

**LANGUAGE CHOICE USED BY JAVANESE STUDENTS
OF ENGLISH LANGUAGE EDUCATION DEPARTMENT
IN DAILY CONVERSATION**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Degree of Bachelor of Education Language
in English Education



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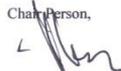
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Wassalamu 'alaikum wr. wb.

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ABSTRACT

Title : **Language Choice Used by Javanese Students of English Language Education Department in Daily Conversation**
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This research analyzed about multilingualism. More specific again is about language choice in daily conversation. This research aims at describing the use of language choice at Javanese students of English Language Education Department of 6th semester in Education and Teacher Training Faculty of Walisongo State Islamic University in academic year of 2016/2017. The objectives of research are intended to measure that how is the realization of language choice used by Javanese students of English Language Education Department in daily conversation based on the observation, and to investigate the influences of role relation in the choice of language that is used by Javanese Students. This research used descriptive and qualitative method. There were 81 Javanese students as the sample of this research. In this research, the researcher conducted observation, interview and giving questionnaire to collect the data. The questionnaire of this research used 12 domains design by Sumarlan and based on the theory by Fishman to measure how is the realization language choice used by Javanese student and to know the role relation which influences the choice of language. The result of the research showed that Indonesian language is the highest degree of usage. It is 38.06% of users. In addition, the result of role relation showed that reason d (easier and more suitable to express thought) as the predominant reason in choosing of language. This research gave the benefit for students to know the language that can be the predominant language to be used in their daily conversation based on their reason. And also, the students would know about the role relation that can influence the language choice.

Keywords : language choice, Javanese students, in daily conversation

MOTTO

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا

The meaning :

These are they, the secrets of whose hearts Allah knows well. So turn away from them and admonish them and speak to them an effective word concerning their own selves. (Q.S An- Nisa : 63)¹

“Language is the road map of culture. It tells you where its people come from and where they are going”. – Rita Mae Brown –

“Speak to everyone according to their intellectual level”

¹Maulawi Sher ‘Ali, *THE HOLY QUR’AN – ARABIC TEXT AND ENGLISH TRANSLATION*, (UK: Islam International Publication Ltd, 2004), p. 93.

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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial for everyone especially in developing English Teaching and Learning process. Amen.

Semarang, July24th 2017

The researcher,

Rizki Utami
NIM. 133411038

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CHAPTER I

INTRODUCTION

A. Background of the Study

Basically, human is a social creature who builds their relationship with others from their interaction. One of the ways to do the interaction is by holding a communication. Communication itself is a process which someone, some people (social group or community), or some societies create and use information in order to connect each other. In doing it, people need a tool, which is known as language.

One of linguistics branches that has a lot of cases to be analyzed is sociolinguistics. Sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistic research that have emanated from determining the social evaluation of linguistic variants.¹

In communicating to all of people, they need a language. Because, language is one of the important things for human. By receiving and sending language, people can fulfill their needs to survive. Language is primarily spoken, although it can be transferred to another way, such as written. It also makes people easier to exchange information and to express their ideas or feelings.

¹Ronald Wardhaugh, *An Introduction to Sociolinguistic*, (lackwell Publishing Ltd1 2006), p.11.

As we know, in the globalization era, where worldwide interaction happens, it is quite common for people to use two or more languages as a communication medium. Realizing the importance of English language in the international world, Indonesian people also learn language. In everyday interaction, people usually choose different codes in different factors. They may choose a particular factors (code choosing) or variety because it makes them easier to discuss a particular topic, regardless where they are speaking.

When talking about work, school or at home, for instance, they may use the language that is related to those fields rather than the language used in daily language conversation at home. Language used in family is usually different from that is used in school. For example, student whose Javanese family will speak Javanese with her/his family but she/he will change her/his language into Indonesian at school. Beside Indonesian is our first language, Indonesian also makes everyone who comes from different tribes with different language more easily to understand each other.

Before going to the next discussion, let's talk about communication that has relation with the discussion above. Hovland, Janis and Kelly explained communication as the process by which individual (the communicator) transmits stimuli (usually verbal) to modify the behavior of other

individuals (the audience).² According to Forsdale (1981) an education expert, especially in communication science, said that communication is the process by which a system is established, maintained and altered by means of shared signals that operate according to rules.³ So that, good communication can be reached by understanding between communicator even it uses many ways. In this case, it uses different code. Allah SWT, in holy Qur'an said about good communication in Surah An Nisaa'/4:63:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ
فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

“Those are they, the secrets of whose hearts Allah know. So oppose them and admonish them, and address them in plain terms about their souls”. (Q.S An Nisa'/4: 63)

This verse told about how to warn a community with good communication. According to tafsir Al Maraghi, قَوْلًا بَلِيغًا mean, “words that the impact you will put into their soul.”⁴ Meanwhile, according to Al Qurthubi, sentence قَوْلًا بَلِيغًا means

²Folly Akbar, “Komunikasi Efektif”, http://catatan_aaipong.htm, retrieved on December, 15th 2016.

³“Definisi Komunikasi”, <http://wikipedia.htm>, retrieved on December, 15th 2016

⁴Ahmad Musthofa Al Maraghi, *Al Maraghi Juz 5 trans.*, (Semarang: PT. KaryaToha Putra: 1986).

“talk what is in his heart.”⁵ The conclusion, قَوْلًا بَلِيغًا can be interpreted as fluent and precise talking, clear interpretation, and able to inform the message well. Beside that, by domain it touched, it can be called as effective speaking.

Using more than one language or usually called as bilingualism and multilingualism is normal in many parts of the world and that people in those parts would view any other situation as strange and limiting. There is a long history in certain western societies of people actually ‘looking down’ on those who are bilingual. Bilingualism is actually sometimes regarded as a problem in that many bilingual individuals tend to occupy rather low positions in society and knowledge of another language becomes associated with ‘inferiority’.⁶ Bilingualism is seen as a personal and social problem, not something has strong positive connotations. A bilingual, or multilingual, situation can produce still other effects on one or more of the languages involved.⁷ Languages come into contact through their speakers, who are brought together under different sorts of conditions, including

⁵Muhammad Ibrahim Al Hifnawi, *Tafsir Al Qurthubi Jilid 5 trans.*, (Jakarta: Pustaka Azzam: 2008).

⁶Ronald Wardaugh, *An Introduction to Sociolinguistic Fifth Edition*, (Oxford: Blackwell Publishing: 2006), p.101.

⁷Ronald Wardaugh, *An Introduction to Sociolinguistic Fifth Edition*, (Oxford: Blackwell Publishing: 2006), p.99-100.

political turmoil, immigration, education and geography.⁸ So that people use more than one language in daily communications.

All languages are continuously changing as far as culture develops. It creates many variations in using language. The use of language variation itself is influenced by many factors, such as linguistic environment, social background, non-linguistic factor, etc. Every language has different variation since its characteristics are commonly different one to another. Style, as a part of language variation, is different variation of a language used by a person in different situation and need. We can recognize the speaker's background and the reason of using a variety of language from the style that he/she used (Trudgill, 2002:2).⁹

The Indonesian language has gradually penetrated communities which predominantly speak ethnic languages since its adoption to be the only official national language. This situation results in language contact, and thus bilingual communities emerge. Due to unbalanced institutional support through language policy, the declining use of local languages has been underway across the nation.

⁸Ceil Lucas, *The Sociolinguistics of Sign Languages*, (UK: Cambridge University Press: 2004), p.33.

⁹Nurul Adhalina, *The Different Language Style and Language Function*, Research Paper, 2011, p.6

As a Javanese people, they should know about how is Javanese language and how to use it. Javanese language is grouped into the Big language in Java, it has a fairly wide area coverage and the number of speakers is quite large, more than 80 million (KBJ IV, 2006; Nothofer, 1982 and 1987), as well as a complex speech level (Poedjosoedarmo et al, 1979). The main function of the Javanese language is a marker of identity / Javanese identities. As the language identity, Javanese Language is used as a means of communication in the family environment, the Javanese community, conveys locally proselytizing tool, revealer Javanese art and ceremonial traditions.¹⁰

Now a day, people in the world are more bilingualism or even multilingualism than unilingualism. In multilingual society, in which the people know more than language, they usually require selecting particular factor of choosing language. They may also decide to choose the language based on the factors. In the first thing that comes to mind when we think of language choice is the skill of choosing the language. The skill of choosing the language is classified as a communicative competence and it

¹⁰M. Suryadi, *The Use of Krama Inggil (Javanese Language) in Family Domain at Semarang and Pekalongan Cities*, International Research of Linguistics: ISSN 1948-5425 2014, Vol. 6, No. 3, 2014.

is basically developed by observing factors found in the social context of language uses.¹¹

Language choice in international university education is not a question of either English or a local language, instead it means the freedom to use English, other languages and whatever linguistic resources speakers have at their disposal, and the freedom to combine these as the speakers see fit.¹²

Most of students in second year of Javanese English Departments' students at Walisongo State Islamic University (UIN) Semarang in the Academic Year of 2016/2017 use English well, but sometimes they combine with Indonesian or Javanese in their daily conversation. In a certain occasion, they use Javanese or Indonesian, depending on with whom and what occasion they have a daily conversation. For their older friends, they tend to use Javanese 'Kromo'. While Javanese 'Ngoko' is as well as Indonesian that used in daily conversation for their equal or younger friends. It is caused by not only the qualitative characteristics of bilingualism such as age, gender, family relations, job, economic level, education, religion or family background, but also the more general factors like ; social

¹¹Made Iwan Indrawan Jendra, *Sociolinguistic*, (Yogyakarta: Graha Ilmu, 2012), hlm. 71.

¹²Andy Kirkpatrick, *Language Alternation, Language Choice and Language Encounter in International Tertiary Education*, New York London :Springer Science+Business Media Dordrecht, 2013, ISSN 2213-3208, Vol 5, p.xxii.

background (Javanese will use the highest kind of Java language in a wedding than in a market), content of the conversation (Javanese will use the lower kind of Javanese language when they are talking about economics and use the highest one when they are talking about faith), the history of social relationship between the speakers (Javanese will use the highest kind of Javanese language when they are speaking with someone who ever fought with them) and the attendance of the third person (Javanese usually use the highest kind of Javanese language for all the participants when there is a third person). In this research, the analyzed object is factors/codes choosing used by students in daily conversation in daily life.

For that facts and reasons, the researcher is going to analyze whether or not the problem of the choice of language also happens to other people, more specially, to Javanese students who are studying in the sixth semester of English Education Department at Walisongo State Islamic University (UIN) Semarang in the Academic Year of 2016/2017.

B. Questions of the Research

This research proposal is guided through the following major questions:

1. How is the realization of language choice used by Javanese students of English Language Education Department in daily conversation?

2. Does role relation influence the choice of language?

C. Objectives of The Research

This research proposal is intended to meet the following objectives:

1. To measure that how is the realization of language choice used by Javanese students of English Language Education Department in daily conversation based on the observation.
2. To investigate the influences of role relation in the choice of language that is used by Javanese Students.

D. Pedagogical Significances

By using this research, there are some significances to the students, teachers, other researchers, and the researcher herself. Here, the researcher divides into two kinds below:

1. Academically
 - a. The result of this research can be used as an additional reference for sociolinguistic study especially in Language Choice study.
 - b. The result of this research is expected to be beneficial for improving an understanding of language especially in choosing a certain language to make a good sentence or utterance and for daily life communication.

- c. This research is expected to know the information about the types of code choosing for daily speaking comprehension.
- d. To support people who live in multilingual society to understand the structure of their language and can understand it well by speaking and or writing the language.

2. Practically

- a. This research can be as student additional information of sociolinguistic study especially in Language Choice used in English Education Department of Walisongo State Islamic University (UIN) Semarang in the Academic Year of 2016/2017.
- b. The result of this research will help the student increasing the knowledge about sociolinguistic study especially in Language Choice study.
- c. The result of this research can be used to improve English teaching and learning process in English Education Department of Walisongo State Islamic University (UIN) Semarang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about some things related to the title.

A. Literature Review

This research can be included in sociolinguistics, especially in Language Choice study. Therefore, in this chapter, it will be discussed about some things related to the title.

1. Language Choice/Code Choosing (SPEAKING)

Sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistic research have emanated from determining the social evaluation of linguistic variants. These are also most susceptible to scientific methods such as hypothesis-formation, logical inference, and statistical testing.¹ Sociolinguistics will guide us in communicating with showing language, variety of language or style of what language should we use when we talk to a certain person. Sociolinguistics of identity focuses on the ways in which people position or construct themselves and are positioned or constructed by others in socio-cultural situations through the instrumentality of

¹ Ronald Wardhaugh, *An Introduction to Sociolinguistic Fifth Edition*, (Oxford: Blackwell Publishing: 2006), p.11.

language and with reference to all of those variables that are identity markers for each society in the speech of its members.²

In a bilingual or multilingual society, it is normal for the people to be in a situation where a choice between two or more codes that have to be made. In the situation the bilinguals may want to consider for example, who speaks to them, in which language or variety, and when or where the conversation takes place. To a bilingual or multilingual, although choosing a code is one of the routines, the skill in deciding which code should be chosen still needs developing.

