasiswanya</i> .		✓	
23.	that the number people college will getting high and they will complete in the same <i>apa ya, perusahaan</i> .			
24.	I means <i>waktu yang sesuai</i> I deal time for the students the graduate from university is four years right?	✓		
25.	well can you final project will be done maximumly or that will just to <i>semau mereka agar mereka cepat lulus</i> .			
26.	And I think, <i>itu bisa memperbaiki</i> our system, our education system		✓	
27.	<i>Kalau misalnya pun</i> the students can graduate in four years they can graduate in five years, <i>itu cuma beda satu tahun</i>		✓	
28.	According to me, to me myself, it's okey to use whether 5 <i>atau 7 Tahun</i> as long as the quality <i>tidak berubah</i>		✓	
29.	for me myself, it's better to <i>berjalan bagaimana adanya gak usah</i> for the students or something like that.		✓	
30.	you know that many students have under rated IPA? To be <i>mengambil mata kuliah for memperbaiki</i> their IPK they had before.		✓	
31.	I hope the form of the policy can <i>memberatkan</i> for the re-second improve.	✓		

32.	it will make them stress, they have to <i>lulus tepat waktu, lulus lima tahun, yang tadinya dy agak molor, dia cepet-cepet</i> that will make them feel...I think.		✓	
33.	<i>Tapi-tapi</i> , normally they graduate for years and e... the government make policy about graduate in five years			
34.	<i>Lulusan 4 tahun itu sudah banyak</i> so it just a matter for me			
35.	We have to finish our study in four years, but we have to think about another problem, such as <i>dosen</i> , and then the resolve of the <i>ngasih</i> our reason and so on	✓		
36.	<i>Untuk anak-anak tehnik, jurusan tehnik</i> , five years in di <i>teknik</i> is can be done by very what is it,ee,,, <i>mahasiswa yang sangat pandai</i> and deligent mostly they need more than five or six or even seven years to finish their study it is because <i>mereka tu memerlukan bukan hanya teori tapi juga praktik.</i>		✓	
37.	And what make them need of very long time in their study is because the final project, final projectnya <i>tu sangat sulit dan memerlukan waktu yang lama untk menyelesaikannya</i>			
38.	It takes a lot of time so <i>saya pribadi tidak setuju dengan adanya pembatasan kuliah yang hanya membatasi mahasiswa untuk kuliah selama lima tahun</i>			
39.	I agree with that, so <i>apa?</i> What is it? Policy is there's no negative impact for the student	✓		
40.	I think <i>remaja zaman sekarang lebih menyukai k-pop daripada indonesian music</i> because Korean music <i>itu lebih mencerminkan music yang lebih modern</i> rather than indonesian music <i>yang terkesan jadul gitu.</i>			

41.	The reason why some teenager like or care for k-pop I think because kpop artist good looking, beautiful, handsome, or what is that need to be the reason why teenager like that physically a <i>sangat cakep-cakep dan ganteng-ganteng</i>			
42.	The reason why it happen because.. <i>liat aja</i> in every music video	✓		
43.	<i>Orang-orang korea</i> pay attention <i>banget buat</i> can been see by I	✓		
44.	They are all out in serve.... <i>baju-bajunya yang keren banget</i>			
45.	Look <i>appriencenya mereka kan</i> up to date <i>banget cantik ganteng-ganteng</i>	✓		
46.	<i>Ya</i> , in my opinion it's all about packaged, <i>gitu aja sih.</i>	✓		
47.	<i>Kalau aku</i> , well I think it only a matter of <i>selera</i>	✓		
48.	just like <i>beberapa anak muda yang suka</i> western pop	✓		
49.	Then, I don't know exactly what make people <i>suka</i> k-pop but I can bring myself for any sample	✓		
50.	they give their idols a lot of gift, not only..gift like aaa..simple boneka atau kayak cuma minuman.			
51.	they bring a lot of staff that are a lot of more expensive because the artist and the fans <i>mereka mempunyai satu ikatan yang sangat kuat</i>			
52.	And I don't find something happen to Indonesian music, industry it. <i>kyknya mungkin karena itu dech, e..udah</i>			

53.	<i>Mereka punya feeling yang kuat jadi mereka have the strong emotional feeling, they have connection, that what make them different between Indonesian music fans and also the Korean</i>			
54.	<i>I think pop show think her fans to Indonesian music culture yang terjadi kayak JKT48,</i>			
55.	<i>kan freedom culture mereka hampir sama kaya yang terjadi in k-pop world, so maybe in the next future</i>		✓	
56.	<i>Jadi maksudnya you want to Indonesian artist</i>			
57.	<i>I want to Indonesia music culture untuk menjadikan music Indonesia itu sesuatu lebih menarik dari cuma sekedar mendengarkan music dan melihat orang yang di sukai but to create something more</i>		✓	
58.	<i>something more exacting than cuma liat video dan mendengarkan music</i>			
59.	<i>Once again I disagree if people say that k-pop is identik with the teenagers in Indonesia, karena for me, I like Thailand movie rather than Korean movie</i>	✓		
60.	<i>Dan juga, what is it, k-pop culture for me tend to alay people in Indonesia</i>	✓		
61.	<i>I think mereka yang prefer k-pop to Indonesian pop course kenapa because they like cute and beautiful lovely things as arits-artis k-pop truly punyaparas-paras yang cantik</i>		✓	
62.	<i>last but not less is their fashion is pretty for normal, itu yang membuat remaja Indonesia suka k-pop dibanding Indonesian-pop</i>			
63.	<i>I don't think I can agree with that but I am honestly when on those people who have potential gue gak lulus 5 tahun</i>			

64.	Maybe <i> mungkin karena orang-orang yang gak bisa lulus lima tahun, mungkin mereka sambil kerja</i> or they have personal reason		✓	
65.	That make them to <i>memindahkan focus mereka dari kegiatan kampus atau kegiatan belajar mereka ke sesuatu yang lain</i>			
66.	I don't know maybe that's not, <i> pokoknya intinya mereka tu punya sesuatu yang, reason yang mengharuskan mereka lulus lebih dari lima tahun.</i>		✓	
67.	I think, honestly the government that we have to graduated in five years. Because we know people working <i> kalau orang kerja kenapa ambil kuliah, if people think kuliah</i> of course they have own their responsibility		✓	
68.	not all people have the money, <i> mungkin karena mereka kerja karena dia harus membayar uang kuliah mereka. Yaitu..</i>			
69.	Yeah, I think I agree with that because it will <i> membantu banget buat orang tua, karena orang tuanya kan sangat senang jika anaknya lulus lima tahun dan tepat waktu.</i>			
70.	But I think that five year is quite enough <i> buat mahasiswa kalau lulus kuliah dan lain-lain tapi walaupun masing banyak factor buat mereka bisa atau enggakya lulus cepet atau enggak</i>			
71.	<i> tapi</i> in my opinion, students should be lulus <i> lima tahun</i> or maybe late.	✓		
72.	becoming higher to the what is that <i> s2 ya jadi many company need student who not only have ijazah s1 tapi lebih gitu</i>	✓		

73.	Maybe new rule it will force to student don't waste the time <i>and segera menyelesaikan kuliahnya</i>			
74.	Research take a long-long time so if the <i>waktu kuliah di potong menjadi 5 tahun, anak-anak dari kimia itu tentu aja gak bisa nyelesain, karena untuk sebuah penelitian</i> for their research they need more than a year		✓	
75.	but for in stand department like medicine or civil technique <i> mungkin</i> they will find difficulty if they have to apaitu graduate for five years	✓		
76.	Because I experience myself that my friend, for example from Diponegoro university, from <i>teknik sipil</i> , the minimum time for them for graduating is 5 year, that the fast that I know, and some of them is more than that	✓		
77.	Why not <i>ini kebijakan sangat bagus menurut saya,</i>			
78.	I do agree with this wise policy, <i>buat apa sih berlama-lama kalau nyatanya bisa lulus s1 sebelum lima tahun</i>			
79.	<i>Skripsi itu gak ada jadwalnya jadi</i> it makes them or us the students to be more rubber timer because there is no schedule for skripsi right?			
80.	Then, the most important is <i>untuk mengejar deadline lima tahun tersebut pastinya</i>			
81.	Students will do their best effort <i> yang dimana hal ini mampu menghasilkan apa ya</i> an improvement of quality standard of students and not only for students but lecturer and system as well		✓	
82.	<i>Menurutku gini ya, remaja Indonesia sekarang tu lebih suka k-pop dari pada Indonesian pop</i> because e..k-pop well known earlier rather than Indonesian pop			

83.	In addition, k-pop have its own <i>ciri khas pada performa</i> boyband dan girlbandnya			
84.	On the other hand, Indonesian pop seem like only copy the k-pop <i>atau malah mungkin mereka tu Cuma jadi plagiatnya</i> k-pop			
85.	<i>Mulai dari</i> boyband and girlband concept, the costume until the genre of the music they brought			
86.	Well, since, <i>kita hidup di Indonesia ya, bukannya kita lebih familiar i-pop dari pada</i> k-pop			
87.	Well, boy band and girl band is usually <i>udah ada gitu dari dulu</i>			
88.	I think because teenager in <i>Indonesia lebih bangga akan suatu hal yang berbau luar negeri</i>			
89.	Talking about another topic, <i>menurutmu gimana sih k-pop?</i>			
90.	Well I don't really, <i>q ndak mengikuti yang begituan jadi kalau yang saya lihat</i> from what I see in our surrounding maybe mereka itu, they tend to what is it love them for their appearance		✓	
91.	I still don't know why <i>kenapa mereka suka</i> k-pop			
92.	Tapi I do believe that <i>sebenarnya indonesian performance gak jelek-jelek amat</i> rather than the Korean		✓	
93.	<i>Lagunya..most of the song are easy to listen, one featuring get of mind, lebay ya tapi yak kok beneran</i>		✓	
94.	And last is their appearance of course, <i>tampangnya donk ya, boyband and boys so cute also they are man</i>		✓	
95.	but they have beautiful face, they are beautiful man, <i>komennya juga they are really cute, manis banget....</i>		✓	



96.	<i>Yang kedua apa tadi, ow kpop, may be because of quality Korean actress and singer.</i>			
97.	<i>It's really different with Indonesian singer and actress because in Indonesia mereka itu gak punya talenta juga bisa jadi artis</i>			
98.	<i>They forgetting of their culture, mereka lupa banyak hal yang ada dari budaya mereka</i>			
99.	<i>So they have to love Korean pop lebih banyak dan mereka menganggap bahwa Korean pop itu gaya hidup sehingga mereka di anggap gaul dimasyarakat</i>			
100.	<i>Aku setuju because it will make the students study harder because they have target atau deadline untuk menyelesaikan studynya lebih cepat</i>		✓	
101.	<i>It will save the money they spend, because college students are almost live alone without parents so the longer time they spend for the graduation the more money yang akanmerekahabiskan</i>			
102.	<i>Aku basically setuju sama pendapat kamu</i>		✓	
103.	<i>To comment about the statement batas kuliah itu maximal 5 tahun</i>			
104.	<i>I think I agree because in Indonesia especially in unnes, untuk saya sendiri kuliah itu bayar</i>			
105.	<i>I mean kita we could what is it, selling out idea</i>	✓		
106.	<i>because ya mungkin be what is it be pleasure with god will make us to take short way</i>	✓		