Monolinguals face a different situation of code-choosing. They sometimes come to a state where they can choose to speak a variety of the language instead of the other(s). For example, when talking with a non-native speaker, an English native user may choose to speak in the standard English or to use basic lexicon instead of using a colloquial one. In that situation he (she) may also avoid using complex sentences in order to help the non-native speaker understand his (her) more easily. On the contrary when talking among the native speakers, he (she)

²Tope Omoniyi and Goodith White, *The Sociolinguistics of Identity*, (New York: Continuum: 2006), p.1.

may choose to do a different thing This kind of linguistic strategy to adjust intentionally your speech so that we can be understood by someone we are talking to, is known as speech accommodation (speech convergence). Speech accommodation is often found in the situation when people of different ages are talking to one another, as when mothers do baby-talking.

The skill of choosing the language is classified as a communicative competence and it is basically developed by observing factors found in the social context of language uses.

In 1964, Dell Hathaway Hymes, one of the most noted world sociolinguists, suggested eight factors that bilingual, multilingual, or monolingual people may consider when choosing a code. The factors were formulated into an acronym, namely SPEAKING, which stands for *Setting and Scene, Participants, Ends, Act sequence, Key, Instrumentalities, Norms of interaction, and Genre*.

a) Setting and Scene

The setting and scene are the places, occasions, or natural situations that can influence the people in choosing the code. People may consider choosing a more formal variety of a

language when talking in an office than when talking in a picnic place. A more attitude in speaking is also found in a ritual or ceremonial occasion than in a street or supermarket.

b) Participants

The participants are the people involved in the communication found in the setting. A good public speaker for example, wants to know about his (her) audience (the participants) before performing a speech. He (she) may think of considering what kind of jokes he (she) should tell or whether he (she) should speak in a more casual way or formal one after considering the audience. Another example, two girls chatting in a library may also want to change their ways of speaking (intonation, pitch, etc) as well as their body language after a boy is passing them.

c) Ends

The ends are the goals or purposes that a speaker wishes to reach. If a political party delivers a speech in a campaign, he (she) wishes to persuade the crowd before him (her) in order to receive support for the election. However, if a mother speaks to her son before he leaves for

school, she might want her son to behave himself in the school. Thus, for different ends, speakers of a language often choose different code.

d) Act Sequence

The act sequence refers to the order of a speech, a narrative, a conversation, or a talking. A formal speech for example, is set carefully with an opening expression, followed with an introduction, a story, before entering the main topic. The sequence in speaking is then considered to be also an important factor to consider.

e) Key

The key is referred to the manner, spirit and feeling of message wished to be captured within the conversation. It is also referred to the spirit captured in the voice or manner of a speaker. The spirit or the feeling may be sincere, modest, or low.

f) Instrumentalities

The instrumentalities are referred to the register and forms of the speech. The forms that might be under consideration are whether it will be delivered in a more formal way or a casual friendly one.

g) Norm of Interaction

The norm of interaction is the contextual custom in using the code, including for example allowance for an interruption, using gestures freely, addressing an audience, eye contacts, distance, asking questions about belief, etc.

h) Genre

The genre is referred to the type of the utterances whether it is in the form of a poem, a proverb, a prayer, a lecture, etc.

The factors described above have been one of the most important foundations in the general study of code-choices. They are popularly known as the components of the ethnography of speaking. In a conversation we might not find the factors to be activated all together. To certain degree these factors in choosing a code might be also helpful to describe factors that influence other forms of language-contact phenomenon, namely code-switching, code-mixing and word-borrowing.³

³Made Iwan Indrawan Jendra, *Sociolinguistic*, (Yogyakarta: Graha Ilmu, 2012), hlm. 70-73.

Janet Holmes explains, there are several social factors that affect someone to choose the language included in:

1. Social distance: how well do they know each other, what is the social distance between the participants, family, strangers, or friends.
2. Status relationship between people: social identity from listener who got mixed up with the conversation.
3. Social role: typical role relationship, for example, doctor-patient, teacher-student.
4. Setting and dimension of formality: for example, in Singapore, English is most frequently selected code for official transaction, regardless of the speaker's ethnicity.
5. Function: what is language is being used for? Is the speaker asking a favor or giving orders to someone.⁴

Basically, Language choice is the sequences of speech act composition which has structure and object. If speech act becomes a social phenomenon in certain situation even when in one particular direction, speech act tends to be an individual phenomenon, psychological and affected by linguistic's ability of the speaker when

⁴Janet Holmes, *An Introduction of linguistic*, 2nd edition (England: Person Education Limited, 2001), p.1.

someone express their mind, idea, and thought. It is influenced by combining of specific times, settings and role relationship.

2. Multilingualism

Multilingualism is common to be used by people. Bilingualism is situation when two or more language used alternately by the same speaker, it can be said that those languages contact each other. It's common to college, school or even boarding house use multilingualism in daily communication. So, the students must master mother tongue and another language that become a second language.

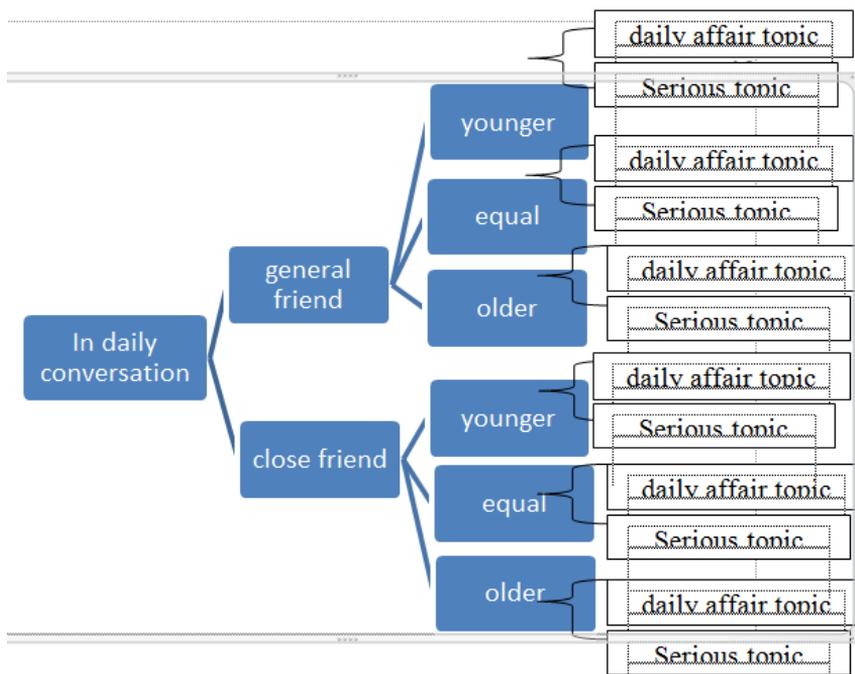
People usually speak language that becomes master in daily use. For example, Indonesian people when they speak with their family. Whenthey know more than one language, they may choose both of which in their conversation based on language factors determiner, for example in the school and office. People use more than one language that occur in situation of social context, which is a situation where they learn a second language in their communities.

3. Domain

One of the main early concepts proposed by Fishman to study multilingualism was that of domain. According to Fishman, he defined that:

“Domain is socio cultural construct abstracted from topic of communication, relationship between communicators and the locales of communication in accord with the institutions of society and the spheres of activity of culture, in such a way that individual behavior and social pattren can be distinguish from each other and yet related to each other”⁵

Based on the definition given by Fishman above, this research would be dealing with 12 domains. They are:



⁵J.A. Fishman, *Who speaks what language to whom and when*, (Journal of Social Issues, 23.2: 29-38, 1990), p. 8.

Those 12 domains are considered significant in this study, meaning that in those domains the communication between interlocutors take place and the choice of language happens.⁶

The concept of domains language choice behavior was a major breakthrough in the sociolinguistics study of language choice behavior. He describes language choice behavior in stable bilingual setting in terms of the domain allocation of languages (a variety). Domains are linked to particular linguistic varieties where they are. As compared to social situations, are abstractions from the intersection between specific role relationships (statuses), specific settings (locales) and specific topics.

The interest in defining ‘domains’ grew out of Fishman’s methodological concern that analytic parameters be in touched with reality and be abstracted from domain-appropriate people, places and times. Domains structure the data of social behavior.⁷

⁶Sumarlan, *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan*, Journal Vision: English Department Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012), p.90-91.

⁷ Ofelia Garcia and Harold Schiffman, *Fishmanian Sociolinguistics (1949 to the present)*, (essay: Psalm 92, as quoted by J.A. Fishman in relation to Yiddish (1991b: 9)), p. 18.

4. Language Use

Human needs language to make communication with other. There are some characteristics of human language as defined by an American linguist, John B. Carol, in his book entitled *The Study of Language* that quoted by Ramelan as follow:

*“Language is an arbitrary system of speech sound or sequences of speech sound which is used or can be used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, processes, and events in the human environments”.*⁸

From the definition of language above, we can see that some basic characteristics of human language are systematic, arbitrary, spoken, social, and complete.

Systematic means that language implies orderly arrangement of the signaling units used by language.⁹ When we want to use the language, we must arrange a good sentence based on the definite patterns.

Arbitrary means that language is based on social agreement. Language is also arbitrary in its grammatical system. Words in English have to be arranged in a certain

⁸ Ramelan, *Introduction to Linguistics Analysis*, (Semarang: IKIP Press, 1992), p. 10.

⁹ Ramelan, *Introduction to Linguistics Analysis*, (Semarang: IKIP Press, 1992), p. 11.

order to form an acceptable sentence. Therefore, word order is arbitrary.

Spoken means that all people of the world, regardless of their race or ethnic group, always speak a language. This means that they always have a way of communicating ideas by manipulating sound that era produced by their vocal organs.¹⁰

Language is said to be social, because it is only used in a social group which is involves at least two persons, the speaker and hearer. The use of language enables to members of a social group to cooperate with one another for their own benefits. Language has to be learned and used in a social community, without which the existence of language beyond understanding. Language is a special characteristic of human or it can also be regarded as a human criterion. It is because only human beings speak a language. Nevertheless, the ability to speak a language should be developed in a social group. It is not automatically acquired, like the instinct of an animal.

Complete means that human language is not limited to biological needs. It can be used to communicate about the

¹⁰ Ramelan, *Introduction to Linguistics Analysis*, (Semarang: IKIP Press, 1992), p. 12.

culture of its native speakers. As a consequence, there are no such things as good or bad languages. Every language or dialect is good for its own speakers just as each menu is also good for those who have been brought up to eat it. Each language is an equally effective means to communicate about its own culture.¹¹

5. Speech Community

Every person comes from a community, that they already familiar with their characteristics about the way they talk in a single language. The members must be shared knowledge and attitude towards the language use patterns of others as well as themselves. This community is called speech community.

Bloomfield (1933:42) offers the simple definition of speech community. He says that a speech community is a group of people who interact by means of speech. In addition, Hudson (1998 : 24) also defines speech community as all people who speak a single language and so share notions of what is same or different in phonology or grammar. Gumperz (1971) says (in Wardhaugh, 1986: 116) that speech community is :

¹¹ Ramelan, *Introduction to Linguistics Analysis*, (Semarang: IKIP Press, 1992), p. 14.

Any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal signs and set off from similar aggregates by significant differences in language use.

Most groups of any permanence, by their small bands bounded by face-to-face contact, modern nations divisible into smaller subregions, or even occupational associations or neighborhood gangs, may be treated as speech communities, provided they show linguistic peculiarities that warrant special study.

In other words, the member of a speech community not only has to share a set of grammatical rules, but also there must be regular relationship between language use and social structure.

Furthermore, Labov (in Wardhaugh 1986: 115) defines speech community as follows:

“The speech community is not defined by any marked agreement in the use of language elements, so much as by participation in a set of shared norms; these norms may be observed in overt types of evaluative behavior, and by the uniformity of abstract patterns of variation which are invariant in respect to particular levels of usage.”

The members of the same speech community should share linguistic norms. That is, they share understanding and values of attitudes toward language varieties present in

their community. A speech community is not more than some kinds of social group whose speech characteristics are of interest and can be described in a coherent manner (Wardhaugh, 1986:113).

In a speech community, for sure there is a speech acts. Chaer and Agustina define speech act:

“Terjadinya atau berlangsungnya interaksi linguistik dalam suatu bentuk ujaran atau lebih yang melibatkan dua pihak, yaitu penutur dan lawan tutur, dengan satu pokok tuturan, di dalam waktu, tempat dan situasi tertentu. “a linguistics interaction in one or more speech form, involving two persons, speakers and listeners, with a particular topic, in a particular time, place and situation.” (1995 : 47)”¹²

B. Previous Researches

Related to this research, the researcher chooses some literatures about previous researches which are relevant to the research :

1. *Altena Tarigan (2015) Language Choice of Members of Resimen Mahasiswa of University of Sumatera Utara.* In this research, the researcher tries to identify about the setting, participant, and norm of interaction as the basic factors that can influence the language choice for every member.

¹²Abdul Chaer and Leonie Agustina, *Sosiolinguistik Perkenalan Awal*, (Jakarta: PT. Rineka Cipta: 2004), p.47.

The similarity to the research above, the research is concerned in the factors that can influence the language choice for every member. Then, both researches used descriptive qualitative approach. The result of research showed that there is a very positive of language choice is incorporated in the *Resimen Mahasiswa* environment between commandant to members, members to commandant, and among the members.¹³

The difference between her research and this research is on the object of the study. She studied about The Members of *Resimen Mahasiswa* of University of Sumatera Utara while this research will study about The Javanese Students of English Department of Walisongo State Islamic University (UIN) Semarang.