107.	I means maybe what is it we would take the skripsi thesis yang di jalan-jalan itu, namanya?			
108.	Yeah, I disagree with the <i>tema..e..</i> with the <i>wacana tentang 5 tahun</i>	✓		
109.	Because it will <i>mengakibatkan mahasiswa</i> some kind of pres with lit the appear	✓		
110.	Contently, figure depression, <i>dan lagi</i> , it will create critical phenomena in the future somehow right?	✓		
111.	And again the second thing is it will conflict the non academic thing <i>seperti</i> contributing into the students organization <i>dan lain-lain</i>	✓		
112.	Kita bisa berjalan dengan cepat gitu, if we could, opo bahasane yow, pokoknya kita bisa berjalan sesuai yang direncanakan	✓		
113.	I have to go way yes, I agree <i>kenapa ya, soalnya</i> five years means...students to graduate	✓		
114.	<i>Trus apalagi ya ow ya</i> , lecture also have to give support for the student			

### The Worksheet for Types of Code Switching

No.	Utterances	Types of Code Switching		
		Tag	Intersentential	Intrasentential
1.	The question about k-pop is more popular, well I think it's about <i>selera pribadi masing-masing</i>			✓
2.	I agree with dian, but I have <i>alasan lain</i> , I think <i>kualitas mereka</i> is the main reason why our teenager more interest k-pop			
3.	<i>Kita tidak bilang kalau</i> from the concept, lyric of the song and the packaging k-pop itself			✓
4.	They make their performance, <i>bisa dibbilang tampilan mereka</i> more attractive and it make audience.			
5.	<i>penonton itu tertarik</i> for listen their song or watch the mv.			✓
6.	I think teenager now days like choosing the singer I means because they are good looking, handsome, beautiful, you know they have <i>kulit yang putih, and pinter dandan</i>			✓
7.	Korean have more interesting concept than Indonesia, well, Indonesia now days is such <i>latah</i> because of full when same will be followed by another			
8.	<i>penikmat music</i> will be supported to listen it actually			✓
9.	Especially feeling with the style, <i>gaya mereka, terutama gaya mereka untuk berdandan</i>			✓
10.	Indonesia somehow cannot be inspirited really <i>karena kita tahu kan banyak aturan yang mengikat</i>		✓	
11.	k-pop come leader us here, <i>membawa angin segar bagi entertainment Indonesia</i> because through k-pop they can expert			

	really they want			
12.	<i>Itu seperti strategi pasarnya dari koreanya sendiri yang memang attracting indonesian teenager to like their style, their music, their artists, their singers,etc,</i>		✓	
13.	Korean pop singer what is it, more good looking, <i>lebih enak dilihat, secara penampilan</i> than Indonesian pop singer			
14.	<i>K-pop itu tidak perlu dirisaukan karena k-pop sendiri adalah sebuah hiburan seperti hiburan-hiburan lain, yang perlu dirisaukan adalah bila</i> sometimes, some students very addicted for they forget to study and to do another should be		✓	
15.	Maybe it interested the teenager instead of <i>membudayakan</i> , favoring their our culture,something like that. Maybe, I guest, That's enough			
16.	I think <i>alay</i> people more like the Korean because they only best on the epperiance of the <i>penyanyi</i> or like beautiful girl or handsome man			
17.	I think that most of people more <i>tertarik untuk</i> to western than the k-pop itself, thank you			
18.	There is an issue that if <i>mahasiswa di Indonesia</i> have to study for maximum 5 year in college to achieve their sarjana degree			
19.	It can save on money, <i>kamu tau kan</i> our money <i>digunakan untuk</i> poket money, <i>beli buku, dan lain2.</i> Menurutmu?			
20.	Well, for me because right now I am still students, so I am in the students' side, so well I don't agree about that <i>aturan</i> .			✓
21.	That can make the students <i>buru-buru</i> for the win their final project so they make the final project awur-			

	awuran as long as they can graduate or side			
22.	<i>Aku setuju bochil</i> , it is true, it has more to the students to finish their study in 2 <i>tahun</i> less than formal.. <i>kasihan buat para mahasiswanya</i>			
23.	That the number people college will getting high and they will complete in the same <i>apa ya, perusahaan.</i>			✓
24.	I means <i>waktu yang sesuai</i> I deal time for the students the graduate from university is four years right?			
25.	Well can you final project will be done maximumly or that will just to <i>semau mereka agar mereka cepat lulus</i>			✓
26.	And I think, <i>itu bisa memperbaiki</i> our system, our education system			
27.	<i>Kalau misalnya pun</i> the students can graduate in four years they can graduate in five years, <i>itu cuma beda satu tahun</i>			
28.	According to me, to me myself, it's okey to use whether 5 <i>atau 7 Tahun</i> as long as the quality <i>tidak berubah</i>			
29.	For me myself, it's better to <i>berjalan bagaimana adanya gak usah</i> for the students or something like that.			
30.	You know that many students have under rated IPA? To be <i>mengambil mata kuliah for memperbaiki</i> their IPK they had before.			
31.	I hope the form of the policy can <i>memberatkan</i> for the re-second improve.			
32.	It will make them stress, they have to <i>lulus tepat waktu, lulus lima tahun, yang tadinya dy agak molor, dia cepet-cepet</i> that will make them feel....I think.			

33.	<i>Tapi-tapi</i> , normally they graduate for years and e... the government make policy about graduate in five years			✓
34.	<i>Lulusan 4 tahun itu sudah banyak</i> so it just a matter for me		✓	
35.	We have to finish our study in four years, but we have to think about another problem, such as <i>dosen</i> , and then the resolve of the <i>ngasih</i> our reason and so on			
36.	<i>Untuk anak-anak tehnik, jurusan tehnik</i> , five years in di tehnik is can be done by very what is it,ee,, <i>mahasiswa yang sangat pandai</i> and deligent mostly they need more than five or six or even seven years to finish their study it is because <i>mereka tu memerlukan bukan hanya teori tapi juga praktik.</i>			
37.	And what make them need of very long time in their study is because the final project, final projectnya <i>tu sangat sulit dan memerlukan waktu yang lama untk menyelesaikannya</i>		✓	
38.	It takes a lot of time so <i>saya pribadi tidak setuju dengan adanya pembatasan kuliah yang hanya membatasi mahasiswa untuk kuliah selama lima tahun</i>		✓	
39.	I agree with that, so <i>apa?</i> What is it? Policy is there's no negative impact for the student			
40.	I think remaja <i>zaman sekarang lebih menyukai k-pop dari pada indonesian music</i> because Korean music <i>itu lebih mencerminkan music yang lebih modern</i> rather than indonesian music <i>yang terkesan jadul gitu.</i>			
41.	The reason why some teenager like or care for k-pop I think because kpop artist good looking, beautiful, handsome, or what is that need to			✓

	be the reason why teenager like that physically a <i>sangat cakep-cakep dan ganteng-ganteng</i>			
42.	The reason why it happen because.. <i>liat aja</i> in every music video			
43.	<i>Orang-orang korea</i> pay attention <i>banget buat</i> can been see by I			
44.	They are all out in serve.... <i>baju-bajunya yang keren banget</i>			✓
45.	Look <i>appriencenya mereka kan</i> up to date <i>banget.cantik ganteng-ganteng</i>			
46.	<i>Ya</i> , in my opinion it's all about packaged, <i>gitu aja sih.</i>			
47.	<i>Kalau aku</i> , well I think it only a matter of <i>selera</i>			
48.	Just like <i>beberapa anak muda yang suka</i> western pop			
49.	Then, I don't know exactly what make people <i>suka</i> k-pop but I can bring myself for any sample			
50.	They give their idols a lot of gift, not only..gift like aaa..simple boneka atau kayak cuma minuman.			✓
51.	They bring a lot of staff that are a lot of more expensive because the artist and the fans <i>mereka mempunyai satu ikatan yang sangat kuat</i>		✓	
52.	And I don't find something happen to Indonesian music, industry it. <i>kyknya mungkin karena itu dech, e..udah</i>			✓
53.	<i>Mereka punya feeling yang kuat jadi mereka</i> have the strong emotional feeling, they have connection, that what make them different between Indonesian music fans and also the Korean		✓	
54.	I think pop show think her fans to Indonesian music culture <i>yang terjadi kayak JKT48,</i>			✓
55.	<i>Kan freedom culture mereka hampir sama kaya yang terjadi in</i>			

	k-pop world, so maybe in the next future			
56.	<i>Jadi maksudnya you want to Indonesian artist</i>			✓
57.	<i>I want to Indonesia music culture untuk menjadikan music Indonesia itu sesuatu lebih menarik dari cuma sekedar mendengarkan music dan melihat orang yang di sukai but to create something more</i>			
58.	<i>Something more exacting than cuma liat video dan mendengarkan music</i>		✓	
59.	<i>Once again I disagree if people say that k-pop is identik with the teenagers in Indonesia, karena for me, I like Thailand movie rather than Korean movie</i>			
60.	<i>Dan juga, what is it, k-pop culture for me tend to alay people in Indonesia</i>			
61.	<i>I think mereka yang prefer k-pop to Indonesian pop course kenapa because they like cute and beautiful lovely things as arits-artis k-pop truly punya paras-paras yang cantik</i>			
62.	<i>last but not least is their fashion is pretty for normal, itu yang membuat remaja Indonesia suka k-pop dibanding Indonesian-pop</i>		✓	
63.	<i>I don't think I can agree with that but I am honestly when on those people who have potential gue gak lulus 5 tahun</i>		✓	
64.	<i>Maybe mungkin karena orang-orang yang gak bisa lulus lima tahun, mungkin mereka sambil kerja or they have personal reason</i>			
65.	<i>That make them to memindahkan focus mereka dari kegiatan kampus atau kegiatan belajar mereka kesesuatu yang lain</i>		✓	
66.	<i>I don't know maybe that's not,</i>			