2. Another previous research related to this research is *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan* written by Sumarlan (2012). In this research, He concerned on the setting; in daily conversation and the factors that determine the choice of language; they are role relation, topic and setting. The aim of this research is to find out whether there is really a language choice in daily conversation among Javanese people, and to find out whether

¹³Altena Tarigan, *Language Choice of Members of Resimen Mahasiswa of University of Sumatera Utara*, Department of English, Faculty of Cultural Studies University of Sumatera Utara Medan, 2015.

or not role relation, including intimacy and age, and topic influence the choice of language.

According to the findings, the researcher concluded that the choice of language is influenced by intimacy, age, and topic in daily conversation of undergraduate.¹⁴

The similarity of those two researcher above is that this research concerns on the choice of language factors that can influence the students to use language choice in daily conversation. Then, both researches use descriptive qualitative approach and the object of research above is the student in University.

¹⁴Sumarlan, *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan*, Journal Vision: English Department Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012), p. 85.

CHAPTER III

RESEARCH DESIGN

A. Research Design

Before doing the research, the researcher arranges a research design. Research design refers to the outline, plan, or strategy specifying the procedure to be used in collecting data in a research. Researcher uses Qualitative research. In Qualitative research, the data is analyzed using sentence. In conducting the research, the researcher uses qualitative approach.

1. Research Approach

Considering data and the aims of research the researcher used qualitative and field type research to conduct this study. Maxwell stated that “the strength as qualitative research derives primarily from its inductive approach, it was focus on specific situation or people, and it was emphasis on words rather than the numbers”.¹ This research was descriptive qualitative research because the data were in the form of written and spoken (words). The result of the analysis was interpreted to find out the language choice used by Javanese students of English Language Education (ELE) Department in daily conversation.

¹ Joseph Maxwell Alex, *Qualitative Research Design*, (London: SAGE Publication: 1996), p. 17.

2. Setting and Time

a. Setting

Natural environment as direct source of data is one of qualitative research characteristics beside human as data collector and analyzing the data inductively. Selecting the precise place is important because it would influence the result of the research. So, the researcher selects ELE Department of Walisongo State Islamic University (UIN) Semarang as a setting of her research. Beside the researcher is one of the students there, there were some reasons the researcher selects that place that had been explained in the next paragraph.

ELE Department of UIN Walisongo Semarang has some students that come from Java (Central Java/East Java). The Javanese students usually do conversation everyday in Campus. They always do conversation with many people in the campus such as seniors, juniors, classmates, friends, lecturers, or others. The students were Javanese. It was indirectly influences their language, especially in their choosing language. So, there were some activities and factors in choosing language that were the students might apply it for choosing their language to be used in their daily conversation. According to the

explanation above the researcher's concerned of the usage and the influences factors of choosing language.

b. Time

This research was conducted on March 2017. The researcher took the schedule on 6 March 2017 up to 26 March 2017.

3. Source of Data

The object of this research was Javanese students in 6th semester of ELE Department of UIN Walisongo Semarang in the Academic Year of 2016/2017. There were three classes at ELE Department, A, B, and C. The researcher took eighty one around one hundred and fifteen Javanese students of the sixth semester as the sample of this research. The sample took out by using purposive sampling. The researcher collects the data by distributing the questionnaires to the Javanese students. The researcher wanted to analyze the realization and the role relation that can influence the language choice in daily conversation among Javanese students in ELE Department of UIN Walisongo Semarang.

4. Scope of the Study

The focus of this research was on the analysis of the realization and the role relation that can influence the language choice in daily conversation among Javanese students in ELE Department. Setting was limited to only daily

conversation, meaning that it occurred only in informal situation. Topic was limited to daily fair topics and serious topics. Serious topics was dealing with a discussion on knowledge; while daily affair topics are interpersonal relation topics. Role relation was limited to kinship and non-kinship relations. The kinship relations included close friends, while non-kinship includes general friends; while language choice was limited to Javanese, Indonesian, and mixed-Javanese and Indonesian, and English. Especially, it was to find the real activities and the factors that influences the language choice in terms of sociolinguistics, bilingualism and code-choosing.

5. Technique of Data Collection

To get the accurate data, in this study the researcher used some ways in the collecting data, they are as follow:

a. Observation

Observation is necessary done in every qualitative approach. Observation is one of primer data collection technique. It is very useful, systematic and selective way in monitoring and listening to interaction or phenomena which happened. Arikunto says that an observation is a way to get information by observing and taking notes systematically about observed phenomenon.²

² Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p.272.

The researcher used both *participant* and *non participant observation*, because the researcher was sometimes involved actively in the conversation. By doing observation, the researcher could see and make a systematic noting the language choice spoken by Javanese students of English Language Education Department in their daily conversation.

b. Interview

In this research, researcher did the interview with the Javanese students to elicit information about the reasons toward the use of language choice and to get detail information. The researcher gave five questions for five Javanese students as the representative of interviewer. Interviewer answered the question from the researcher one by one. By doing interview, the researcher made a transcript to make the data valid.

c. Questionnaire

Questionnaire was used to gain information from the respondent. By distributing the questionnaires, the students should answer them. The questionnaires compare two parts. The first one consists of 2 items for knowing ethnic background of each respondent. For knowing the ethnic background, the researcher needs some informations about the membership in an ethnic community and the mastery

Languages of Javanese students as stated by Milton Esman: “*Ethnic identity is the set of meanings that individuals impute to their membership in an ethnic community, including those attributes that bind them to that collectivity and that distinguish it from others in their relevant environment*”³. While the second part consists of 12 items for checking whether there is a choice of language in daily conversation because of the influence of role relation, including intimacy, age, and topic. In this part, there were five reasons which should be chosen by each respondent. They were more intimate, as a habit, more mastery, easier and more suitable to express thought, and because of environment.⁴ Why he chosen a certain language in talking about a particular topic to a certain person. So, the reasons were aimed to find out the tendency of the usage of a particular language.

Based on the definition of domains that had been given by Fishman, this research will be dealing with 12 domains which were tabulated as the following.

³ Ray Taras and Rajat Ganguly, *Understanding Ethnic Conflict: the International Dimension*, (Addison: Wesley Educational Publisher Inc. ISBN 0-321-08594-9, 2002), p.4.

⁴ Sumarlan, *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan*, Journal Vision: English Department Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012), p. 92.

Table of domains.

SETTING	ROLE RELATION		DAILY AFFAIR TOPIC	SERIOUS TOPIC
IN DAILY CONVERSATION	GENERAL FRIEND	YOUNGER	1	2
		EQUAL	3	4
		OLDER	5	6
	CLOSE FRIEND	YOUNGER	7	8
		EQUAL	9	10
		OLDER	11	12

Since this research dealt with the problem of language choice in daily conversation as used by multilingual students, namely Javanese students, there must be more than two languages used. The languages involved Javanese language, Indonesian language and English language. Furthermore, the researcher classified the language choice into four kinds: Javanese, Indonesian, mixed Indonesian and Javanese, and English language.

d. Documentation

Documentation is needed to help the researcher run the research. According to Arikunto, the documentation method is used to look for the data concerning on matters or the variable that took the form of the note, transcript,

book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.⁵ The documents were used to acquire data about the subject such as the number of students to determine the sample and the result of questionnaire. The datum that the researcher got using documentation was a list of students of English Language Education Department 2016/2017. The researcher asked the data to Pusat Teknologi Informasi dan Pangkalan Data (PTIPD) UIN Walisongo Semarang to convince the identity of Javanese students. The data could be seen in Tabel 4.1.⁶

6. Validity

According to Moleong, there are four kinds of data validity test: credibility, transferability, dependability, confirms ability.⁷ In this case, the researcher used the credibility type to check the research validity. Data credibility was intended to prove data that were collected appropriately and correctly.

Some ways to get credibility are prolong, triangulation, increasing perseverance, checking member or peer conversation, checking the sufficient references, checking and

⁵ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2013),p.274.

⁶ See appendix 1, Subject of research.

⁷ Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung: RemajaRosdaKarya: 1991), p.108.

crosschecking description against theoretical interpretations, and member check. In this research, the researcher used two ways. They are Increasing perseverance and Triangulation:

a. Increasing perseverance

It means the researcher conducted a research accurately and continuously. By that ways, data validity could be got definitely and systematically. In this case, the researcher checked, identified and analyzed the data. The researcher also read the references, research result, and documentations that were concerned with the research. The researcher's knowledge increases more and wider, so it could be used to check the data whether it was true/believable or not.

b. Triangulation

According to Campbell and Fiske (1959), triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.⁸ There are three kinds of triangulation:

1) Data triangulation

It is used to check data credibility by checking with various sources. The sources could be documents, files, observation result, recording result

⁸ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education Sixth Edition*, (the USA and Canada: Routledge, 2007), p.141.

or also interview to some subjects that have different view. In this research, the researcher used the questionnaires to be documented as a strong source.

2) Technique triangulation

It is used to check data credibility by checking the data to the same source with the different technique. In this research, the researcher used questionnaire and documentation. By those sources, the researcher made systematic note to calculate the result of questionnaire then.

3) Time triangulation

It is used to check data credibility by collecting data in the different time. In this research, the researcher used all the day time to get the data. She was one of the students in the place she does the research.

According to Silverman, there is additional triangulation. That is:

4) Investigator triangulation:

This type engages more than one observer, data are discovered independently by more than one observer.⁹

⁹ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education Sixth edition*, (the USA and Canada: Routledge, 2007), p. 142.

In this research, advisor took turn as an expert judgment who gave input and corrected the result of collecting data.

7. Technique of Data Analysis

In this technique, the researcher analyzed the data which were got from result of the questionnaires and the documentation which were given to the students of sixth semester at ELE Department of UIN Walisongo by using descriptive analysis. There were several steps in analysing the data as follow:

In the first step, the researcher studied all of the data, they could be explained as follow, which were gathered through the observation, interview, questionnaires and the documentation.

Then, in the second step, the researcher categorized the data according to the objective of this research.

After the data had been categorized by the researcher, it was continued in the next step. This step was percentage the data by calculating the number of the total number of users of the 12 domains for each language choice. In order to know the percentage of the usage and the influence factors of each language choice. To calculate the percentage of every students.

The researcher used this pattern:

$$P = \frac{F_x}{N} \times 100\%$$

Where, **P** = Percentage
F_x = the sum of frequency from language respondent.
N = total number of the users of all the 12 domains of the four languages choice.
100% = constant number.¹⁰

This step, analyzing and interpreting the data from questionnaires and interview. After that, describing the result of the data into words from questionnaires, interviewing and studying of documentation to answer research questions.

Finally, tabulation of the questionnaires result would be put into table.

¹⁰ Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 2001), Edisi Ke-6, hlm. 129.

CHAPTER IV

DATA DESCRIPTION AND DATA ANALYSIS

A. Data Description

This research had been held on 6th semester of English Language Education Department of Education and Teacher Training Faculty of UIN Walisongo Semarang in academic year of 2016/2017. This research had been held on March 6, 2017 until March 26, 2017. The population of this research was all of English Language Education Students in 6th semester. The class was divided into three classes. Those were class PBI 6A, PBI 6B, PBI 6C. From those classes, there were eighty one Javanese Students who were selected as sample and also as the subject of this research after the researcher did the sampling technique. It is purposive sampling.

The data were collected through a field- research by giving the questionnaires to the Javanese students. For supporting the data, the researcher asked the data to Pusat Teknologi Informasi dan Pangkalan Data (PTIPD) UIN Walisongo Semarang to convince the identity of Javanese students. The data could be seen in Tabel 4.1.¹

¹ See appendix 1, Subject of research.

B. Data Analysis

The design of this research is descriptive qualitative research. This research has main goal to analyze the realization and the role relation that can influence the language choice in daily conversation among Javanese students in 6th semester of English Language Education Department of Walisongo State Islamic University (UIN) Semarang. To reach the goal, the researcher did some research processes as described on the previous chapter.

After doing research on the field, the researcher got the data that would be analyzed. The data were the result of answering the questionnaires by Javanese students. It would be analyzed one by one to find the conclusion of this research.

1. The realization of language choice used by Javanese students of English Language Education Department in daily conversation

In this research, the realization of language had been analyzed through observing the realization usage of language choice of Javanese students in daily conversation based on the result of questionnaires. The realization of language choice of Javanese students in daily conversation had been counted based on the Javanese students' choices

in each domain. The result could be seen in the form of number and percentage in tabel 1, the choice of language made by Javanese students² and tabel 2, the choice of language made by Javanese students.³

The form shows the number and percentage who choose a certain language in a certain domain. The domains, in this form, were arranged exactly in the same order in the tabel of domains below:

Domains	Language Choice				Total
	Indonesian	Javanese	Mixed Indonesian and Javanese	English	
1.	28 (34.56%)	22 (27.16%)	31 (38.27%)	0	81 (100%)
2.	54 (66.67%)	6 (7.41%)	16 (19.75%)	5 (6.17%)	81 (100%)
3.	6 (7.41%)	26 (32.1%)	47 (58.02%)	2 (2.47%)	81 (100%)
4.	37 (45.68%)	7 (8.64%)	30 (37.03%)	7 (8.64%)	81 (100%)
5.	37 (45.68%)	16 (19.75%)	22 (27.16%)	6 (7.41%)	81 (100%)

² See tabel 1, the choice of language made by Javanese students.

³ See tabel 2, the choice of language made by Javanese students.