	<i>pokoknya intinya mereka tu punya sesuatu yang, reason yang mengharuskan mereka lulus lebih dari lima tahun.</i>			
67.	I think, honestly the government that we have to graduated in five years. Because we know people working <i>kalau orang kerjakan apa ambil kuliah</i> , if people think <i>kuliah</i> of course they have own their responsibility			
68.	Not all people have the money, <i> mungkin karena mereka kerja karena dia harus membaya ruang kuliah mereka.</i>		✓	
69.	Yeah, I think I agree with that because it will <i>membantu banget buat orang tua, karena orang tuanya kan sangat senang jika anaknya lulus lima tahun dan tepat waktu.</i>		✓	
70.	But I think that five year is quite enough <i>buat mahasiswa kalau lulus kuliah dan lain-lain tapi walaupun masing banyak factor buat mereka bisa atau enggakya lulus cepet atau enggak</i>		✓	
71.	<i>tapi</i> in my opinion, students should be lulus <i>lima tahun</i> or maybe late.			
72.	becoming higher to the what is that <i>s2 ya jadi</i> many company need student who not only have <i>ijazah s1 tapi lebih gitu</i>			
73.	Maybe new rule it will force to student don't waste the time <i>and segera menyelesaikan kuliahnya</i>		✓	
74.	research take a long-long time so if the <i>waktu kuliah di potong menjadi 5 tahun, anak-anak dari kimia itu tentu aja gak bisa nyelesaiin, karena untuk sebuah penelitian</i> for their research they need more than			

	a year			
75.	but for in stand department like medicine or civil technique <i>mungkin</i> they will find difficulty if they have to apa itu graduate for five years			
76.	Because I experience myself that my friend, for example from Diponegoro university, from <i>teknik sipil</i> , the minimum time for them for graduating is 5 year, that the fast that I know, and some of them is more than that			
77.	why not <i>ini kebijakan sangat bagus menurut saya,</i>			✓
78.	I do agree with this wise policy, <i>buat apa sih berlama-lama kalau nyatanya bisa lulus s1 sebelum lima tahun</i>		✓	
79.	<i>Skripsi itu gak ada jadwalnya jadi</i> it makes them or us the students to be more rubber timer because there is no schedule for skripsi right?		✓	
80.	Then, the most important is <i>untuk mengejar deadline lima tahun tersebut pastinya</i>		✓	
81.	students will do their best effort <i>yang dimana hal ini mampu menghasilkan apa ya an</i> improvement of quality standard of students and not only for students but lecturer and system as well			
82.	<i>Menurutku gini ya, remaja Indonesia sekarang tu lebih suka k-pop dari pada Indonesian pop</i> because e..k-pop well known earlier rather than Indonesian pop		✓	
83.	in addition, k-pop have its own <i>ciri khas pada performa boyband dan girlbandnya</i>			✓
84.	On the other hand, Indonesian pop seem like only copy the k-pop <i>atau malah mungkin mereka tu cuma jadi plagiatnya k-pop</i>		✓	

85.	Mulai dari boyband and girlband concept, the costume until the genre of the music they brought			✓
86.	Well, since, <i>kita hidup di Indonesia ya, bukannya kita lebih familiar i-pop dari pada k-pop</i>			✓
87.	well, boy band and girl band is usually <i>udah ada gitu dari dulu</i>			✓
88.	I think because teenager in <i>Indonesia lebih bangga akan suatu hal yang berbau luar negeri</i>			✓
89.	Talking about another topic, <i>menurutmu gimana sih k-pop?</i>		✓	
90.	well I don't really, <i>q ndak mengikuti yang begituan jadi kalau yang saya lihat</i> from what I see in our surrounding maybe mereka itu, they tend to what is it love them for their appearance			
91.	I still don't know why <i>kenapa mereka suka k-pop</i>		✓	
92.	Tapi I do believe that <i>sebenarnya indonesian performance gak jelek-jelek amat</i> rather than the Korean			
93.	<i>Lagunya..most of the song are easy to listen, one featuring get of mind, lebay ya tapi yak kok beneran</i>			
94.	And last is their appearance of course, <i>tampangnya donk ya,boyband and boys so cute also they are man</i>			
95.	But they have beautiful face, they are beautiful man, <i>komennya juga they are really cute, manis banget....</i>			
96.	<i>Yang kedua apa tadi, ow k-pop, may be because of quality Korean actress and singer.</i>			✓
97.	It's really different with Indonesian singer and actress because in Indonesia <i>mereka itu gak punya talenta juga bisa jadi artis</i>		✓	

98.	They forgetting of their culture, <i>mereka lupa banyak hal yang ada dari budaya mereka</i>		✓	
99.	So they have to love Korean pop <i>lebih banyak dan mereka menganggap bahwa Korean pop itu gaya hidup sehingga mereka di anggap gaul di masyarakat</i>		✓	
100.	<i>Aku setuju</i> because it will make the students study harder because they have target <i>atau deadline untuk menyelesaikan studynya lebih cepat</i>			
101.	It will save the money they spend, because college students are almost live alone without parents so the longer time they spend for the graduation the more money <i>yang akan mereka habiskan</i>			✓
102.	<i>Aku basically setuju sama pendapatkamu</i>			
103.	To comment about the statement <i>batas kuliah itu maximal 5 tahun</i>			✓
104.	I think I agree because in Indonesia especially in unnes, <i>untuk saya sendiri kuliah itu bayar</i>		✓	
105.	I mean <i>kita</i> we could what is it, selling out idea			
106.	Because <i>ya mungkin</i> be what is it be preasure with god will make us to take short way			
107.	I means maybe what is it we would take the skripsi thesis yang di jalan-jalan itu, namanya?			✓
108.	Yeah, I disagree with the <i>tema..e..</i> with the <i>wacana tentang 5 tahun</i>			
109.	Because it will <i>mengakibatkan mahasiswa</i> some kind of pres with lit the appear			
110.	Contently figure depression, <i>dan lagi</i> , it will create critical phenomena in the future somehow right?			
111.	And again the second thing is it			

	will conflict the non academic thing <i>seperti</i> contributing into the students organization <i>dan lain-lain</i>			
112.	Kita bisa berjalan dengan cepat gitu, if we could, opo bahasane yow, pokoknya kita bisa berjalan sesuai yang direncanakan			
113.	I have to go way yes, I agree <i>kenapa ya, soalnya</i> five years means...students to graduate			
114.	<i>Trus apalagi ya ow ya</i> , lecture also have to give support for the student			✓