6.	49 (60.50%)	6 (7.41%)	17 (20.98%)	9 (11.11 %)	81 (100%)
7.	17 (20.98%)	39 (48.15%)	24 (29.62%)	1 (1.23%)	81 (100%)
8.	34 (41.97%)	20 (24.69%)	21 (25.92%)	6 (7.41%)	81 (100%)
9.	8 (9.87%)	27 (33.33%)	38 (46.91%)	8 (9.87%)	81 (100%)
10.	27 (33.33%)	12 (14.81%)	35 (43.20%)	7 (8.64%)	81 (100%)
11.	35 (43.20%)	10 (12.34%)	29 (35.80%)	7 (8.64%)	81 (100%)
12.	38 (46.91%)	6 (7.41%)	28 (34.56%)	9 (11.11 %)	81 (100%)
Total	370 (38.06%)	338 (34.77%)	197 (20.06%)	67 (6.89%)	972 (100%)

Tabel 3, the number and percentage of a certain language in a certain domain.

Based on the table above, the researcher analyzed the data by describing the result of questionnaires. The description of data would be arranged in every paragraph based on the domains as follow.

First domain, in daily conversation, Javanese students communicate to their younger general friend about daily affair topic. In this domain, there were 28 Javanese students (34.56%) who used Indonesian language. 22 Javanese students (27.16%) used Javanese language. Mixing Indonesian language and Javanese language were used by 31 Javanese students (38.27%) and no one used English language in this domain.

Second domain, in daily conversation, Javanese students communicate to their younger general friend about serious topic. In this domain, there were 54 Javanese students (66.67%) who used Indonesian language. 6 Javanese students (7.41%) used Javanese language. Mixing Indonesian language and Javanese language was used by 16 Javanese students (19.75%). As Javanese students of English Language Education Department, 5 students (6.17%) used English language in this domain.

Third domain, in daily conversation, Javanese students communicate to their equal general friend about daily affair topic. In this domain, there were 6 Javanese students (7.41%) who used Indonesian language. 26 Javanese students (32.1%) used Javanese language. Mixing Indonesian language and Javanese language were

used by 47 Javanese students (58.02%). As Javanese students of English Language Education Department, 2 students (2.47%) used English language in this domain.

Fourth domain, in daily conversation, Javanese students communicate to their equal general friend about serious topic. In this domain, there were 37 Javanese students (45.68%) who used Indonesian language. 7 Javanese students (8.64%) used Javanese language. Mixing Indonesian language and Javanese language were used by 30 Javanese students (37.03%). As Javanese students of English Language Education Department, 7 students (8.64%) used English language in this domain.

Fifth domain, in daily conversation, Javanese students communicate to their older general friend about daily affair topic. In this domain, there were 37 Javanese students (45.68%) who used Indonesian language. 16 Javanese students (19.75%) used Javanese language. Mixing Indonesian language and Javanese language were used by 22 Javanese students (27.16%). As Javanese students of English Language Education Department, 6 students (7.41%) used English language in this domain.

Sixth domain, in daily conversation, Javanese students communicate to their older general friend about

serious topic. In this domain, there were 49 Javanese students (60.50%) who used Indonesian language. 6 Javanese students (7.41%) used Javanese language. Mixing Indonesian language and Javanese language were used by 17 Javanese students (20.98%). As Javanese students of English Language Education Department, 9 students (11.11%) used English language in this domain.

Seventh domain, in daily conversation, Javanese students communicate to their younger close friend about daily affair topic. In this domain, there were 17 Javanese students (20.98%) who used Indonesian language. 39 Javanese students (48.15%) used Javanese language. Mixing Indonesian language and Javanese language were used by 24 Javanese students (29.62%). As Javanese students of English Language Education Department, 1 students (1.23%) used English language in this domain.

Eighth domain, in daily conversation, Javanese students communicate to their younger close friend about serious topic. In this domain, there were 34 Javanese students (41.97%) who used Indonesian language. 20 Javanese students (24.69%) used Javanese language. Mixing Indonesian language and Javanese language were used by 21 Javanese students (25.92%). As Javanese

students of English Language Education Department, 6 students (7.41%) used English language in this domain.

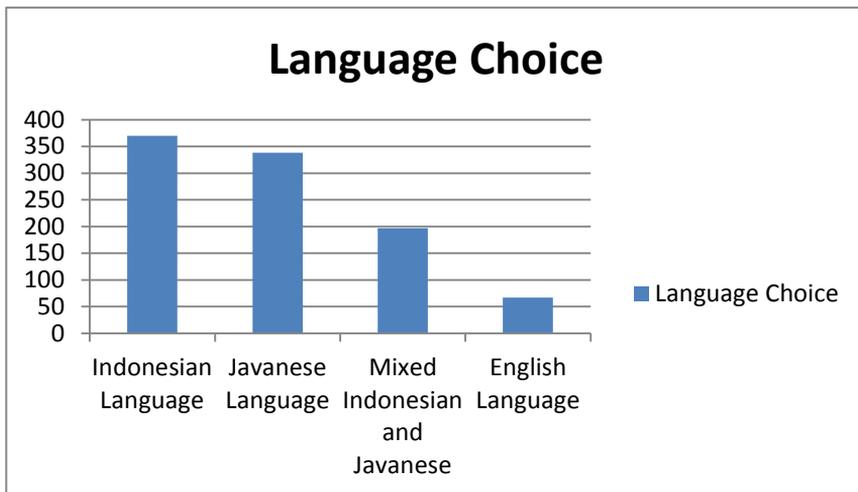
Ninth domain, in daily conversation, Javanese students communicate to their equal close friend about daily affair topic. In this domain, there were 8 Javanese students (9.87%) who used Indonesian language. 27 Javanese students (33.33%) used Javanese language. Mixing Indonesian language and Javanese language were used by 38 Javanese students (46.91%). As Javanese students of English Language Education Department, 8 students (9.87%) used English language in this domain.

Tenth domain, in daily conversation, Javanese students communicate to their equal close friend about serious topic. In this domain, there were 27 Javanese students (33.33%) who used Indonesian language. 12 Javanese students (14.81%) used Javanese language. Mixing Indonesian language and Javanese language were used by 35 Javanese students (43.20%). As Javanese students of English Language Education Department, 7 students (8.64%) used English language in this domain.

Eleventh domain, in daily conversation, Javanese students communicate to their older close friend about daily affair topic. In this domain, there were 35 Javanese

students (43.20%) who used Indonesian language. 10 Javanese students (12.34%) used Javanese language. Mixing Indonesian language and Javanese language were used by 29 Javanese students (35.80%). As Javanese students of English Language Education Department, 7 students (8.64%) used English language in this domain.

Twelfth domain, in daily conversation, Javanese students communicate to their older close friend about serious topic. In this domain, there were 38 Javanese students (46.91%) who used Indonesian language. 6 Javanese students (7.41%) used Javanese language. Mixing Indonesian language and Javanese language were used by 28 Javanese students (34.56%). As Javanese students of English Language Education Department, 9 students (11.11%) used English language in this domain.



Picture 1, chart of the result number of the realization in choosing language.

Based on the descriptions in the paragraphs above, the diagram showed the result of the number of the realization in choosing language.

For knowing the exact number of users of each language choice, that is the total number of users in 12 domains. In tabel 4.3, the total number of respondents of the 12 domains under the domination of each language choice. The total number of Indonesian Language respondents is the highest one, that is 370, than it is followed by the total number of mixed Javanese and

Indonesian Language respondents, that is 338, the total number of Javanese Language respondents is 197, while the total number of English Language is the lowest one, that is 67 respondents.

The result concluded that Javanese students mostly used Indonesian in their daily conversation. Although, Javanese students were ELE Department's students. They used Indonesian as their predominant language. So, they could be easy to use the language. It was because of Indonesian as the first language in this country. English is as a foreign language in Indonesia. Than, the other country such as Malaysia and India, they use English as the second language.

2. Role relation which influences the choice of language

This research showed the reasons from Javanese students in using a certain language in each domain. The number of domain which was written down on the table of domain (1 to 12) was having the same order as those numbers of domains showed on tabel 4.2.1 and 4.2.2. The small letters (from a to e) on the horizontal line at the under of language choice, either Javanese, Indonesian, mixed Indonesian and Javanese, and English language. The research showed the kind of reason that is given by Javanese students in choosing a certain language. The reason

were: More intimate, as a habit, More mastery, Easier and more suitable to express thought, Because of environment.

After giving the questionnaire to the research subject, the researcher made recapitulation of the data. The difference number of reasons of each domain in language choice by Javanese students of ELE Department could be seen on the table below:

Domains	Reasons					Total
	The number of Reason a	The number of Reason b	The number of Reason c	The number of Reason d	The number of Reason e	
1.	16	41	5	16	3	81
2.	13	20	13	24	11	81
3.	27	34	2	12	6	81
4.	17	22	2	29	11	81
5.	14	22	6	17	10	81
6.	8	34	8	29	16	81

7.	31	20	0	13	3	81
8.	24	34	4	24	6	81
9.	31	23	6	14	7	81
10.	22	23	4	24	8	81
11.	16	23	4	26	13	81
12.	11	14	7	36	13	81
Total	230	310	61	266	107	972

Tabel 4, the number of every reason in a certain domain.

From the table above, there were 81 respondents in every domains. The result of this analysis proven that role relation influence the choice of language. This analysis was proven by the data. The reasons in the data were given by Javanese students on the same table. The total number of reasons of each domain stated below:

a. More intimate (Reason a)

The number of Javanese students' answers of 'More intimate' is 230. They choose 'More intimate' based on the reason in each domain. The reason could be known from the interview between interviewer and interviewee. The interviewer asked *Why do you choose Reason a (More*

intimate) in this language choice? According to Siti Zumrotul Khasanah, she answered that:

“I choose reason ‘more intimate’. It is because, language used is based on intimate feeling. Intimacy will create a communicative conversation and there is no less of self_confidence in giving information”.⁴

For example: in the domain 5 and domain 6 of her questionnaire, she gave reason a (more intimate) to choose Indonesian language as her language choice. It had meaning that because of more intimate, she choose Indonesian language to do conversation about daily affair topic and serious topic with older general friends.

The reason of choosing ‘more intimate’ above concluded that Javanese students could create a communicative conversation based on language which was chosen based on intimate feeling intimacy.

b. As a habit (Reason b)

The Javanese students’ answers of ‘As a habit’ is 310. The answer was proven by interviewing the Javanese students. The interviewer asked *Why do you choose Reason b*

⁴ See tabel 5, the reason of choosing reason a.

= *as a habit in this language choice?* According to Muhammad Lu'lu'ul Maknun, he said that:

*“The respondent of speaking and I will feel easier to use its language. Because, it depends on our habit”.*⁵

For example: in the domain 7, 9 and 11 of his questionnaire, he gave reason as a habit, to choose Javanese language as his language choice. It had meaning that because of as a habit, he choose Javanese language to do conversation about daily affair topic with younger, equal, and older general friends.

Based on the interview above, Reason b (as a habit) had been chosen by Javanese students because of the habit in using of language in their daily conversation.

c. More mastery (Reason c)

60 are the number of Javanese students' answers. The reason could be known from the interview session. The interviewer asked *Why do you choose Reason c (more mastery) in this language choice?* According to Kirana Devi Kusumaningtyas, she said that:

⁵ See tabel 6, the reason of choosing reason b.

“I choose reason c. It is because, I am sure that the language is more mastery to be used. It will make easy in the usage of daily conversation. Because, it will make the respondent to understand well.”⁶

For example: in the domain 1 of Muhammad Khoirul Umams’ questionnaire, he gave reason more mastery to choose Indonesian language as his language choice. It had meaning that because of more mastery, he choose Indonesian language to do conversation about daily affair topic with younger general friends.

From the reason of choosing more intimate above, it can be concluded that Javanese students prefer to use dominant language. So, the information would have been understood easier and well.

d. Easier and more suitable to express though (Reason d)

The number of Javanese students’ answers of ‘Easier and more suitable to express though’ is 265. The reason could be known from interview session. The interviewer asked *Why do you choose Reason d (easier and more*

⁶ See tabel 7, the reason of choosing reason c.

suitable to express thought) in this language choice?

According to Stiyani Majid Nur Rosyid, he answered that:

“The reason is caused by the effectiveness of language. So, it is easier to be used and easier to be expressed in a conversation. So, it doesn’t need a lot of language choice.”⁷

For example: in the domain 1 and domain 11 of his questionnaire, he gave reason easier and more suitable to express thought to choose Indonesian language in domain 1 and Mixed Indonesian and Javanese language in domain 11 as his language choice. It had meaning that reason d was used to do conversation about daily affair topic with younger general friends and about daily affair topic with older close friends.

Based on the interview above, reason d had been chosen because of the language’s effectiveness. So, the usage of language could be easier and more expressive in daily conversation.

e. Because of environment (Reason e)

The number of Javanese students’ answers of ‘Because of environment’ is 107. The reason could be known

⁷ See tabel 8, the reason of choosing reason d.

from interview between the interviewer and the interviewee. The interviewer asked *Why do you choose Reason e (because of environment) in this language choice?* According to Nurjannah, she answered that:

“Ok. I choose reason e. Because, I certainly do a daily conversation in a different place and different people. By this reason, I can choose a language that is appropriate with the place where I do the conversation. When in the class in a discussions’ fum with English students, I will use English. So that, I can learn in a conversation. But, when I am with my family and classmate who do not use English, I will use Javanese language mix between Javanese and Indonesian language. It has meaning to make the information be accepted well.”⁸

For example: : in the domain 5 and domain 6 of Stiyani Majid Nur Rosyid’s questionnaire, he gave reason e to choose English language. It had meaning that its reason used to do conversation about daily affair topic with older general friends and about serious topic with older general friends.

⁸ See tabel 9, the reason of choosing reason e.

Based on the result of interview above, reason e had been chosen and as the predominant reason in choosing English language. The reason was proven by statements that reason e based on the appropriate forum the place.

In addition, the result of this analysis also showed about the total number of reasons of each language. This analysis was proven by the data. The reasons in the data were given by Javanese students on the same table. The total number of reasons of each language stated below.

The dominant of Indonesian language had reason d as the predominant reason. It has 160 out of 370 answers. The next rate of dominant language was Mixed Indonesian and Javanese language. It had 139 out of 338 answers and reason b as the predominant reason. Then, the dominant of Javanese language had reason a as the predominant reason. It has 98 out of 197 answers. While, the domination of English language had reason e as the predominant reason. It has 39 out of 67 answers.

According to the result of predominant reason in each language, reason d which was as the domination of Indonesian language had the highest number of users. It had meaning that Indonesian language is as easier and more suitable to express thought used in daily conversation among

Javanese students in ELE Department. So, by the highest reason, Javanese students prefer to use Indonesian language rather than the three language choices in their daily conversation among Javanese students in ELE Department.

Based on the analysis and interview above, there were the role relation which influences the language choice. It was proven by the reason that was included in every domain. The data showed the result of the analysis by describing every domain that was also representing about role relation such as Setting, Topic, kinship and non kinship relations.

C. Limitation of Research

The researcher realized that there were many restrictiveness in this implementation research. Some of the restrictiveness could be mentioned as follow:

1. This research only concentrates on Javanese students of ELE Department in language choice for their daily conversation in informal situation. It is not in other materials such as code mixing, code switching, etc. Perhaps, if someone else does on the other materials, the result will be different.
2. The subject of the research is the students of sixth semester of UIN Walisongo Semarang in the Academic year of

2016/2017. They consist of eighty one Javanese students that had been selected from class PBI 6A, PBI 6B, PBI 6C. If this research had been done on the different place and research subject perhaps the result will also be different. Yet, the difference will not be far from the research that the reasercher has done.

Because of those limitations, it is a need to study more about the language choice. By considering those limitations, the better study will be gained.

CHAPTER V

CLOSING

A. CONCLUSION

This is a research that concerned about language choice used by Javanese students of English Language Education Department in daily conversation. This research had been done in eighty one Javanese students of class PBI 6A, PBI 6B, PBI 6C of UIN Walisongo Semarang of Education and Teacher Training Faculty in the Academic year of 2016/2017. According to the study, it could be concluded that there were the realization of language choice and role relation that influences the language choice.

The researcher concluded from the previous chapters which had been analyzed.

1. There is a realization of language choice used by Javanese students of English Language Education Department in daily conversation. It means that language choice does exist in daily conversation. This can be easily seen in the form of users of each language choice. In this case Indonesian language users are the highest number. It is 370 users. The second degree is mixed Indonesian and Javanese language, has 338 users. The third degree, the number of Javanese language has 197 users. And the last degree is English language, has 67 users.

2. The choice of language is influenced by intimacy, age, and topic. The finding gives the following answer. In daily conversation of Javanese students, the dominant of Indonesian language had reason d (easier and more suitable to express thought) as the predominant reason. The dominant of Mixed Indonesian and Javanese language had reason b (as a habit) as the predominant reason. Then, the dominant of Javanese language had reason a (more intimate) as the predominant reason while the domination of English language had reason e (because of environment) as the predominant reason.

B. SUGGESTION

1. For Lecturer

Based on the research, we have known that so many languages used in daily conversation by people especially for Javanese students in English Language Education Department. And code choosing that is included in sociolinguistics subject should be applied to choose the dominant language based on the role relation. So, lecturer as facilitator should design an enjoyable learning process which makes students feel comfortable in that learning and avoid any learning process which make students feel confused and misunderstand.

2. For Student

It is suggested for students to choose the languages that is appropriate with the role relation to be their predominant language used in their daily conversation.

3. For reader

After reading this research, the researcher hopes that this research can be one of some references to take consideration in learning process.

4. For researcher

After analyzing this research, the researcher may get useful knowledge of Sociolinguistics, especially about language choice or code choosing.

C. CLOSING

The praise only belongs to Allah SWT, who gives power and health until this final project can be finished. The researcher is sure that this thesis is far for being perfect. So, critics and advices are really expected to make following research better.

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1. SD N 1 Kuntili, graduated in 2007
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3. MAN Sumpiuh, graduated in 2013
4. English Language Education Department of Education and Teacher Training Faculty State Islamic University (UIN) Walisongo Semarang.

Semarang, 31 Juli 2017

Rizki Utami
NIM. 133411038

Appendix 1

List ofrespondent

No.	Student Number	Name	City
1	1403046001	Siti Khoirul Mi`Rojul `Ulya	Tuban
2	1403046002	Nur Rokhimah	Jepara
3	1403046004	Husen	Rembang
4	1403046005	Nihayatul Himmah	Rembang
5	1403046006	Lisani Islami	Grobogan
6	1403046008	Layla Fatimatutz Zahroh	Pati
7	1403046009	Laili Hikmawati	Rembang
8	1403046010	Shinta Cornelia	Blora
9	1403046012	Wahyu Budiarto	Semarang
10	1403046013	Kholifatul Khusna	Kendal
11	1403046014	Sofia Nur Ajitarini	Semarang
12	1403046015	Umi Kulsum	Demak
13	1403046018	Muhammad Khoirul Umam	Pati
14	1403046019	Ummi Mukhoyyaroh	Pati
15	1403046020	Nurjanah	Banjarnegara
16	1403046021	Asmi Yuniati	Banjarnegara
17	1403046022	Kunti Farida Rizqiana	Kendal
18	1403046023	Ilma Amalina	Batang
19	1403046024	Muhamad Aufiyan	Batang
20	1403046025	Siti Maimunah	Sragen
21	1403046026	Novia Nurul Chasanah	Kudus
22	1403046028	Santi Kumalasari	Magelang
23	1403046029	Eko Riski Apriliyanto	Jepara
24	1403046030	Afiyatun Nisa`	Tegal
25	1403046031	Choyri Liyanhanikal Faidah	Jepara
26	1403046032	Muhammad Farid Rifqi	Kendal

27	1403046033	Siti Zumrotul Khasanah	Grobogan
28	1403046034	Kartika Ayu Septiningrum	Pemalang
29	1403046037	Bintang Shofiarizqi	Brebes
30	1403046039	Luthfia Nibrosi Farida	Pemalang
31	1403046040	Rakasetya Hilmawan F	Semarang
32	1403046041	Mutia Azizah	Brebes
33	1403046042	Fauzi Maulana Akbar	Kudus
34	1403046043	Bachruddin Gandhi Pradana	Semarang
35	1403046046	Nafi`Un Ulfah	Purwodadi
36	1403046047	Highya Syamsidar Asror	Tegal
37	1403046049	Kirana Devi Kusumaningtyas	Semarang
38	1403046052	Rizky Harmiyanti	Blora
39	1403046055	Maulida Fatchia	Semarang
40	1403046056	Rizka Umami	Jepara
41	1403046057	Arum Septiowati	Kendal
42	1403046058	Ika Putriana Hari Chulsum	Semarang
43	1403046059	Nur Zaidah	Kendal
44	1403046061	Saidah Maftuchatul L	Demak
45	1403046064	Ahmad Muzayyinus Sholihiin	Bojonegoro
46	1403046070	Aryani Medinatul Rofiq`Ah	Grobogan
47	1403046074	Maufurotun Nuha	Pati
48	1403046077	Linatus Syafaatun	Pati
49	1403046078	Aliffia Nur Arifah	Jepara
50	1403046080	Ainiyatus Solihah	Rembang
51	1403046081	Faiqotul Muna	Rembang
52	1403046082	Duwi Ayu Arimbi	Sragen
53	1403046083	Zulfa Nurul Mukarromah	Wonosobo
54	1403046085	Ulfa Maslachatul Afifah	Demak
55	1403046086	Naela Rizqi Safitri	Kendal
56	1403046087	Ulfatun Khasanah	Brebes

57	1403046088	Umi Nur Fadhilah	Demak
58	1403046091	Etika Rohma Shofiana	Jepara
59	1403046092	Afifatun Ni'mah	Semarang
60	1403046093	Arina Manasikana	Magelang
61	1403046094	Hasan Basri	Demak
62	1403046095	Alifa Destiyasari	Semarang
63	1403046097	Abdul Latif	Blora
64	1403046098	Ani Puji Lestari	Demak
65	1403046099	Ainul Bahar Hilmi	Demak
66	1403046100	Stiyan Majiid Nur Rosyid	Sragen
67	1403046102	Zahriatus Shifa Ulya	Jepara
68	1403046103	Niswatussholihah	Demak
69	1403046104	Misbachul Farichin	Kendal
70	1403046105	Ilvin Duroriyah	Kendal
71	1403046108	Ida Nurstaningsih	Kendal
72	1403046109	Muhammad Lu'lu'ul Maknun	Semarang
73	1403046110	Lissiafik Khoirul Wafa	Kudus
74	1403046111	Zulfikar Boyke Wicaksono	Semarang
75	1403046112	Ahsin Mahbubi	Semarang
76	1403046113	Laila Nurul Fadlilah	Rembang
77	1403046114	Nadiya Fitriyani	Pati
78	1403046115	Imam Baehaqi	Demak
79	1403046117	Anita Ni`Matus Sholihah	Kendal
80	1403046118	Muhammad Nur Jadid	Semarang
81	1403046120	Lailul Mubarak	Demak

Appendix 4

INTERVIEW

- Name : StiyamMajidNurRosyid
Student number : 1403046100
Major/class : English Language Education/6C
- The researcher : Assalamu'alaikum
Interviewer : Wa'alaikumsalam
The researcher : Mr. Majid, right?
Interviewer : yes
The researcher : What is your full name?
Interviewer : StiyamMajidNurRosyid
The researcher : Where do you come from?
Interviewer : From Seragen.
The researcher : Thank you. So, here I have five questions and I ask your time to answer my questions. Would you mind to do it?
Interviewer : Oh it's ok. As much as well.
The researcher : Thank you. Here I use English to the first question. Why do you choose Reason a = More intimate in this language choice? In Indonesian, Mengapaandamemilihalsan a = More intimate di dalampemilihanbahasaini?
Interviewer : I use Indonesian, is it allowed?
The researcher : Yes, it's ok.
Interviewer : I choose reason more intimate. Because, I think that when I use that language, I can be more intimate in doing a conversation. So, I don't be clumsy, information that is given by me can be accepted.
The researcher : Yes, Thank you. For second question, Why do you choose Reason b = As a habit in this language choice? Mengapaandamemilihalsan b = As a habit di dalampemilihanbahasaini?
Interviewer : Ok, I think, I choose this reason because I am be familiar to use that language with someone whom I want like a close friend. So, easier in using language. So, easier to be accepted by someone whom i invite to talk.
The researcher : for the third question, Why do you choose Reason c = More mastery in this language choice? Mengapaandamemilihalsan c = More mastery di dalampemilihanbahasadalampercakapansehari-hari?

Interviewer : I choose this reason. Because, I think this language which I understand. So, easier when I give the information to someone whom I want.

The researcher : Thank you. For the fourth question. Why do you choose Reason d = easier and more suitable to express thought in this language choice? Mengapa anda memilih alasan d = easier and more suitable to express thought di dalam pemilihan bahasa dalam percakapan sehari-hari?

Interviewer : the reason because the language is effective. So, easier to be used and easier to be expressed in a conversation. So, it doesn't need a lot of language choice.

The researcher : Thank you. For the question number 5, why do you choose Reason e = because of environment in this language choice? Mengapa anda memilih alasan e = because of environment di dalam pemilihan bahasa ini?

Interviewer : I choose this reason. Because, when I speak, I also see my environment. For example, when I am in family's environment which do not know about English. Perhaps, I use Javanese language. Whereas, when I am in intellectual environment or in a forum with smart people, I will use English for showing my intellectual. Furthermore, I am in English major. So, I must use English.

The researcher : Thank you for the information that have been given. I close. wassalamu'alaikum

Interviewer : Wa'alaikumsalam

INTERVIEW

Name : Muhammad Lu'lu'ulMaknun

Student number : 1403046109

Major/class : English Language Education/6C

The researcher : Assalamu'alaikum

Interviewer : Wa'alaikumsalam

The researcher : Mr. Maknun, what is your full name?

Interviewer : My name is Muhammad Lu'lu'ulMaknun. I am from PBI 6C class.

The researcher : Thank you. Here I ask your time for a moment, would you mind?

Interviewer : Yes, it's ok.

The researcher : Here I ask five questions to Mr. Maknun, when I ask one by one, you answer it directly. The question will be read in two language. They are English and Indonesian. Directly, the first question, Why do you choose Reason a = More intimate in this language choice? In indonesian, Mengapaandamemilihalsan a = More intimate di dalam pemilihan bahas dalam percakapan sehari-hari anda?

Interviewer : I choose more intimate. Because, I think when I use that language, I will be more intimate with my friend. And conversation and information which are giving more easier for my friend in communication.

The researcher : Thank you for the first answer. Next, the second question. Why do you choose Reason b = As a habit in this language choice? Mengapaandamemilihalsan b = As a habit di dalam pemilihan bahas dalam percakapan sehari-hari anda?

Interviewer : The respondent of speaking and I will feel easier to use its language. Because, it is according to our habit.