### The worksheet for Functions

Group	Utterances	Function
1.	The question about k-pop is more popular, well I think it's about <i>selera pribadi masing-masing</i>	Facility expression
2.	I agree with dian, but I have <i>alasan lain</i> , I think <i>kualitas mereka</i> is the main reason why our teenager more interest k-pop	Quotation
3.	<i>Kita tidak bilang kalau</i> from the concept, lyric of the song and the packaging k-pop itself	Facility expression
4.	They make their performance, <i>bisa dibbilang tampilan mereka</i> more attractive and it make audience.	Repetition
5.	<i>Penonton itu tertarik</i> for listen their song or watch the mv.	Addressee specification
6.	I think teenager now days like choosing the singer I means because they are good looking, handsome, beautiful, you know they have <i>kulit yang putih, and pinter dandan</i>	Quotation
7.	Korean have more interesting concept than Indonesia, well, Indonesia now days is such <i>latah</i> because of full when same will be followed by another	facility expression
8.	<i>penikmat music</i> will be supported to listen it actually	Addressee specification
9.	Especially feeling with the style, <i>gaya mereka, terutama gaya mereka untuk berdandan</i>	Repetition
10.	Indonesia somehow cannot be inspirited really <i>karena kita tahukan banyak aturan yang mengikat</i>	Facility expression
11.	k-pop come leader us here, <i>membawa angin segar bagi entertainment Indonesia</i> because through k-pop they can expert really they want	Facility expression
12.	<i>Itu seperti strategi pasarnya dari koreanya sendiri yang memang</i> attracting indonesian teenager to like their style, their music, their artists, their singers, etc,	Facility expression
13.	Korean pop singer what is it, more good looking, <i>lebih enak dilihat, secara penampilan</i> than Indonesian pop singer	Repetition

14.	<i>k-pop itu tidak o perlu dirisaukan karena k-pop sendiri adalah sebuah hiburan seperti hiburan-hiburan lain, yang perlu dirisaukan adalah bila</i> sometimes, some students very addicted for they forget to study and to do another should be	Quotation
15.	Maybe it interested the teenager instead of <i>membudayakan</i> , favoring their our culture, something like that. Maybe, I guest, That's enough	Facility expression
16.	I think <i>alay</i> people more like the Korean because they only best on the epperiance of the <i>penyanyi</i> or like beautiful girl or handsome man	Facility expression
17.	I think that most of people more <i>tertarik untuk</i> to western than the k-pop itself, thank you	Facility expression
18.	there is an issue that if <i>mahasiswa di Indonesia</i> have to study for maximum 5 year in college to achieve their sarjana degree	Addressee specification
19.	It can save on money, <i>kamu tau kan</i> our money <i>digunakan untuk</i> poket money, <i>beli buku, dan lain2. Menurutmu?</i>	Interjection
20.	Well, for me because right now I am still students, so I am in the students side, so well I don't agree about that <i>aturan</i> .	Interjection
21.	That can make the students <i>buru-buru</i> for the win their final project so they make the final project <i>awur-awuran</i> as long as they can graduate or side	Facility expression
22.	<i>Aku setuju bochil</i> , it is true, it has more to the students to finish their study in 2 <i>tahun</i> less than formal.. <i>kasihan buat para mahasiswanya</i>	Addressee specification
23.	That the number people college will getting high and they will complete in the same <i>apa ya, perusahaan</i>	Interjection
24.	I means <i>waktu yang sesuai</i> I deal time for the students the graduate from university is four years right?	Facility expression
25.	well can you final project will be done maximumly or that will just to <i>semau mereka agar mereka cepat lulus</i>	Facility expression
26.	And I think, <i>itu bisa memperbaiki</i> our system, our education system	Facility expression

27.	<i>Kalau misalnya pun</i> the students can graduate in four years they can graduate in five years, <i>itu cuma beda satu tahun</i>	Facility expression
28.	According to me, to me myself, it's okey to use whether <i>5 atau 7 Tahun</i> as long as the quality <i>tidak berubah</i>	Facility expression
29.	for me myself, it's better to <i>berjalan bagaimana adanya gak usah</i> for the students or something like that.	Facility expression
30.	You know that many students have under rated IPA? To be <i>mengambil mata kuliah for memperbaiki</i> their <i>IPK</i> they had before.	Facility expression
31.	I hope the form of the policy can <i>memberatkan</i> for the re-second improve.	Facility expression
32.	It will make them stress, they have to <i>lulus tepat waktu, lulus lima tahun, yang tadinya dia gak molor, dia cepet-cepet</i> that will make them feel....I think.	Facility expression
33.	<i>Tapi-tapi</i> , normally they graduate for years and e... the government make policy about graduate in five years	Interjection
34.	<i>Lulusan 4 tahun itu sudah banyak</i> so it just a matter for me	Quotation
35.	We have to finish our study in four years, but we have to think about another problem, such as <i>dosen</i> , and then the resolve of the <i>ngasih</i> our reason and so on	Addressee specification
36.	<i>Untuk anak-anak tehnik, jurusan tehnik</i> , five years in di tehnik is can be done by very what is it,ee,,, <i>mahasiswa yang sangat pandai</i> and deligent mostly they need more than five or six or even seven years to finish their study it is because <i>mereka tu memerlukan bukan hanya teori tapi juga praktik.</i>	Addressee specification
37.	And what make them need of very long time in their study is because the final project, final projectnya <i>tu sangat sulit dan memerlukan waktu yang lama untuk menyelesaikannya</i>	Facility expression
38.	It takes a lot of time so <i>saya pribadi tidak setuju dengan adanya pembatasan kuliah yang hanya membatasi mahasiswa untuk kuliah selama lima tahun</i>	Facility expression