The researcher : Yes. So, because of a habit, right? Thank you. Next, question number three, why do you choose Reason c = More mastery in this language choice? Mengapaandamemilihalsan c = More mastery di dalam pemilihan bahas dalam percakapan sehari-hari?

Interviewer : it is certainly facillitating me. Because, I deliver information with a language which I understand and I master. So, for delivering the information, I feel calm and don't feel clumsy.

The researcher : Ok. For the next question, number four. Why do you choose Reason d = easier and more suitable to express thought in this language choice? Mengapa and memilih alasan d = easier and more suitable to express thought di dalam pemilihan bahasa dalam percakapan sehari-hari?

Interviewer : like this miss. So, I think, the effective language is a language that easy to understand and easy to be expressed in a conversation. So, easier and more suitable, they has meaning for us to be easy for understanding. If we communicate with easy language that we're said.

The researcher : Thank you. The next, there is one question again. Why do you choose Reason e = because of environment in this language choice? Mengapa and memilih alasan e = because of environment (dikarenakan oleh lingkungan) di dalam pemilihan bahasa dalam percakapan sehari-hari?

Interviewer : oh yes miss. If like that, when I use language in a daily conversation. Surely, I must look at my surrounding's environment . When I... I am a Javanese people, when I meet Javanese people. For example, meeting my Javanese's friend, surely, I speak Javanese language. Impossible to speak in other language. Because, it was like a habit and also understandable.

The researcher : oh yes, it is as the same Javanese people. But, you are as an English student.

Interviewer : yes. Perhaps, when I meet with my English's friend or my English's lecturer, I will use English. Although, it is not full in English.

The researcher : Thank you for the information. I close, wassalamu'alaikum.

Interviewer : Wa'alaikumsalam.

INTERVIEW

Name : Nurjannah

Student number : 1403046020

Major/class : English Language Education/6A

The researcher : Assalamu'alaikum

Interviewer : Wa'alaikumsalam

The researcher : May I know your full name?

Interviewer : Nurjannah

The researcher : Where do you from?

Interviewer : From Banjarnegara.

The researcher : Thank you. So, here I have five questions and I ask your time to answer the questions from me. Would you mind to do it?

Interviewer : yes, my pleasure.

The researcher : Thank you. Here I use English to the first question.

Why do you choose Reason a = More intimate in this language choice?

In Indonesian, Mengapaandamemilihalsan a = More intimate di dalam pemilihan bahasaini?

Interviewer : I choose reason a because, the language which is chosen by a reason to be more intimate will be a communicative language than the other reason. This reason is usually used when I do a daily conversation with my close friend.

The researcher : Yes, Thank you. For second question, Why do you choose Reason b = As a habit in this language choice?

Mengapaandamemilihalsan b = As a habit di dalam pemilihan bahasaini?

Interviewer : I think, I choose this reason, because I have familiar to use its language with special people such as a younger general friend and a younger close friend. So, easier in using language when doing a daily conversation.

The researcher : for the third question, Why do you choose Reason c =

More mastery in this language choice? Mengapaandamemilihalsan c =

More mastery di dalam pemilihan bahasadi dalam percakapan sehari-hari?

Interviewer : I choose reason c, because, I think that language which is more mastery for me, it will be easy in doing a daily conversation. So, I don't be worry in delivering information to the respondent who knows the language too. And this reason decrease a misunderstanding.

The researcher : Thank you. For the fourth question. Why do you choose Reason d = easier and more suitable to express thought in this language choice? Mengapa andamemilih alasan d = easier and more suitable to express thought di dalam pemilihan bahasa dalam percakapan sehari-hari?

Interviewer : well, I think, language which is easy and suitable to be used. It will make easy the understanding of the respondent about the information that we deliver. So, this reason is very suitable to explain about serious topic with an equal friend.

The researcher : Thank you. For the question number 5, why do you choose Reason e = because of environment in this language choice? Mengapa andamemilih alasan e = because of environment di dalam pemilihan bahasa ini?

Interviewer : Oke. I choose reason e because, I certainly do a daily conversation in a different place and different people. By this reason, I can choose a language that appropriate with the place where I do the conversation. When in the class or in a discussions' forum with English students, I will use English. So that, I can learn in a conversation. But, when I am with my family or unclassmate who do not use English, I will use Javanese language or mix between Javanese and Indonesian language. It has meaning to make the information can be accepted well.

The researcher : Thank you for the information. I close, wassalamu'alaikum.

Interviewer : Wa'alaikumsalam

INTERVIEW

Name : SitiZumrotulKhasanah

Student number : 1403046033

Major/class : English Language Education/6A

The researcher : Assalamu'alaikum

Interviewer : Wa'alaikumsalam

The researcher : May I know your full name?

Interviewer : SitiZumrotulKhasanah

The researcher : Where do you from?

Interviewer : From Grobogan.

The researcher : Thank you. So, here I have five questions and I ask your time to answer the questions from me. Would you mind to do it?

Interviewer : yes, my pleasure.

The researcher : Thank you. Here I use English to the first question. Why do you choose Reason a = More intimate in this language choice? In Indonesian, Mengapaandamemilihhalasan a = More intimate di dalam pemilihan bahasaini?

Interviewer : I choose reason more intimate because in language use which is based on intimate feeling or intimacy will create a communicative conversation and there is no selfconfidence in giving information.

The researcher : Yes, Thank you. For second question, Why do you choose Reason b = As a habit in this language choice? Mengapaandamemilihhalasan b = As a habit di dalam pemilihan bahasaini?

Interviewer : I choose reason b because, I have a habit to use a certain language to my younger and equal friend. It has meaning to make an easy accepting of information to the respondent in daily conversation.

The researcher : for the third question, Why do you choose Reason c = More mastery in this language choice? Mengapaandamemilihhalasan c = More mastery di dalam pemilihan bahasadi dalam percakapan sehari-hari?

Interviewer : I choose reason c because, I think that language which is more mastery by me. It will be used in a daily conversation with the general people. So, I do not feel difficult in giving information to the respondent of speaking.

The researcher : Thank you. For the fourth question. Why do you choose Reason d = easier and more suitable to express thought in this language choice? Mengapa andamemilih alasan d = easier and more suitable to express thought di dalam pemilihan bahasa dalam percakapan sehari-hari?

Interviewer : Well, this reason that I interpret as a deed in a language choice which is easy and suitable to be used to the respondent. So, the information that have been given can be fastly accepted.

The researcher : Thank you. For the question number 5, why do you choose Reason e = because of environment in this language choice? Mengapa andamemilih alasan e = because of environment di dalam pemilihan bahasanya?

Interviewer : I choose reason e because, when I do a daily conversation, I also see my environment. If I am in a scientific forum and class. I will use English language or Indonesian language which are felt as a formal language. But, when I am with family or the unclassmate who do not know about English. I use Javanese language or mix between Javanese and Indonesian. So, the information will be delivered well.

The researcher : Thank you for the information. I close, wassalamu'alaikum.

Interviewer : Wa'alaikumsalam

INTERVIEW

Name : Kirana Devi Kusumaningtyas

Student number : 1403046049

Major/class : English Language Education/6B

The researcher : Assalamu'alaikum

Interviewer : Wa'alaikumsalam

The researcher : May I know your full name?

Interviewer : Kirana Devi Kusumaningtyas

The researcher : Where do you from?

Interviewer : From Semarang miss.

The researcher : Thank you. So, here I have five questions and I ask your time to answer the questions from me. Would you mind to do it?

Interviewer : yes, my pleasure.

The researcher : Thank you. Here I use English to the first question. Why do you choose Reason a = More intimate in this language choice? In Indonesian, Mengapaandamemilihalasan a = More intimate di dalam pemilihan bahasaini?

Interviewer : When I choose reason a, I think that reason more intimate in choosing of language has a meaning to make a more interactive and communicative of daily conversation. So, language use which is convinced in making more intimate of conversation. It will be the priority of choice.

The researcher : Yes, Thank you. For second question, Why do you choose Reason b = As a habit in this language choice? Mengapaandamemilihalasan b = As a habit di dalam pemilihan bahasaini?

Interviewer : So, I choose reason b because, when I have something that have been being a habit, so, it will be very easy to do. When I am familiar to use Indonesian language in a family and my equal friend, so, I will always use its language.

The researcher : for the third question, Why do you choose Reason c = More mastery in this language choice? Mengapaandamemilihalasan c = More mastery di dalam pemilihan bahasadalamperecakapansehari-hari?

Interviewer : I choose reason c because, I am sure that the language which is more mastery will make easy in the usage of daily conversation. Because, it will make the respondent to understand.

The researcher : Thank you. For the fourth question. Why do you choose Reason d = easier and more suitable to express thought in this language choice? Mengapaandamemilih alasan d = easier and more suitable to express thought di dalam pemilihan bahasa dalam percakapan sehari-hari?

Interviewer : yes miss. When Knowing about this reason, I think that language which is easier and suitable will make a comfortable conversation and informative conversation. Because, its language is is understandable language. So, it has good effect, if We can do a daily conversation based on the language that is chosen by this reason d.

The researcher : Thank you. For the question number 5, why do you choose Reason e = because of environment in this language choice? Mengapaandamemilih alasan e = because of environment di dalam pemilihan bahasanya?

Interviewer : I choose reason e because, I am so pay attention with the environment, when I choose a language in daily conversation. Because, if we do mistake in choosing of language for an environment. So, the information that we deliver, it will be difficult to understand.

The researcher : Thank you for the information. I close, wassalamu'alaikum.

Interviewer : Wa'alaikumsalam

Table1

The choice of language made by Javanese students

SETTING	ROLE RELATION	DAILY AFFAIR TOPIC		SERIOUS TOPIC		LANGUAGE CHOICE	
IN DAILY CONVERSATION	GENERAL FRIEND	YOUNGER	28	34.56 %	54	66.67 %	INDONESIAN
			22	27.16 %	6	7.41 %	JAVANESE
			31	38.27 %	16	19.75 %	INDONESIAN+JAVANESE
			0	0%	5	6.17 %	ENGLISH
		Total	81	100%	81	100%	
		EQUAL	6	7.41 %	37	45.68 %	INDONESIAN
			26	32.1 %	7	8.64 %	JAVANESE
			47	58.02 %	30	37.03 %	INDONESIAN+JAVANESE
			2	2.47 %	7	8.64 %	ENGLISH
		Total	81	100%	81	100%	
		OLDER	37	45.68 %	49	60.50 %	INDONESIAN
			16	19.75 %	6	7.41 %	JAVANESE
	22		27.16 %	17	20.98 %	INDONESIAN+JAVANESE	
	6		7.41 %	9	11.11 %	ENGLISH	
	Total		81	100%	81	100%	

Tabel2

The choice of language made by Javanese students

SETTING	ROLE RELATION		DAILY AFFAIR TOPIC		SERIOUS TOPIC		LANGUAGE CHOICE
IN DAILY CONVERSATION	CLOSE FRIEND	YOUNGER	17	20.98 %	34	41.97 %	INDONESIAN
			39	48.15 %	20	24.69 %	JAVANESE
			24	29.62 %	21	25.92 %	INDONESIAN+JAVANESE
			1	1.23 %	6	7.41 %	ENGLISH
		Total	81	100%	81	100%	
		EQUAL	8	9.87 %	27	33.33 %	INDONESIAN
			27	33.33 %	12	14.81 %	JAVANESE
			38	46.91 %	35	43.20 %	INDONESIAN+JAVANESE
			8	9.87 %	7	8.64 %	ENGLISH
		Total	81	100%	81	100%	
		OLDER	35	43.20 %	38	46.91 %	INDONESIAN
			10	12.34 %	6	7.41 %	JAVANESE
	29		35.80 %	28	34.56 %	INDONESIAN+JAVANESE	
	7		8.64 %	9	11.11 %	ENGLISH	
	Total	81	100%	81	100%		

Table 5

The question: Why do you choose Reason a (more intimate) in this language choice?

The reason of choosing reason a

No	Name	The reason of Reason a (more intimate)
1.	StiyanMajidNurRosyid	I choose reason more intimate. It's because, I think that when I use that language, I can be more intimate in doing a conversation. So, I don't be clumsy. My information can be accepted well.
2.	Muhammad Lu'lu'ulMaknun	I choose more intimate. It's because, when I use that language, I will be more intimate with my friend. Conversation and information can be delivered to my friend easily.
3.	Nurjannah	I choose reason a. Because, the language will be a communicative language than the other reason. This reason is usually used when I do a daily conversation with my close friend.
4.	SitiZumrotulKhasanah	I choose reason 'more intimate'. It is because, language used is based on intimate feeling. Intimacy will create a communicative conversation and there is no less of self_confidence in giving information.
5.	Kirana Devi Kusumaningtyas	When I choose reason a, I think that reason 'more intimate' has a meaning to make an interactive and communicative in daily conversation. So, language which is convinced in making more intimate of conversation. It will be the priority of choice.

Table 6

The question: Why do you choose Reason b = As a habit in this language choice?

The reason of choosing reason b

No	Name	The reason of Reason b (As a habit)
1.	StiyanMajidNurRosyid	Ok, I think, I choose this reason because I am being familiar to use that language with a close friend. So, it is easier in using language and being accepted by someone whom I invite to talk.
2.	Muhammad Lu'lu'ulMaknun	The respondent of speaking and I will feel easier to use its language. Because, it depends on our habit.
3.	Nurjannah	I think, I choose this reason, because I am familiar to use its language with special people such as a younger general friend and a younger close friend. So, it can be easier in using language and in doing a daily conversation.
4.	SitiZumrotulKhasanah	I choose reason b. Because, I have a habit to use a certain language to my younger and equal friend. It has meaning to accept the information easily for the respondent in daily conversation.
5.	Kirana Devi Kusumaningtyas	So, I choose reason b. Because, when I have a habit, it will be very easy to do. When I am familiar to use Indonesian language in a family and my equal friend, I will always use its language.

Table 7

Question : Why do you choose Reason c = More mastery in this language choice?

The reason of choosing reason c

No	Name	The reason of Reason c (more mastery)
1.	StiyanMajidNurRosyid	I choose this reason. Because, I think I understandthis language. So, when I give the information to someone whom I wanteasily.
2.	Muhammad Lu'lu'ulMaknun	Itis certainly facilitating me. Because, I deliver the information with a language which wasunderstood and mastered. So,I feel calm and don't feel clumsy in delivering the information.
3.	Nurjannah	I choose reason c. Because, I think, the language which is be more mastery for me, it will be easy in doing a daily conversation. So, I don't be worry in delivering information to the respondent who knows the language too. And this reason decreases a misunderstanding.
4.	SitiZumrotulKhasanah	I choose reason c. Because, I think, the language is more mastery for me. It will be used in a daily conversation with the general people. So, I do not feel difficult in giving infomation to the respondent of speaking.
5.	Kirana Devi Kusumaningtyas	I choose reason c.It is because, I am sure that the language is more mastery to be used. It will make easy in the usage of daily conversation. Because, it will make the respondent to understand well.

Table 8

Question : Why do you choose Reason d = easier and more suitable to express thought in this language choice?

The reason of choosing reason d

No	Name	The reason of Reason d (Easier and more suitable to express thought)
1.	StiyanMajidNurRosyid	The reason is caused by the effectiveness of language. So, it is easier to be used and easier to be expressed in a conversation. So, it doesn't need a lot of language choice.
2.	Muhammad Lu'lu'ulMaknun	I think, the effective language is an easy language to understand and easy to be expressed in a conversation. So, this reason has meaning to be understood easily. We communicate with an easy language.
3.	Nurjannah	Well, I think, language which is easy and suitable to be used. It will make respondent to understand about the information that we deliver. So, this reason is very suitable to explain about serious topic with an equal friend.
4.	SitiZumrotulKhasanah	Well, I interpret as a deed in a language choice. It is easy and suitable to be used. So, the information can be accepted quickly.
5.	Kirana Devi Kusumaningtyas	When Knowing about this reason, I think, the language will make a comfortable conversation and informative conversation. Because, its language is understandable language. So, this reason has a good effect in daily conversation.

Table 9

Question: Why do you choose Reason e = because of environment in this language choice?

The reason of choosing reason e

No	Name	The reason of Reason e (Because of Environment)
1.	StiyanMajidNurRosyid	I choose this reason. Because, when I speak, I also see my environment. For example, when I am in family's environment. They do not know about English. Perhaps, I use Javanese language. Whereas, when I am in intellects environment or in a forum with smart people, I will use English for showing my intellectual. Furthermore, I am in English major. So, I must use English.
2.	Muhammad Lu'lu'ulMaknun	When I use language in a daily conversation. Surely, I must look at my surrounding's environment. I am a Javanese people, when I meet Javanese's friend, surely, I speak Javanese language. It is impossible to speak in other language. Because, it was like a habit and also understandable.Perhaps, when I meetmy English's friend or my English's' lecturer, I will use English. Although, it is not full in English.
3.	Nurjannah	Ok. I choose reason e. Because, I certainly do a daily conversation in a different place and different people. By this reason, I can choose

		<p>a language that is appropriate with the place where I do the conversation. When in the class, in a discussions' fum with English students, I will use English. Sothat, I can learn in a conversation. But, when I am with my family andclassmate who do not use English, I will use Javanese language mix between Javanese and Indonesian language. It has meaning to make the information be accepted well.</p>
4.	SitiZumrotulKhasanah	<p>I choose reason e.Because, when I do a daily conversation, I also see my environment. If I am in scientific forum and class. I will use English language or Indonesian language which is felt as a formal language. But, when I am with family or the unclassmate who do not know about English. I use Javanese language or mix between Javanese and Indonesian. So, the information will be delivered well.</p>

Picture 2



Giving the explanation about the questionnaires

Ethnic Background Questionnaire

Full Name : Shiyaa, Mayid Nur R

Student Number : 1403096100

1. Are you a Javanese Student? Where do you come from?

- a. Yes b. No

I am from (complete address) : Taraman, Sidoharjo
: Sragen
:

2. What is your dominant Language in your daily life as the English Language Education Department Student? (You can choose more than one language)

- a. Indonesian Language
 b. Javanese Language
c. English Language
d. Other Language

I usually speak in some languages. They are : 1. Javanese language
2. Indonesian language
3. English language
4. Japanese language

I always speak in one language. It is Javanese language

Language Choice Usage Questionnaire

Name : *Shihan Majid Nur R*
 Student Number : *1403046100*

Setting	Role Relation	Daily Affair Topic	Serious Topic
In daily conversation	General friends	a. JAVANESE ✓ b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: <i>a/b/c/d/e</i>	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE ✓ d. ENGLISH Reason: <i>a/b/c/d/g</i>
		a. JAVANESE b. INDONESIAN ✓ c. INDONESIAN+JAVANESE d. ENGLISH Reason: <i>a/b/c/d/e</i>	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE ✓ d. ENGLISH Reason: <i>a/b/c/d/g</i>
		a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE ✓ d. ENGLISH Reason: <i>a/b/c/d/g</i>	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE ✓ d. ENGLISH Reason: <i>a/b/c/d/g</i>

Note for Reason :

- a = More intimate
- b = As a habit
- c = More mastery
- d = easier and more suitable to express thought
- e = because of environment

(Adapted from Sumarian, *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan*, Journal V.11, English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Language Choice Usage Questionnaire

Name : *Niyan Magid Nur R*
 Student Number : *1403046100*

Setting	Role Relation		Daily Affair Topic	Serious Topic
In daily conversation	Close friends	Younger	a. JAVANESE b. INDONESIA ✓ c. INDONESIA+JAVANESE d. ENGLISH Reason: ✓/b/c/d/e	a. JAVANESE b. INDONESIA c. INDONESIA+JAVANESE ✓ d. ENGLISH Reason: ✓/b/c/d/e
		Equal	✓ a. JAVANESE b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: ✓/b/c/d/e	a. JAVANESE b. INDONESIA ✓ c. INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/d/e
		Older	a. JAVANESE b. INDONESIA ✓ c. INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/d/e	a. JAVANESE ✓ b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/d/e

Note for Reason :

- a = More intimate
- b = As a habit
- c = More mastery
- d = easier and more suitable to express thought
- e = because of environment

(Adapted from Sumartono, *Language Choice in Daily Conversation of FKIP - Universitas Pekalongan*, Journal *V. 1*, No. 1, April / 2012))

Language Choice Usage Questionnaire

Note on domains occurrence:

1. In daily conversation, to younger general friend about daily affair topic.
2. In daily conversation, to younger general friend about serious topic.
3. In daily conversation, to equal general friend about daily affair topic.
4. In daily conversation, to equal general friend about serious topic.
5. In daily conversation, to older general friend about daily affair topic.
6. In daily conversation, to older general friend about serious topic.
7. In daily conversation, to younger close friend about daily affair topic.
8. In daily conversation, to younger close friend about serious topic.
9. In daily conversation, to equal close friend about daily affair topic.
10. In daily conversation, to equal close friend about serious topic.
11. In daily conversation, to older close friend about daily affair topic.
12. In daily conversation, to older close friend about serious topic.

(Adapted from Sunarlen, *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan*, Journal *Vision: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang*, (Vol. 1, No. 1, April / 2012))

Eihnic Background Questionnaire

Full Name : Nufjannah

Student Number : 1403046020

1. Are you a Javanese Student? Where do you come from?

- a. Yes b. No

I am from (complete address) : Banjarregara

.....
.....

2. What is your dominant Language in your daily life as the English Language Education Department Student? (You can choose more than one language)

- a. Indonesian Language
 b. Javanese Language
 c. English Language
d. Other: Language

I usually speak in some languages. They are : 1.

2.

3.

4.

I always speak in one language. It is

Language Choice Usage Questionnaire

Name : Nugraha
 Student Number : 402096020

Setting	Role Relation	Daily Affair Topic	Serious Topic
ii. daily conversation	Younger	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a / b / c / d / e	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a / b / c / d / e
	Equal	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a / b / c / d / e	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a / b / c / d / e
	Older	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a / b / c / d / e	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a / b / c / d / e

Note for Reason :

a = More intimate

b = As a habit

c = More mastery

d = easier and more suitable to express thought

e = because of environment

(Adapted from: Sumarian, *Language Choice in Daily Conversation of FKIP - Universitas Pekalongan*, Journal Vision: English Department of Tarbiyah Faculty, Walibongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Language Choice Usage Questionnaire

Name : Nurjannah
 Student Number : 1403046070

Setting	Role Relation	Daily Affair Topic	Serious Topic
In daily conversation	Younger	a. JAVANESE b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a. <input checked="" type="radio"/> b. <input type="radio"/> c. <input type="radio"/> d. <input type="radio"/> e. <input type="radio"/>	a. JAVANESE b. <input checked="" type="radio"/> INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a. <input type="radio"/> b. <input checked="" type="radio"/> c. <input type="radio"/> d. <input type="radio"/> e. <input type="radio"/>
	Equal	a. JAVANESE b. INDONESIA c. <input checked="" type="radio"/> INDONESIA+JAVANESE d. ENGLISH Reason: a. <input type="radio"/> b. <input type="radio"/> c. <input checked="" type="radio"/> d. <input type="radio"/> e. <input type="radio"/>	a. JAVANESE b. <input checked="" type="radio"/> INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a. <input type="radio"/> b. <input type="radio"/> c. <input checked="" type="radio"/> d. <input type="radio"/> e. <input type="radio"/>
	Older	a. JAVANESE b. <input checked="" type="radio"/> INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a. <input type="radio"/> b. <input checked="" type="radio"/> c. <input type="radio"/> d. <input type="radio"/> e. <input type="radio"/>	a. JAVANESE b. <input checked="" type="radio"/> INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a. <input type="radio"/> b. <input checked="" type="radio"/> c. <input type="radio"/> d. <input type="radio"/> e. <input type="radio"/>

Note for Reason :

a = More intimate

b = As a habit

c = More mastery

d = easier and more suitable to express thought

e = because of environment

(Adapted from Sumartani, *Language Choice in Daily Conversation of FKIP - Universitas Pekalongan*, Journal Vision: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Language Choice Usage Questionnaire

Note on obtains occurrences

1. In daily conversation, to younger general friend about daily affair topic.
2. In daily conversation, to younger general friend about serious topic.
3. In daily conversation, to equal general friend about daily affair topic.
4. In daily conversation, to equal general friend about serious topic.
5. In daily conversation, to older general friend about daily affair topic.
6. In daily conversation, to older general friend about serious topic.
7. In daily conversation, to younger close friend about daily affair topic.
8. In daily conversation, to younger close friend about serious topic.
9. In daily conversation, to equal close friend about daily affair topic.
10. In daily conversation, to equal close friend about serious topic.
11. In daily conversation, to older close friend about daily affair topic.
12. In daily conversation, to older close friend about serious topic.

(Adapted from Sumarlan, *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan* Journal Vol.10: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Ethnic Background Questionnaire

Full Name : Kirana D.K

Student Number : 1403046049

1. Are you a Javanese Student? Where do you come from?

- a. Yes b. No

I am from (complete address) : Perum Panorama Banjiran
blok B8, Beringin,
Ngaliyan, Semarang

2. What is your dominant Language in your daily life as the English Language Education Department Student? (You can choose more than one language)

- a. Indonesian Language
 b. Javanese Language
 c. English Language
d. Other Language

I usually speak in some languages. They are : 1.
2.
3.
4.

I always speak in one language. It is

Language Choice Usage Questionnaire

Name :

Student Number :

Setting	Role Relation		Daily Affair Topic	Serious Topic
In daily conversation	General friends	Younger	a. JAVANESE ✗ b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a/b/c/✗e	a. JAVANESE ✗ b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a/b/c/✗e
		Equal	a. JAVANESE b. INDONESIAN ✗ c. INDONESIAN+JAVANESE d. ENGLISH Reason: ✗b/c/d/e	a. JAVANESE ✗ b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a/b/c/✗e
		Older	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE ✗ d. ENGLISH Reason: a/b/c/✗e	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE ✗ d. ENGLISH Reason: a/b/c/✗e

Note for Reason :

a = More intimate ^{→ intimate}

b = As a habit

c = More mastery

d = easier and more suitable to express thought

e = because of environment

(Adapted from Sumpran. *Language Choice in Daily Conversation of FKIP - Universitas Pekalongan*, Journal V. six: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April/2012))

Language Choice Usage Questionnaire

Name :
Student Number :

Setting	Role Relation	Daily Affair Topic	Serious Topic
in daily conversation	Younger	a. JAVANESE X INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a/b/c/X/e	a. JAVANESE X INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a/b/c/X/e
	Equal	a. JAVANESE b. INDONESIAN X INDONESIAN+JAVANESE d. ENGLISH Reason: a/b/c/X/e	a. JAVANESE X INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a/b/c/X/e
	Older	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE X ENGLISH Reason: X/b/c/d/e	a. JAVANESE X INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: X/b/c/d/e

Note for Reason :

a = More intimate

b = As a habit

c = More mastery

d = easier and more suitable to express thought

e = because of environment

(Adapted from Sumartono, *Language Choice in Daily Conversation of FKIP - Universitas Pekalongan*, Journal Vision: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Note on items occurrences:

1. In daily conversation, to younger general friend about daily affair topic.
2. In daily conversation, to younger general friend about serious topic.
3. In daily conversation, to equal general friend about daily affair topic.
4. In daily conversation, to equal general friend about serious topic.
5. In daily conversation, to older general friend about daily affair topic.
6. In daily conversation, to older general friend about serious topic.
7. In daily conversation, to younger close friend about daily affair topic.
8. In daily conversation, to younger close friend about serious topic.
9. In daily conversation, to equal close friend about daily affair topic.
10. In daily conversation, to equal close friend about serious topic.
11. In daily conversation, to older close friend about daily affair topic.
12. In daily conversation, to older close friend about serious topic.