39.	I agree with that, so <i>apa?</i> What is it? Policy is there's no negative impact for the student	Interjection
40.	I think remaja <i>zaman sekarang lebih menyukai k-pop dari pada</i> indonesian music because Korean music <i>itu lebih mencerminkan music yang lebih</i> modern rather than indonesian music <i>yang terkesan jadul gitu.</i>	Facility expression
41.	The reason why some teenager like or care for k-pop I think because k-pop artist good looking, beautiful, handsome, or what is that need to be the reason why teenager like that physically a <i>sangat cakep-cakep dan ganteng-ganteng</i>	Repetition
42.	The reason why it happen because.. <i>lihat aja</i> in every music video	Interjection
43.	<i>Orang-orang korea</i> pay attention <i>banget</i> buat can been see by I	Addressee specification
44.	They are all out in serve.... <i>baju-bajunya yang keren banget</i>	Facility expression
45.	Look <i>appriencenya merekakan</i> up todate <i>banget, cantik ganteng-ganteng</i>	Quotation
46.	<i>Ya,</i> in my opinion it's all about packaged, <i>gitu aja sih.</i>	Interjection
47.	<i>Kalau aku,</i> well I think it only a matter of <i>selera</i>	Interjection
48.	Just like <i>beberapa anak muda yang suka</i> western pop	Facility expression
49.	Then, I don't know exactly what make people <i>suka</i> k-pop but I can bring myself for any sample	Interjection
50.	They give their idols a lot of gift, not only..gift like aaa..simple boneka atau kayak cuma minuman.	Facility expression
51.	They bring a lot of staff that are a lot of more expensive because the artist and the fans <i>mereka mempunyai satu ikatan yang sangat kuat</i>	Facility expression
52.	And I don't find something happen to Indonesian music, industry it.. <i>kyknya mungkin karena itu dech, e..udah</i>	Facility expression

53.	<i>Mereka punya feeling yang kuat jadi mereka have the strong emotional feeling, they have connection, that what make them different between Indonesian music fans and also the Korean</i>	Facility expression
54.	<i>Ya...and I think pop show think her fans to Indonesian music culture yang terjadi kayak JKT48,</i>	Interjection
55.	<i>Kan freedom culture mereka hampir sama kaya yang terjadi in k-pop world, so maybe in the next future</i>	Facility expression
56.	<i>Jadi maksudnya you want to Indonesian artist</i>	Interjection
57.	<i>I want to Indonesia music culture untuk menjadikan music Indonesia itu sesuatu lebih menarik dari Cuma sekedar mendengarkan music dan melihat orang yang di sukai but to create something more</i>	Facility expression
58.	<i>something more exacting than cuma liat video dan mendengarkan music</i>	Facility expression
59.	<i>Once again I disagree if people say that k-pop is identik with the teenagers in Indonesia, karena for me, I like Thailand movie rather than Korean movie</i>	Interjection
60.	<i>Dan juga, what is it, k-pop culture for me tend to alay people in Indonesia</i>	facility expression
61.	<i>I think mereka yang prefer k-pop to Indonesian pop course kenapa because they like cute and beautiful lovely things as arits-artis k-pop truly punya paras-paras yang cantik</i>	Addressee specification
62.	<i>last but not less is their fashion is pretty for normal, itu yang membuat remaja Indonesia suka k-pop dibanding Indonesian-pop</i>	Quotation
63.	<i>I don't think I can agree with that but I am honestly when on those people who have potential gue gak lulus 5 tahun</i>	Addressee specification
64.	<i>Maybe mungkin karena orang-orang yang gak bisa lulus lima tahun, mungkin mereka sambil kerja or they have personal reason</i>	Facility expression
65.	<i>That make them to memindahkan focus mereka dari kegiatan kampus atau kegiatan belajar mereka ke sesuatu yang lain</i>	Facility expression

66.	I don't know maybe that's not, <i>pokoknya intinya mereka tu punya sesuatu yang, reason yang mengharuskan mereka lulus lebih dari lima tahun.</i>	Facility expression
67.	I think, honestly the government that we have to graduated in five years. Because we know people working <i>kalau orang kerja kenapa ambil kuliah</i> , if people think <i>kuliah</i> of course they have own their responsibility	Facility expression
68.	Not all people have the money, <i>mungkin karena mereka kerja karena dia harus membayar uang kuliah mereka. Yaitu..</i>	Facility expression
69.	Yeah, I think I agree with that because it will <i>membantu banget buat orang tua, karena orang tuanya kan sangat senang jika anaknya lulus lima tahun dan tepat waktu.</i>	Facility expression
70.	But I think that five year is quite enough <i>buat mahasiswa kalau lulus kuliah dan lain-lain tapi walaupun masing banyak factor buat mereka bisa atau enggaknya lulus cepet atau enggak</i>	Facility expression
71.	<i>Tapi</i> in my opinion, students should be lulus <i>lima tahun</i> or maybe late.	Interjection
72.	Becoming higher to the what is that <i>s2 ya jadi</i> many company need student who not only have <i>ijazah s1 tapi lebih gitu</i>	Interjection
73.	Maybe new rule it will force to student don't waste the time <i>and segera menyelesaikankuliahnya</i>	Facility expression
74.	Research take a long-long time so if the <i>waktu kuliah di potong menjadi 5 tahun, anak-anak dari kimia itu tentu aja gak bisa nyelesaiin, karena untuk sebuah penelitian</i> for their research they need more than a year	Facility expression
75.	But for in stand department like medicine or civil technique <i>mungkin</i> they will find difficulty if they have to apaitu graduate for five years	Interjection
76.	Because I experience myself that my friend, for example from Diponegoro university, from <i>teknik sipil</i> , the minimum time for them for graduating is 5 year, that the fast that I know, and some of them is more than that	Addressee specification

77.	Why not <i>ini kebijakan sangat bagus menurut saya,</i>	Objectivization
78.	I do agree with this wise policy, <i>buat apa sih berlama-lama kalau nyatanya bisa lulus sl sebelum lima tahun</i>	Objectivization
79.	<i>Skripsi itu gak ada jadwalnya aja di</i> it makes them or us the students to be more rubber timer because there is no schedule for <i>skripsi</i> right?	Facility expression
80.	Then, the most important is <i>untuk mengejar deadline lima tahun tersebut pastinya</i>	Facility expression
81.	Students will do their best effort <i>yang dimana hal ini mampu menghasilkan apa ya</i> an improvement of quality standard of students and not only for students but lecturer and system as well	Facility expression
82.	<i>Menurutku gini ya, remaja Indonesia sekarang tu lebih suka k-pop dari pada Indonesian pop</i> because e..k-pop well known earlier rather than Indonesian pop	Quotation
83.	In addition, k-pop have its own <i>ciri khas pada performa</i> boyband dan girlbandnya	Facility expression
84.	On the other hand, Indonesian pop seem like only copy the k-pop <i>atau malah mungkin mereka tu cuma jadi plagiatnya</i> k-pop	Interjection
85.	<i>Mulai dari</i> boyband and girlband concept, the costume until the genre of the music they brought	Interjection
86.	Well, since, <i>kita hidup di indonesianya,</i> <i>bukannya kita lebih familiar i-pop dari pada k-pop</i>	Facility expression
87.	Well, boy band and girl band is usually <i>udah ada gitu dari dulu</i>	Interjection
88.	I think because teenager in <i>Indonesia lebih bangga akan suatu hal yang berbau luar negeri</i>	Facility expression
89.	Talking about another topic, <i>menurutmu gimana sih k-pop?</i>	Facility expression
90.	Well I don't really, <i>q ndak mengikuti yang begituan jadi kalau yang saya lihat</i> from what I see in our surrounding maybe mereka itu, they tend to what is it love them for their appearance	Facility expression
91.	I still don't know why <i>kenapa mereka suka k-pop</i>	Facility expression

92.	Tapi I do believe that <i>sebenarnya indonesian performance gak jelek-jelek amat</i> rather than the Korean	objectivization
93.	<i>Lagunya..most of the song are easy to listen, one featuring get of mind, lebay ya tapi yak kok beneran</i>	Facility expression
94.	And last is their appearance of course, <i>tampangnya donk ya,boyband and boys so cute also they are man</i>	Repetition
95.	But they have beautiful face, they are beautiful man, <i>komennya juga</i> they are really cute, <i>manis banget....</i>	Interjection
96.	<i>Yang kedua apa tadi, ow kpop, may be because of quality Korean actress and singer.</i>	interjection
97.	It's really different with Indonesian singer and actress because in Indonesia <i>mereka itu gak punya talenta juga bisa jadi artis</i>	Facility expression
98.	They forgetting of their culture, <i>mereka lupa banyak hal yang ada dari budaya mereka</i>	Repetition
99.	So they have to love Korean pop <i>lebih banyak dan mereka menganggap bahwa Korean pop itu gaya hidup sehingga mereka di anggap gaul di masyarakat</i>	Facility expression
100.	<i>Aku setuju</i> because it will make the students study harder because they have target <i>atau deadline untuk menyelesaikan studynya lebih cepat</i>	objectivization
101.	It will save the money they spend, because college students are almost live alone without parents so the longer time they spend for the graduation the more money <i>yang akan mereka habiskan</i>	Facility expression
102.	<i>Aku basically setuju sama pendapatkamu</i>	interjection
103.	To comment about the statement <i>batas kuliah itu maximal 5 tahun</i>	Facility expression
104.	I think I agree because in Indonesia especially in unnes, <i>untuk saya sendiri kuliah itu bayar</i>	objectivization
105.	I mean <i>kita</i> we could what is it, selling out idea	Interjection

106.	Because <i>ya mungkin</i> be what is it be pressure with god will make us to take short way	interjection
107.	I means maybe what is it we would take the skripsi thesis yang di jalan-jalanitu, namanya?	Facility expression
108.	Yeah, I disagree with the <i>tema..e..</i> with the <i>wacana tentang 5 tahun</i>	Facility expression
109.	Because it will <i>mengakibatkan mahasiswa</i> some kind of pres with lit the appear	Interjection
110.	Contently, figure depression, <i>dan lagi</i> , it will create critical phenomena in the future somehow right?	interjection
111.	And again the second thing is it will conflict the nonacademic thing <i>seperti</i> contributing into the students organization <i>dan lain-lain</i>	interjection
112.	Kita bisa berjalan dengan cepat gitu, if we could, opo bahasane yow, pokoknya kita bisa berjalan sesuai yang direncanakan	Interjection
113.	I have to go way yes, I agree <i>kenapa ya</i> , <i>soalnya</i> five years means...students to graduate	Interjection
114.	<i>Trus apalagi ya ow ya</i> , lecture also have to give support for the student	Facility expression