Ethnic Background Questionnaire

Full Name : Muhammad Khoiril umam

Student Number : 1403046018

1. Are you a Javanese Student? Where do you come from?

Yes

No

I am from (complete address) :

Juwana subdistric
Pati distric

2. What is your dominant Language in your daily life as the English Language Education Department Student? (You can choose more than one language)

a. Indonesian Language

b. Javanese Language

c. English Language

d. Other Language

I usually speak in some languages. They are : 1.

Indonesia

2. English

3. Jawa

4.

I always speak in one language. It is

Javanese

Language Choice Usage Questionnaire

Name: _____

Student Number: _____

Setting	Role Relation	Daily Affair Topic	Serious Topic
In daily conversation	General friends	a. JAVANESE b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/d/e	a. JAVANESE b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/d/e
		a. JAVANESE b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/d/e	a. JAVANESE b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/d/e
		a. JAVANESE b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/d/e	a. JAVANESE b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/d/e

Note for Reason :

a = More intimate

b = As a habit

c = More mystery

d = easier and more suitable to express thought

e = because of environment

(Adapted from Sumartono, *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan*, Journal Vision: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Language Choice Usage Questionnaire

Name :
Student Number :

Setting	Role Relation	Daily Affair Topic	Serious Topic
In daily conversation	Close friends	Younger a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a) b) c) d) e)	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a) b) c) d) e)
		Equal a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a) b) c) d) e)	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a) b) c) d) e)
		Older a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a) b) c) d) e)	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a) b) c) d) e)

Note for Reason :

- a = More intimate
- b = As a habit
- c = More mastery
- d = easier and more suitable to express thought
- e = because of environment

(Adapted from Sumarlan, *Language Choice in Daily Conversation of FKIP - Universitas Pekalongan*, Journal Vision: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Language Choice Usage Questionnaire

Note on domains occurrences:

1. In daily conversation, to younger general friend about daily affair topic.
2. In daily conversation, to younger general friend about serious topic.
3. In daily conversation, to equal general friend about daily affair topic.
4. In daily conversation, to equal general friend about serious topic.
5. In daily conversation, to older general friend about daily affair topic.
6. In daily conversation, to older general friend about serious topic.
7. In daily conversation, to younger close friend about daily affair topic.
8. In daily conversation, to younger close friend about serious topic.
9. In daily conversation, to equal close friend about daily affair topic.
10. In daily conversation, to equal close friend about serious topic.
11. In daily conversation, to older close friend about daily affair topic.
12. In daily conversation, to older close friend about serious topic.

(Adapted from Sunarlan, *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan*, Journal Year: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Ethnic Background Questionnaire

Full Name : SITI ZUMROTUL KHASANAH

Student Number : 1403046033

1. Are you a Javanese Student? Where do you come from?

- a. Yes b. No

I am from: (complete address)

Mrisi Rt 01 / kw
02 kec. ~~Grobogan~~ Tanggungharjo
Kab. Grobogan

2. What is your dominant Language in your daily life as the English Language Education Department Student? (You can choose more than one language)

- a. Indonesian Language
 b. Javanese Language
 c. English Language

d. Other Language

I usually speak in some languages. They are : 1. Indonesian

2. Javanese

3. English

4.

I always speak in one language. It is

Language Choice Usage Questionnaire

Name : SITI LUMPOTUL KHASANAH
 Student Number : 1403046033

Setting	Role Relation	Daily Affair Topic	Serious Topic
In daily conversation	General friends	a. JAVANESE <input checked="" type="radio"/> b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a <input checked="" type="radio"/> b / c / d / e	a. JAVANESE <input checked="" type="radio"/> b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a <input checked="" type="radio"/> b / c / d / e
		a. JAVANESE <input checked="" type="radio"/> b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a <input checked="" type="radio"/> b / c / d / e	a. JAVANESE <input checked="" type="radio"/> b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: a <input checked="" type="radio"/> b / c / d / e
		a. JAVANESE <input checked="" type="radio"/> b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: <input checked="" type="radio"/> a / b / c / d / e	a. JAVANESE <input checked="" type="radio"/> b. INDONESIA c. INDONESIA+JAVANESE d. ENGLISH Reason: <input checked="" type="radio"/> a / b / c / d / e

Note for Reason :

- a = More intimate
- b = As a habit
- c = More matterly
- d = easier and more suitable to express thought
- e = because of environment

(Adapted from Sumartian, *Language Choice in Daily Conversation of FKIP - Universitas Pekalongan*, Journal Vision: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Language Choice Usage Questionnaire

Name : **SITI ZUMROTUL HASANAH**
 Student Number : **1403046033**

Setting	Role Relation	Daily Affair Topic	Serious Topic
In daily conversation	Close friends	a. JAVANESE (b) INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: a (b) c/d/e	a. JAVANESE (b) INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: (b) b/c/d/e
		a. JAVANESE (b) INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: (a) b/c/d/e	a. JAVANESE (c) INDONESIAN c. INDONESIAN+JAVANESE d. ENGLISH Reason: (a) b/c/d/e
		a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE (d) ENGLISH Reason: (a) b/c/d/e	a. JAVANESE b. INDONESIAN c. INDONESIAN+JAVANESE (d) ENGLISH Reason: (d) b/c/d/e

Note for Reason :

- a = More intimate
- b = As a habit
- c = More mastery
- d = easier and more suitable to express thought
- e = because of environment

(Adapted from Sumartono, *Language Choice in Daily Conversation of FKIP -- Universitas Pekalongan*, Journal *Vision: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang*, (Vol. 1, No. 1, April / 2012))

Language Choice Usage Questionnaire

Note on domains occurrences:

1. In daily conversation, to younger general friend about daily affair topic.
2. In daily conversation, to younger general friend about serious topic.
3. In daily conversation, to equal general friend about daily affair topic.
4. In daily conversation, to equal general friend about serious topic.
5. In daily conversation, to older general friend about daily affair topic.
6. In daily conversation, to older general friend about serious topic.
7. In daily conversation, to younger close friend about daily affair topic.
8. In daily conversation, to younger close friend about serious topic.
9. In daily conversation, to equal close friend about daily affair topic.
10. In daily conversation, to equal close friend about serious topic.
11. In daily conversation, to older close friend about daily affair topic.
12. In daily conversation, to older close friend about serious topic.

(Adapted from Sumailan, *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan*, Journal *Visio: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang*, (Vol. 1, No. 1, April /2012))

Ethnic Background Questionnaire

Full Name : M. LULULY MAKNUN

Student Number : 1403046109

1. Are you a Javanese Student? Where do you come from?

- Yes b. No

I am from (complete address) : Karangroto
Genuk
Semarang

2. What is your dominant Language in your daily life as the English Language Education Department Student? (You can choose more than one language)

- Indonesian Language
 Javanese Language
c. English Language
d. Other Language

I usually speak in some languages. They are : 1.
2.
3.
4.

I always speak in one language. It is Javanese

Language Choice Usage Questionnaire

Name : M. (U'U'U) Pradana
 Student Number : 1403046109

Setting	Role Relation	Daily Affair Topic	Serious Topic
In daily conversation	Younger	a. JAVANESE b. INDONESIA ✗ INDONESIA+JAVANESE d. ENGLISH Reason: a ✗/c/d/e	a. JAVANESE b. INDONESIA ✗ INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/✗/e
	Equal	a. JAVANESE b. INDONESIA ✗ INDONESIA+JAVANESE d. ENGLISH Reason: a ✗/c/d/e	a. JAVANESE b. INDONESIA ✗ INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/✗/e
	Older	a. JAVANESE b. INDONESIA ✗ INDONESIA+JAVANESE d. ENGLISH Reason: a ✗/c/d/e	a. JAVANESE b. INDONESIA ✗ INDONESIA+JAVANESE d. ENGLISH Reason: a/b/c/✗/e

Note for Reason :

- a = More intimate
- b = As a habit
- c = More misery
- d = easier and more suitable to express thought
- e = because of environment

(Adapted from Sumartono, *Language Choice in Daily Conversation of FKIP - Universitas Pakalongan*, Journal V.1001: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Language Choice Usage Questionnaire

Name : M. LU'LU'U Mas'ud
 Student Number : 140704109

Setting	Role Relation	Daily Affair Topic	Serious Topic
In daily conversation	Close friends	Younger <input checked="" type="checkbox"/> JAVANESE b. <input type="checkbox"/> INDONESIAN c. <input type="checkbox"/> INDONESIAN+JAVANESE d. <input type="checkbox"/> ENGLISH Reason: a <input checked="" type="checkbox"/> c/d/e	a. <input type="checkbox"/> JAVANESE b. <input type="checkbox"/> INDONESIAN <input checked="" type="checkbox"/> c. <input type="checkbox"/> INDONESIAN+JAVANESE d. <input type="checkbox"/> ENGLISH Reason: a/b/c/ <input checked="" type="checkbox"/> d/e
		Equal <input checked="" type="checkbox"/> JAVANESE b. <input type="checkbox"/> INDONESIAN c. <input type="checkbox"/> INDONESIAN+JAVANESE d. <input type="checkbox"/> ENGLISH Reason: a <input checked="" type="checkbox"/> c/d/e	a. <input type="checkbox"/> JAVANESE b. <input type="checkbox"/> INDONESIAN <input checked="" type="checkbox"/> c. <input type="checkbox"/> INDONESIAN+JAVANESE d. <input type="checkbox"/> ENGLISH Reason: a/b/c/ <input checked="" type="checkbox"/> d/e
		Older <input checked="" type="checkbox"/> JAVANESE b. <input type="checkbox"/> INDONESIAN c. <input type="checkbox"/> INDONESIAN+JAVANESE d. <input type="checkbox"/> ENGLISH Reason: a <input checked="" type="checkbox"/> c/d/e	a. <input type="checkbox"/> JAVANESE b. <input type="checkbox"/> INDONESIAN <input checked="" type="checkbox"/> c. <input type="checkbox"/> INDONESIAN+JAVANESE d. <input type="checkbox"/> ENGLISH Reason: a/b/c/ <input checked="" type="checkbox"/> d/e

Note for Reason :

- a = More intimate
- b = As a habit
- c = More mastery
- d = easier and more suitable to express thought
- e = because of environment

(Adapted from Sumartono, *Language Choice in Daily Conversation of FKIP - Universitas Pekalongan*, Journal Vision: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, (Vol. 1, No. 1, April / 2012))

Language Choice Usage Questionnaire

Note on domains (occurrences):

1. In daily conversation, to younger general friend about daily affair topic.
2. In daily conversation, to younger general friend about serious topic.
3. In daily conversation, to equal general friend about daily affair topic.
4. In daily conversation, to equal general friend about serious topic.
5. In daily conversation, to older general friend about daily affair topic.
6. In daily conversation, to older general friend about serious topic.
7. In daily conversation, to younger close friend about daily affair topic.
8. In daily conversation, to younger close friend about serious topic.
9. In daily conversation, to equal close friend about daily affair topic.
10. In daily conversation, to equal close friend about serious topic.
11. In daily conversation, to older close friend about daily affair topic.
12. In daily conversation, to older close friend about serious topic.

(Adapted from: Sunanlan. *Language Choice in Daily Conversation of FKIP – Universitas Pekalongan*, Journal *Wahana: English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang*, (Vol. 1, No. 1, April / 2012))



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
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Nomor : B-864/Un. 10.3/D.1/TL.00./03/2017 Semarang, 2 Maret 2017

Lamp : -

Hal : Mohon Izin Riset
a.n. : Rizki Utami
NIM : 133411038

Kepada Yth.
Kepala PTIPD UIN Walisongo
di Semarang

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

nama : Rizki Utami
NIM : 133411038
alamat : Ds. Kuntili Rt. 02/02 Kec. Sumpiuh Kab. Banyumas Jawa Tengah
judul Skripsi : AN ANALYSIS OF LANGUAGE CHOICE USED BY JAVANESE STUDENTS OF ENGLISH LANGUAGE EDUCATION DEPARTMENT IN DAILY CONVERSATION

Pembimbing : 1. Sayyidatul Fadlilah, M. Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusunnya, oleh karena itu mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama dua puluh hari, pada tanggal 6 Maret 2017 sampai dengan tanggal 26 Maret 2017.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.



An, Dekan,
Wakil Dekan Bidang Akademik

Prof. Dr. H. Fatah Syukur, M.Ag.
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Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang