CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the writerpresents the findings of the research about Language Choice used by SKI student Faculty of Humanities, UIN Sunan Ampel Surabaya. The writer does not only present findings but also discuss the data using the theories that have been explained in the chapter two.

4.1   Data of Presentation

The result of this study is presented in nine tables which describelanguage choice used by SKI students, UIN Sunan Ampel Surabaya. The writer presents the finding data in a table and goes description of the table.Beside that the writer also discusses the data using the theory of language choice, social factors, social dimension, domain and speech community.

The data collected are the result of observation, interview and supported byconversation recording.This department, students choose to use different language in different participant, setting and topic based on their language repertoire. The important theory in this research is domain.According to Holmes (2008: 21) there are some domains, those are family, friendship, religion, education, employment, administration.

This study, the writer only focuseson two domains; those are education and friendship because the interaction of theparticipants incampus only happens between lecturers and friends. This study also focuses on the language which is used by the participants.

4.1.1 Student One

Student one isfrom Tanjung Bumi Bangkalan, Madurese. He has been staying and studying at SKI department for three years. He can speak Madurese,*Perbesan* (Madurese language for older people), and Javanese and Indonesian languages. His first language is Madurese, he always speak Madurese in his daily live and Indonesian as a formal language before he studied in SKI department but now henot only can speak Madurese and Indonesian but also Javanese language.

Students one has three linguistics repertoire; he speaks Indonesian when in formal domain. He speaks Javanese or Madurese with people who understand Javanese language.

1. Language Choice in Different Setting in Education and Friendship Domains by Student One

Domain	Setting	Topic	Addressee	The language used by the participant
Formal situation or education	Classroom	Studying the lecture	Lecturer	Indonesian
			Madurese friend	Indonesian
			Javanese friend	Javanese
			Malaysian friend	Indonesian
Informal situation or friendship	Break time in front of classroom	Personal	Madurese friend	Madurese
			Javanese friend	Javanese
			Malaysian friend	Indonesian

	Taking a	Personal	Madurese friend	Madurese
	rest in the		Javanese friend	Javanese
	canteen		Malaysian friend	Indonesian
	Stay in the	Personal	Madurese friend	Madurese
	boarding			
	house			

As the writer has mentioned above, this study only focuses on two domains, those are formal situation or education and informal situation or friendship. In education domain or formal situation, student onemostly uses Indonesian language and sometimes he uses Javanese language.But it depends on the social factors by Holmes (2008: 21), the speaker choose to use different language because the basic factors, those are the participant, setting, topic and function.

Student one does not only choose to use different language according to social factors but also social dimensions.Social dimension is implicit meaning to know about the relationship between participant and the function of speech (Holmes, 2008: 12). According to Holmes (2008: 25) there are four scales which are social distance scale, status scale, formality scale and two functional scales.

Based on the table above, the first addressee is lecturer. Student onechooses to use Indonesian because the situation is education and the topic is about the lecture.Between student one and lecturer, there are some scales. Student one and the lecturer havelow solidarity; he always uses Indonesian when the addressee has social distant with him.Student oneis not close with the lecturer and he does

not understand what language used by the lecturer except Indonesian because it is a national language. Student one has different status relationship; the participant is a student and the addressee is lecturer who teach the lecture in the classroom. Student one uses Indonesian language to show that he respectshis lecturer. The function of interaction depends on domains; theychoose appropriate language to make the addressee understand much about the topic.

The second addressee is a Madurese friend. Student one and Madurese friend use two languages which are Indonesian and Madurese languages. Student one and his Madurese friend have high solidarity, they are no distant between them and they know well each other. The status relationship between them is same; they are friend in the classroom and also in the boarding house. In formal or education domain, he uses Indonesian because it is related to the setting in the classroom and the topic is studying the lecture.

In informal situation or friendship domain, student one chooses Madurese language. He uses Madurese language in break time in front of the classroom, take a rest in the canteen and stay in the boarding house. They have intimate relationship; they both are Madurese and they understand well about Madurese language.

The third addressee is Javanese friend. He uses Javanese language in both formal and informal domain; those are formal situation or education domain and informal situation or friendship domain. He andJavanese friend have high solidarity, they are intimate each other and understand about Javanese language. The status relationship between the student one and Javanese friend is same; they

are both students in SKI department and in the same classroom. In formal domain he uses Javanese because it ismore informative, sometime he uses Indonesian when the topic of interaction is presentation infront of the classroom but mostly he uses Javanese when interaction with Javanese friends happens. In informal domain, he also uses Javanese language because it makes them more intimate.

The conversation between student one and Javanese friend in informal domain and the setting infront of the classroom:

Student one: *Ris, kon ngerti kunci motor ku ta*?

    (Ris, do you know my motorcycle's key?)

Javanese friend: *gak ngerti, wong aku lagek enek kene*!

      (I dont know, I just stay here)

Student one: *yowes suwon Ris*!

    (Ok, thank you Ris!)

Javanese friend: *iyo*!

    (Yes!)

The last is Malaysian friend; he uses Indonesian language in twodomains. Those are formal situation or education domain and informal situation or friendship domain.Student one and Malaysian friend have low solidarity; they do not understand much each other. The status relationship between them is same as SKI student and study in the same class. In formal domain and informal domain he uses Indonesianto make the listener understand much about the feeling and the meaning of the speaker. If he uses another language, he is afraid that they not understand what the speaker means.

4.1.2 Student Two

Student two is from Wonogiri, Central Java. His linguistics repertoire is *Ngoko, Krama Inggil,* and Indonesian language. He uses all languages in his daily activity. Student two uses *Ngoko* when the addressee is his friends who are from Java or from another region who understand about Javanese language. Then he uses*Krama Inggil*toolder people than him such as parents, old brother or sister, uncle, grandfather and so on. Student two uses Indonesian to addressee from Madurese, Malaysia or people who come from different region. He has been studying in SKI department for three years. He speaks Javanese *Ngoko or Krama Inggil* and Indonesian languages depending on setting, topic and addressee.

2. Language Choice in Different Setting in Education and FriendsipDomains by Student Two

Student two has interactions with his lecturer, Javanese friends, Madurese friends and Malaysian friends in the campus in formal and informal domains.

The first, he has interaction with his lecturer. In formal or education domain, student two uses Indonesian language because he has different status with his lecturer and it is to showrespect to his lecturer. Beside that student two uses Indonesian because the setting in the classroom, a formality scale is to assess the influence of social setting or type of interaction on language choice (Holmes, 2008: 25).

In informal domain, his interaction with his lecturer uses Indonesian too. He has low solidarity with his lecturer. Using Indonesian language is more informative than using another language. He has purposes of the interaction; he chooses appropriate language to make the listener understand much.

The second, he has interaction with his Javanese friends in formal and informal domain. In formal domain, he uses Indonesian language because the topic of interaction is discussing the lecture. The setting of the interaction is in the classroom. Student two chooses Indonesian because he thinks that Indonesian is formal language and more appropriate language used in education domain. The status scale between the participant and the listener are same, both student two and Javanese friend are students of SKI department.

In informal domain, he choosesJavanese language because he has high solidarity. UsingJavanese language can make the relationship more intimatebetween them. The topic of interaction is about personal. Javanese language is also easy to understand for them because both of themcome from same region; they are in the same speech community. Speech community is members of group they might be said to speak the same language, dialect or variety (Wardhaugh, 2006: 119).

This is the interaction between student two and Javanese friend in formal situation or in the classroom when study the lecture:

Student two: *gimana nanti presentasinya?*
    (How about our presentation?)
Javanese friend: *sudah siap kok materinya, kemarin tak tambain dikit!*
        (The materials have finished, yesterday I little added the materials)
Student two: *yang mana sih?*
    (Whichone?)

Javanese friend: *power poinnya saja!*
        (Just the power point)
Student two: *owalah, ya uda gak papa!*
        (Ok, never mind!)

The third, he has interaction with Madurese friends in formal and informal domain. In formal and informal domain he uses Indonesian language to Madurese friends because he knows that the listeners do not understand about Javanese language and the participant cannot speak Madurese language.Adomain is an abstraction which refers to a sphere of activity representing a combination of specific times, setting and role relationship (Romaine 2000: 44). So, the purpose of the interaction is to make the topic can transmit their feeling affectively; he uses Indonesian in formal and also informal domain.Accordingto Holmes (2008: 25) in social factors explain about the function someone choose the languages because of the reasons why there are speaking, this case happen to student two chooses Indonesian language to interact with Madurese friend in formal and informal situation because the reasons above.

Even though he cannot interactusing Madurese language, they have high solidarity relationship. They have been studying in SKI department since the first semester, so they have been friend for three years.

The fourth, student two interacts with Malaysian friend. Student two uses Indonesian language in formal and informal domains.According to Holmes (2008: 21) domain is a number of such typical interactions have been identified as relevant in describing patterns of code choice in many speech communities. In this case student two and Malaysian friendcome from different speech community and both of them cannot use their vernacular when interaction

because it makes the interaction absurd. So, to transmit his feeling affectively, the best way is using Indonesian language as anational language. Malaysian students do not feel so difficult to learn Indonesian language because Indonesian and Malaysian one language family.

Even though he can use Indonesian language only in his interaction but student two and Malaysian friend have high solidarity; they are close friend and sometimes they spend times together in informal situation.

Student two chooses the languagesdepending on the social context, it is according to Fishman 1965 in Mesthrie (2009: 147) said that people will choose the language depending on the social context "who speaks what language to whom and when".

The last, the writer has conclusion about what languages are used by student twoand when he changes the languages in a table to make the reader easier to understand of explanation above.

Domain	Setting	Topic	Addressee	The language used by the participants
Formal situation or education	Classroom	Studying the lecture	Lecturer	Indonesian
			Madurese friend	Indonesian
			Javanese friend	Indonesian
			Malaysian friend	Indonesian
Informal situation or	Break time in the	Personal	Lecturer	Indonesian
			Madurese friend	Indonesian

friendship	classroom		Javanese friend	Javanese
			Malaysian friend	Indonesian
	In front of classroom	Personal	Madurese friend	Indonesian
			Javanese friend	Javanese
			Malaysian friend	Indonesian
	Take a rest in the canteen	Personal	Madurese friend	Indonesian
			Javanese friend	Javanese
			Malaysian friend	Indonesian

4.1.3 Student Three

Student three is from Malaysia. He has been staying in Indonesia since he started studying in SKI department 2011, so he has been staying for three years.He has four languages repertoire; those are Malaysian, English, Indonesian and Javanese languages. Before he studied in SKI department, hecan only speak Malaysian and English but after he has been studying for three years he can speak Indonesian and Javanese languages fluently. Student three does not feel so difficult to understand about Indonesian language because Indonesian and Malaysian have one language family, there are same words, and it is not so difficult for him. But it is different when he learns and understands about Javanese language, he needs time and adaptation to understand more.

Student threechooses the languages according to some factors; those are domain, setting, social factors and also social dimension.This research the writer does not only explain and describes what languages are used by student three but also when he changes the languages and the reasons why he changes the language according to some theoriesused by the writer.

3. **Language Choice in Different Setting in Education and Friendship Domains by Student Three**

Domain	Setting	Topic	Addressee	The language used by the participant
Formal situation or education domain	In the classroom	Study the lecture	Lecturer	Indonesian
			Malaysian friend	Indonesian
			Javanese friend	Indonesian
			Madurese friend	Indonesian

In education domain,student three speaks Indonesian to his lecturer. Even though in informal domain he also uses Indonesian language to his lecturer. He uses Indonesian language because of the social factors.Social factor is a factor which influences the language choice according to Holmes (2008: 21). The first addressee is lecturer. There is social distance between them; the relationship is low solidarity because they have different status scale. So student three uses Indonesian language as appropriate language for his interaction. He used Indonesian language in formal and informal domains; he does not usethe language according the setting and the topic talking about.

The secondaddressees in education domain are friends. There are three speech communities in this department; those are Javanese friends, Madurese friends and Malaysian friends. Student three chooses to use Indonesian language for all his education activity. The reasons are, according to the setting in the classroom, Indonesian language is suitable language used in formality scalewhich relates to the setting or type of interaction on language choice according to (Holmes, 2008: 25). The topic in education domain is talking about collage matters, and the function he uses Indonesian because it can transmit his feeling effectively. The suitable language when stay in many speech communities isnational language, so everybody can understand much.

Domain	Setting	Topic	Addressee	The language used by the participant
Informal situation or friendship domain	In the classroom	Personal	Lecturer	Indonesian
			Malaysian friend	Malaysianor Javanese
			Javanese friend	Javanese
			Madurese friend	IndonesianorJavanese
	Take a rest in the canteen	Personal	Malaysian friend	Malaysian or Javanese
			Javanese friend	Javanese
			Madurese friend	Indonesian or Javanese
	Boardinghouse	Personal	Malaysian friend	Malaysian and Indonesian

The second domain is friendship or informal situation, there are three addressees in friendship domain,and those areMalaysian friend, Javanese friend and also Madurese friend. Student three uses different language depending on the addressee.According to the explanation above, he uses Indonesian language with his lecturer in formal or informal situations.

The first addressee is Malaysian friend, he uses Malaysian language and Javanese in his daily activity but he choosesJavanese language according to his Malaysian friend whounderstands much about Javanese. He usesMalaysian language if the adresseedoes not understand much about Javanese. He uses vernacular because the topic of the discussion is personal topic. There are no social distances between them, so they have high solidarity and use vernacularmore intimate and easy to listen. But when he stays in his boarding house, heuses Malaysian language and Indonesian language because hestays with Malaysian friend and not all of them understandJavanese language, theyunderstand much Indonesian language only. So, hechooses those languages because of the addressee.

This is the conversation between student three and his Malaysian friend in friendship domain when break time of the lecture in the classroom:

Student three: *Tugas pak Sukarma ko sudah siap*?

        (Do you have already Mr. Sukarma's assignment?)

Malaysian friend: *Belum, aku sik tauk tajukku*.

        (Not yet, I do not know my title)

Student three: *Aku pun sik tauk juak aku sik tauk aku kelompok apa*.

        (I do not too, what is my group)

Malaysian friend: *Kaktok tanyak agik dalam kelas.*

                    (We can ask again in the classroom)

Student three: *Aoklah kaktok tanya dengan pak Sukarma.*

                    (Ok, I will ask again to Mr. Sukarma)

The second addressee is Javanese friends. Student three speaks Javanese to interact with Javanese friend. There is no social distance between them, they have high solidarity. He uses Javanese also to make the relationship more intimate. He chooses Javanesebecause the goal or the purpose of the interaction. Is that hewants the interaction effective and makes the listener or addressee feels more comfortable and respected. He shows his respect to his Javanese friend by using Javanese language to interact.

The third addressee is Madurese friends; student three chooses two languages to interact with Madurese friend, those are Indonesian and Javanese language. He cannot speak Madurese and he has low solidarity. Heoften uses Indonesian than Javanese because sometime the addressee does not understand much about Javanese.

So, student three chooses the language depending on domains and addressees.He chooses the language depending on who the addressee is and what the domain is, it is education or friendship domains.

4.1.4Student Four

Student four is a Javanese student; he is from Magetan East Java. His linguistics repertoiresare Javanese and Indonesian languages, hespeaks with those languages. He has been studying in SKI department for three years; he chooses those languages depending on whomthe addressee is; what is the topicand where he speaks. Student four cannot speak Madurese, he just understands when his Madurese friend speaks Madurese language but he cannot interact. In his daily activitymostly he uses Javanese language when he speaks with older people usually he uses*Kromo Inggil*(this is respectful language in Javanese language) but he just speak *Ngoko* or language uses to interact with friends.

Student fourchooses the languages depending on domains, there are two domains in this research those are formal situation or education and informal situation or friendship domain.

4. Language Choice in Different Setting in Education and FriendshipDomains by Student Four

The first addressee of student four is Javanese friend. This table explains that student four when he interacts with Javanese friend, whatlanguage is used by him, when he changes the language and what is the reason he changes the language.

Domain	Setting	Topic	Addressee	The language used by the participant

Formal or education domain	Classroom	Study the lesson	Javanese friend	Indonesian
Informal or friendship domain	Infront of classroom	Personal		Javanese
	Canteen	Personal		Javanese
	Boarding house	Personal		Javanese

Based on the table above according to the addressee (Javanese friend), student four mostly uses Javanese language in his daily live. He speaks Indonesian language only when he interacts with Javanese friend in the education domain.

In formal situation, he always uses Indonesian language because he uses the suitable language for formality scale.A formality scale relates to the setting or type of interaction. Based on the condition, formal and informal interactions usually happens in education such as when student four speaks to Javanese friend in education domain and friendship domains, hechooses the different language. Besides that, the function of he speaks because he studies the lecture in the classroom and he must uses Indonesian language as a formal language.

In informal situation, he mostly uses Javanese language in all daily activities and all settings. Student four and his Javanese friend stay in one boarding house and he has the same speech community.According to Wardhaugh

(2006: 119) speech community is members of group they might be said to speak the same language, dialect or variety. They have high solidarity each other and they do not have different status scale.

This is the conversation between student four and his Javanese friend in friendship domain inbreak time in front of the classroom:

Javanese friend: *Nek nang Jogja sido mbayar 220 ta*?

     (Go to Jogja pay 220, isn't it?)

Student four: *Iyo 220 soale arek- arek wes sepakat kabeh.*

   (Yes, 220 because the other is agree about it)

Javanese friend: *Arek- arek setuju kabeh ta? Kok ketok ane biayae kelarangen.*

    (The others are agree, aren't they? I think it is so expensive)

Student four: *Arek- arek setuju kabeh, perinciane yo jelas!*

   (Yes, the others are agree because the cost is clear enough!)

The second addresseeis Madurese friend; this table is to make clear.Whatthe language is used by the student four in different situation, when he changes the language and why he change the language.

Domain	Setting	Topic	Addressee	The language used by the participant
Formal or education domain	Classroom	Study the lecture	Madurese friend	Indonesian
Informal or friendship	Infront of classroom	Personal		

domain	Canteen	Personal		

According to the table above, the entire activity of student four uses Indonesian language toMadurese friend. Student four cannot speak Madurese language; he only speaks Javanese and Indonesian languages. In formal and informal domains he uses Indonesian language because it can be understood by both of student four and Madurese friend. He chooses to use Indonesian language because he knows who are the participant and the function why he speaks. Even though, he cannot speak Madurese language but they have high solidarity and there are not different status scale between them.

The third addressee is Malaysian friend, he has different speech community and student four just can speak Indonesian to interact with Malaysian friend. Thistable is tomake easierunderstanding.

Domain	Setting	Topic	Addressee	The language used by the participant
Formal or education domain	Classroom	Study the lesson		
Informal or friendship domain	Infront of the classroom	Personal	Malaysian friend	Indonesian
	Canteen	Personal		

Student four speaks Indonesian language to interact with Malaysian friend. He chooses it because Indonesian as a formal language and suitable language used in the classroom when he studies about the lecture, itdepends on social dimension scales. According to Holmes (2008: 12) social dimension scale is implicit meaning to know about the relationship between participant and the function of speech. He uses Indonesian language because of a formality scale.Actually thereare not different status scalesbetween them, and they have high solidarity as friend.

The last addressee is lecturer; he uses Indonesian language when he interacts with his lecturer in formal and informal domains. He has different status scale and has low solidarity because the relationship between them just the lecturer and the student. They just interactin the classroom, in the lecturer's office and sometimes infront of the classroom and talk about the lecture.

So, based on the explanation above student four changes the languages depending on domains and addressees.He chooses the language depending on who the addressee is and what the domain is, it is education or friendship domain.

4.1.5   Student Five

Student five is from Madurese, Pasean Pamekasan. He has been staying in Java and studying in SKI department for three years. His linguistics repertoires

are Indonesian, Madurese and Javanese languages. He always uses thoselanguages in his daily activities, for Javanese language he only understands when his Javanese friend speaksJavanese language but he cannot answerJavanese language too. He almost uses Indonesian language in all his daily activity but hechooses the language according to the addressee. The education and friendship domainsare also the reasons he chooses the suitable language.

5. Language Choice in Different Setting in Education and Friendship Domains by Student Five

The first domain is education domain. Education domain happens in the classroom. Student five has interaction with his lecturer, Madurese friend, Javanese friend and Malaysian friend. He mostly uses Indonesian language in the classroom. He chooses that code because in formality scale, it relates to the setting or type of interaction. A formality scale is to assess the influence of social setting or type of interaction on language choice (Holmes, 2008: 25).

He interacts with his lecturerusing Indonesian language because the setting is in the classroom and Indonesian language is a formal language.He chooses Indonesian language to make the interaction more respectful than using vernacular. Student five has different status scale, the social role may also be important and often a factor contributing to status differences between people, such as between student five and his lecturer. He has social distance scale with lecturer, someone use a different code to each different addressee, and he has low solidarity with some lecturers. He uses Indonesian when he speaks to people who are not close to him. But he has high solidarity with a lecturer that has same

speech community with him. He uses Madurese code to consult about his lecture;he chooses the codeto make the interactions more intimate than using Indonesian language. Even though, he has lower status scale than his lecturerbut he uses Madurese code to make the interactionintimate. Normally, the student chooses Indonesian code to respect his lecturer but student five is respectful to his lecturer although he uses Madurese code.

Then, student five has interaction with his friend in education domain he chooses the code according to whichthe participant is, wherehe comes from, wherethe settingis and whatthe topic they are talking about.

He uses Indonesian code to interact with friend from different region, such as with Javanese friend and Malaysian friend, he understands much about Javanese language but he cannot interact using itbecauseit is difficult to learn Javanese language for him. He uses Indonesian language to interact with his Malaysian friend. Even though hecan speak Indonesian language to interact with Javanese and Malaysian friend but they have high solidarity each other. Student five uses Madureselanguage even though in formal situation because it makes the interaction more effective and makes the relationship more intimate as from the same region.

The second domain is friendship or informal situation. In this case, the setting of informal situation happens in many places, those are in front of the classroom, in the canteen and in the boarding house. He chooses the language depending on the social context who speaks what language to whom and when (Fishmen: 1965) in Mesthrie (2009: 147). Language choice is a point to a

speaker's origin or of aspects of their social identity (for instance, their social class or ethnic group) but they also carry social values related to the speakers who use them and the contexts in which they are habitually used (Mesthrie 2009: 146).According to the theory above, student five chooses code depending on some factors.

Student five interacts with Javanese friendusing Indonesian language in friendship domain. He has some reasons why he chooses those languages. He knows who he is talking to, the addressee is Javaneseand student five cannot speak Javanese language and his addressee also cannot speak Madurese language, so suitable languageused by him is Indonesian language. It happens because they have different speech community, it might be said to speak different language, dialect or variety. Speech community is same with group but in sociolinguistics is called speech community; people can group together becauseof some reasons those are social, religious, political, culture, familial, vocational and so on. Speech community means a group of people who come from the same region. Even thoughhe comes from different region, he has high solidarity with his Javanese friend and there are not different status relationships between them, both student five and Javanese friend as a student of SKI department.

Student five uses Indonesian language in the canteen when he takes a rest and infront of the classroom in break time.

Student five has friend who comes from the same region, he speaks Madurese language. He uses it in the canteen when he takes a rest, infront of the

classroom in breaktime and also in the boarding house. He usesMadurese languageto feel strong and also more intimate than using other languages.Hehas high solidarity with his Madurese friend.

They do not havedifferent status scale, student five is more comfortable when he usesMadurese language than using another languages. He uses Madurese language also because the topic talks about personal and informal situation.

Student fiveuses Indonesian language to interact with Malaysian friend. The reasons is because, they are from different speech community. Actually they have high solidarity each other though they cannot speak withtheir local language.

This is conversation between student five and Malaysian friend in break time of the lecture:

Student five: *Besok kamu ada tugas?*

      (Do you have assignment tomorrow?)

Malaysian friend: *Ada*

      (Yes, I have)

Student five: *Tugas apa?*

      (What assignment do you have?)

Malaysian friend: *Bahasa Inggris.*

      (English)

Student five: *Kemarin nilai kamu berapa?*

      (How about your score yesterday?)

Malaysian friend: *Dapet A aku.*

      (I got A score)

Student five: *Bisa kamu ngomong bahasa Inggris?*

(Can you speak English?)

Malaysian friend: *Tergantung apa yang mau ditanya.*

(Depend on the topic talking about)

Based on the explanation above, the writer makes a table to answer the question about language choice used by student five and when he changes the language.

Domain	Setting	Topic	Addressee	The language used by the participant
Formal situation or education domain	Classroom	Study the lecture	Lecturer	Indonesian and Madurese
			Javanese friend	Indonesian
			Madurese friend	Madurese
			Malaysian friend	Indonesian
Informal situation or friendship domain	Infront of the classroom	Personal	Javanese friend	Indonesian
			Madurese friend	Madurese
			Malaysian friend	Indonesian
	In the canteen	Personal	Javanese friend	Indonesian
			Madurese friend	Madurese
			Malaysian friend	Indonesian
	In the	Personal	Madurese friend	Madurese

	boarding house			

So, based on the explanation above student five chooses the language depending on domains and addressees. He chooses the language depending on whothe addressee is and whatthe domain is, it is education or friendship domains.

4.1.6   Student Six

Student six has been staying in Java and studying in SKI department for three years. He is from Johor, Malaysia. His linguistics repertoiresare Bugis language, Javanese language and Indonesian language. He does language choice depending on his situation.Language choice is a point to a speaker's origin or of aspects of their social identity (for instance, their social class or ethnic group) but they also carry social values related to the speakers who use them and the contexts in which they are habitually used (Mesthrie 2009: 146). In education domain, he uses Indonesian language but when in friendship domain he changes the language such as Javanese language and Malaysian language. Sometimes hemixes the language between Javanese language and Indonesian language to interact with friends from different region. But in his daily activity, heoften uses Malaysian language than another language because he stays in a boarding house with his Malaysian friend; he stays in the same class with his Malaysian friend. He hasinteractions with his Malaysian friend because of the capacity of meetings.

So, student six changes one language to other language in different situation.

Before he studied in SKI department hecan only speak Bugis language or Malaysian language, but after he studied in SKI department he can speak Indonesian and Javanese languages fluently, even hespeaks*Krama Inggil*(respectful language for older people in Javanese language). He can speak Javanese language when he has been studying in SKI department for a year and now he can speak fluently and can speak *Krama Inggil*. He learns about Javanese language when he interactswith Javanese friend because the major of the students from are Java. So, he can learn Javanese language easily.

6. Language Choice in Different Setting in Education and Friendship Domains by Student Six

Domain	Setting	Topic	Addressee	The language used by the participant
Formal situation or education domain	Classroom	Study the lecture	Lecturer	Indonesian
			Javanese friend	Indonesian
			Madurese friend	Indonesian
			Malaysian friend	Indonesian
Informal situation or	Infront of the classroom	Personal	Javanese friend	Javanese or Indonesian
			Madurese friend	Indonesian or Javanese

friendship domain			Malaysian friend	Malaysian
	Canteen	Personal	Javanese friend	Javanese or Indonesian
			Madurese friend	Indonesian or Javanese
			Malaysian friend	Malaysian
	Boarding house	Personal	Malaysian friend	Malaysian

Based on the table above, student six changes the language according to the situation, whichthe addressee is, whatthe topicsthey are talking about and where the setting is. In formal situation the addresseesare lecturer, Javanese friend, Madurese friend, and Malaysian friend but he does not have interaction with the lecturer in informal situation or friendship domain. This is the explanation about the languageused by student six in different situation, when student six changes the language and what are the reasons he chooses different language.

The first addressee is lecturer;student six interacts with his lecturerin the education domain. The setting of education domain is in the classroom and the topic isabout the lecture. He chooses Indonesian language because it is a formal language and suitable used in formal or education domain. He has different status scale; his lecturer has higher status than student six, and student six uses

Indonesian language torespect. Hehas low solidarity with his lecturer because he just interactsin the classroom and studies the lecture.

The second addressee is Javanese friend. Student sixhas interactions with his Javanese friend in formal situation or education domain and in informal situation or friendship domain. He uses different language in education domain and friendship domain; it means he chooses the language according to the domain and who the addressee is.

In education domain,student six has interaction with Javanese friend using Indonesian.

In friendship domain, he uses Javanese language. He has been speaking Javanese language fluently since one year study in SKI department. He does not have different status scale and he has high solidarity with Javanese friend, he speaks Javanese because he wants to feel stronger and more intimate than using Indonesian in friendship domain although heis from different region.Becausehe stays in Java, so he must speak Javanese language with Javanese friend. He shows his respect to Javanese friend that he can speak Javanese language, sometime he uses*Krama Inggil* when speaks with older people.He mixes the code between Javanese and Indonesian languages.

This is the interaction between student six and Javanese friend in front of the classroom and in friendship domain:

Student six: *Awak mu mari UTS ta?*
   (Did you finish your mid test?)
Javanese friend: *Iyo, awak mu mau isok po gak?*
        (Yes, I did. Can you do your mid test?)
Student six: *Isok, titik- titik isok.*
   (Yes, I can but just little)

Javanese friend: *Nomer piro sing gak isok?*
      (What number that difficult?)
Student six: *Nomer loro.*
  (Number two.)
Javanese friend: *Nomer loro? Nomer loro ancen iwu.Terus akhire mbok jawab opo?*
      (Number two is so difficult. So, what is your answer?)
Student six: *Tak jawab sak isoke.*
  (Just answer it.)

The third addressee is Madurese friend. He has interactions with Madurese friend in education domain and friendship domain. When he interacts with Madurese friend, he chooses the language according to the addressee.Sometimehe knows thatMadurese friend who can speak Javanese language, so he mixes the language between Indonesian and Javanese languages. But for Madurese friend whodoes not understand about Javanese language, he speaks Indonesian language.

In formal situation, student six speaks Indonesian languageto make the interaction easy to understand and more informative. The other reason is because Indonesia is a formal language, a formality scale depending on the setting and type of interaction. He speaks Indonesian language because the setting is in the classroom and the type of interaction is aboutthe lecture. According to Holmes (2008: 25) a formality scale is to assess the influence of social setting or type of interaction on language choice.

In informal situation, student six mixes code between Javanese language and Indonesian language. He has interactions with Madurese friend in the classroom, infront of the classroom in break time and in the canteen. He chooses the language according to Madurese friend who can speak or understand

Javanese language. He does not have different status and he has high solidarity each other.

The fourth addressee is Malaysian friend; student six has interaction with Malaysian friend in formal and informal situations. Student six chooses the language according to the domain; it is education or friendship domains. He chooses the language between Indonesian or Malaysian languages. He has high solidarity with his Malaysian friend and he has more time to interact with Malaysian friend, he interacts in the classroom when he studies the lecture, infront of the classroom in breakstime, in the canteen andin the boarding house.

In formal situation,student six chooses Indonesian language because the setting is in the classroom and studies the lecture.

In informal situation, he chooses Malaysian language. He chooses the language in all settings in informal situation because usingMalaysian languagemakes the interaction more informative and easy to understand each other.Because he is from the same region, he has same speech community whospeaks the same code, dialect or variety.

So, based on the explanation above student six changes the language depending on domains and addressees.He chooses the language depending on whothe addressee is and whatthe domain is, it is education or friendship domains.

4.1.7 Student Seven

Student seven from Malaysia; he has been staying and studying in SKI department for three years. He haslinguistics repertoire since he studies in SKI department, those are Indonesian language, Javanese language, Malaysian language and English. Malaysian language and English are his language used in his dailyactivity when he stays in Malaysian. But when he stays in Indonesia he uses Englishwhen he studies about English in the classroom. When student seven studies in SKI department, he often uses Indonesian language and Malaysian language.

Student seven studies in SKI department and meets many friends who are from different region. Student seven studies and has interaction in different speech community; people whoare from different speech communityspeak the different language, dialect and variety. Speech community is one of factors that makes student seven chooses the language. Student seven does language choice in different speech community.Language choice is a point to a speaker's origin or of aspects of their social identity (for instance, their social class or ethnic group) but they also carry social values related to the speakers who use them and the contexts in which they are habitually used (Mesthrie 2009: 146). Based on the explanation above, student seven's environment comesfrom different region. In this case, student seven chooses the languagenot only because of the addressee but also depending on domains; those are formal situation or education domain and informal situation or friendship domain.

Student seven choosesthe language when he interacts with friend who isfrom different region, such as Javanese friend and Madurese friend. He chooses the suitable language to make the addressee understand, but student seven chooses the language also because of the domains.Beside the reasons, student seven chooses the language according to the level or status between student seven and his addressee to shows his respect.

7. **Language Choice in Different Setting in Education and Friendship Domains by Student Seven**

The first addressee is lecturer, student seven uses national language or Indonesian language tointeract with lecturer. He uses it in formal situation and informal situation because he wants to show his respect to the lecturer; Indonesian language is respectful language than other languages. He has low solidarity with his lecturer because of the differentlevel as student and lecturer; theyoften interact in the classroom and seldom interact in other places. The topic of the interactionsis aboutthe lecture. Students seven changes the language influencedby the social factor, depending on Holmes (2008: 21) the social factors reflected in the language they choose, the speaker chooses different language because of the participant, setting, topic, andfunction.

The second addressee is Malaysian friend.Student seven is from the same region with Malaysian friend. He chooses the language depending on the domain. In formal situation or education domain he uses Indonesian languagebecause Indonesian languageas a formal language, in formal situation is influencedby social setting or type of interaction on language choice.

In informal situation,student seven uses Malaysian language, he chooses the language because both of them are from the same region anduse the same language.He uses Malaysian language to show his identity, he feels stronger and closer. In informal situation he meets his Malaysian friendnot only in the canteen, infront of the classroom but also inboarding house because of the situation and frequency of his interaction withMalaysian friend. So he often uses Malaysian language in his daily activity in informal situation.

The third addressee is Javanese friend, student seven understands about Javanese language but he is not fluent in speakingJavanese language so, he mixes between Indonesian language and Javanese language. In formal situation, he uses Indonesian language because the setting is in the classroom and the topic is about the lecture.Thus,he must use formal language, Indonesian language to be more respectful and easy to understand for all community.

In informal situation, student seven uses Indonesian language and sometime he mixes Indonesian language with Javanese language because student seven can speak Javanese language but he cannot speak fluently. The reason he chooses to mix the code because he wantsthe listener to understand the topic they are talking about. UsingIndonesian and mixing it with Javanese language is to make the relationship between them close and feel strong, although he cannot speak Javanese language fluently.

The fourth addressee is Madurese friend; he has interactions with Madurese friendin education and friendship domains. The setting of his interaction is in the classroom when they study the lecture and in the canteen or break time in front of

the classroom when they take abreak off the lecture. Student seven has high solidarity with his Madurese friend as friend in the same class and sometime he has interaction in the canteen and in front of the classroom in break time. In formal situation he always uses Indonesian language, because Indonesian language is languageunderstood by all students and Indonesian is a formal language.So the suitable language used in the classroom is Indonesian language.

In informal situation, student seven uses Indonesian language because he cannot speak Madurese. Using Indonesian language is suitable in this case.

This tableexplains clearly about language choice by student seven in different situation and when he changes the language:

Domain	Setting	Topic	Addressee	The language used by the participant
In formal situation	Classroom	Study the lecture	Lecturer	Indonesian
			Malaysian friend	Indonesian
			Javanese friend	Indonesian
			Madurese friend	Indonesian
In informal situation	In front of the classroom	Personal	Malaysian friend	Malaysian
			Javanese friend	Indonesian and Javanese
			Madurese friend	Indonesian
	In the canteen	Personal	Malaysian friend	Malaysian
			Javanese friend	Indonesian and

				Javanese
			Madurese friend	Indonesian
	In the boarding house	Personal	Malaysian friend	Malaysian

So, based on the explanation above. Student seven chooses the language depending on the domains and who the addressees are.

4.1.8 Student Eight

Student eight is from Sampang, Madura. He has been studying in SKI department for three years. His linguistics repertoiresare Madurese language, Indonesian language and Javanese language. He has been speaking Javanese since he stays in Sampang because he has family whoare from Java but he can speak Javanese fluently when he stays in Java and studiesin SKI department because he has direct interaction with Javanese friends.

Student eight chooses the language according to the situation, in different situation such as education and friendship domains, he usesthe different language. He chooses the language depending on who the participant is. Language choice is use of one language in one situation and another language in another situation depending on the prevailing social context. Heuses Indonesian language when he interacts in formal domain, becauseIndonesian is a formal

language, using Indonesian language is more informative and it is understood by the addressee becausethe language can transmit his feeling effectively. In friendship domain, he chooses the language depending on the addressee and the situation such as he chooses the language according to what languageused by the addressee and what status of the addressee is, he has higher or lower status with his addressee and what is the social distance, he has close, intimate or stranger.

When the addressee is stranger he uses Indonesian language because he does not understand what the language used by the addressee and Indonesian is national language, so every region in Indonesia understand much about Indonesian language.

When the addressee is older people such as lecturer, older brother and parents, he uses Indonesian language for older people whoare from different region but he uses*Perbesan* (respectful language in Madurese) for older people that come from the same region (Madurese).

When the addressee is close friend, he uses language according to the situation and where addressee comes from. He can speak Madurese, Javanese language and Indonesian language, so he can choose the language according to the situation and the region of the addressee.

8. Language Choice in Different Setting in Education and Friendship Domainsby Student Eight

The first addressee of student eight is Madurese friend. He chooses the language according to the situation when he has interaction with Madurese

friend. There are two domains; those are education domain or formal situation and friendship domain or informal situation.

In education domain, student eight choosesIndonesian language when he interacts with Madurese friend, because the setting is in the classroom and the topic of interaction is about the lecture, he chooses Indonesian language because Indonesian is a formal language and shows more respect when it is used in the classroom or formal situation. He does not have different status scale but he uses Indonesian language torespecthis friend in the classroom. He has high solidarity because he is from the same region and the same class.

In friendship domain, student eight uses Madureselanguage because it feels strong asfrom the same region and makes the relationship closer than using Indonesian language. Hefeels that the addresseemore understands and easy to know what the topic they talk about; he can transmit his feeling effectively.

This is the interaction between student eight whois from Madurese with Madurese friend using Madurese language in front of the classroom and in friendship domain:

Student eight: *Pak Syafik gi' buruh de'remmah pek?*

   (How about your mid test of Mr. Syafik's lecture?)

Madurese friend: *Pak Syafik melarat pek UTS seh gellek engko' tak ajer polanah.*

     (Mid test of Mr. Syafik's lecture so difficult guys, I did not study.)

Student eight: *Padeh pek engko' tak ajer kiah gellek le kor aesseh pek.*

   (I did not study too. I just answer the question guys)

Madurese friend: *Padeh maguh tang endik pek eyesse'en der bededan ngarang seng penting bedeh gemberen.*

(I also answered the question bungle, just explain it)

Student eight: *Sampek ejeweb kabbi ding kakeh pek?*

(Did you answer all the questions?)

Madurese friend: *Enjek pek duwe' tang endi' se eyesse'en Inggris maso Perancis.*

(No, I did not. I just answered English and French.)

Student eight: *Beh mak benua Eropa ding kakeh pek jek orengan tang endik benua Amerika.*

(What? You are Europe. My question about America.)

Madurese friend: *Lain soal lah pek tang endi' negara Eropa kakeh benua Amerika.*

(Different question, mine is Europe and your is America.)

Student eight: *Yeh pek kakeh masok kelas apah?*

(Yes guys, what is your class?)

Madurese friend: *Kelas A engko' pek.*

(I am in A class bro.)

This tableexplains, what the languageused by student eight and when he changes the language.

Domain	Setting	Topic	Addressee	The language used by the participant
Formal situation/ education domain	Classroom	Study the lecture	Madurese friend	Indonesian
Informal situation/ friendship	Infront of the classroom	Personal	Madurese friend	Madurese

domain	Canteen	Personal	Madurese friend	Madurese
	Boarding house	Personal	Madurese friend	Madurese

The second addressee is lecturer; student eight has interactions with his lecturerin the classroom or education domain. The topic isaboutthe lecture. He has low solidarity with his lecturer because he has lower status scale with his lecturer. He chooses Indonesian language to interact with his lecturer because Indonesian language is a formal language.A formality scale is to assess the influence of social setting or type of interaction on language choice (Holmes, 2008: 25). So, using Indonesian language is more respectful when it is used in formal situation.

Thistable explains the languageused by student eight and when he changes the language.

Domain	Setting	Topic	Addressee	The language used by the participant
Formal situation/ education domain	Classroom	Study the lecture	Lecturer	Indonesian

The third addressee is Javanese friend;student eight has interactions with Javanese friend in formal and informal situations. He chooses Indonesian language in education and friendship domains because he wants the addressee to understand much what the topic they talking about.Althoughhe uses Indonesian in education and friendship domains, he has high solidarity because he has been staying in the same class and be friend for three years. He does not havedifferent status scale because both of them are friends.

This tableexplainsabout the interaction between student eight with his Javanese friend in education and friendship domains. The table explains about what language used by student eight in different situation.

Domain	Setting	Topic	Addressee	The language used by the participant
Formal situation/ education domain	Classroom	Study the lecture	Javanese friend	Indonesian
Informal situation/ friendship domain	Infront of the classroom	Personal	Javanese friend	Indonesian
	Canteen	Personal	Javanese friend	Indonesian

The fourth addressee is Malaysian friend; student eight always uses Indonesian language to interact with people from different region.Such as with

Javanese friend and Malaysian friend, he uses Indonesian language in education and friendship domains because he knows the addressee can only speak Indonesian, Malaysian and sometime Javanese languages. So, he chooses Indonesian language to interact with Malaysian friend. Student eight has high solidarity each other as a friend and stays in the same class.

This table explains about what language is used by student eight and makes clearer the explanation above.

Domain	Setting	Topic	Addressee	The language used by the participant
Formal situation/ education domain	Classroom	Study the lecture	Malaysian friend	Indonesian
Informal situation/ friendship domain	Infront of the classroom	Personal	Malaysian friend	Indonesian
	Canteen	Personal	Malaysian friend	Indonesian

So, based on the explanation above student eight changes the language depending on domains and addressees. He chooses the language depending on whothe addressee is and what the domain is, it is education or friendship domains.

4.1.9   Student Nine

Student nine is from Java.He has linguistics repertoire and they are Indonesian language, Javanese language and Madurese language. He can speak Madurese language fluently. He can speak Madurese language because of the environment in SKI department. He has been studying in SKI department for three years;he can speak Madurese language fluently because he has direct interactions with Madurese friend informal or informal situations.

Student nine chooses the language according to the situation; he chooses the language in different situation depending on the domain and the addressee. Student nine chooses the language based on some social factors, those are the participant: who are talking to and who is speaking, the setting: the social context of the talk or where they speak, the topic: the topic of the discussion or what is they talking about, the function: the reasons why they are speaking according to Holmes (2008: 25).

The reason of student nine chooses the language beside the social factors and social dimensions that influence the choice of the language. There are four social dimensions according to Holmes (2008: 25) those are social distance scale, status scale, formality scale and two functional scales. Student nine chooses the languagedepending on the scale.

9. **Language Choice in Different Setting in Education and Friendship Domainsby Student Nine**

Student nine chooses the language depending on the domain.The first domain is education domain or formal situation.Formal situation happens in the

classroom. In this domain he has interactions with lecturer, Javanese friend, Malaysian friend, Madurese friend when they have discussion about the lecture. In education domainmostly he uses Indonesian language to the addressee because Indonesian language is a national and formal language that is understood by addressee in the classroom. This situation is suitable with the theory of formality scale.Formality scale relates to the setting and type of interaction, a formality scale is to assess the influence of social setting or type of interaction on language choice (Holmes, 2008: 25).

Domain	Setting	Topic	Addressee	The language used by the participant
Formal situation or education domain	In the classroom	Study the lecture	Lecturer	Indonesian
			Javanese friend	Indonesian
			Malaysian friend	Indonesian
			Madurese friend	Indonesian

Second domain is friendship domain or informal situation. In the friendship domain student nine has interactions with Javanese friend, Malaysian friend and Madurese friend. In the domain he chooses the language depending on the addressee. When the addressee is Javanese friend he chooses Javanese language because using Javanese language is more understandable and strenghtens the relationship as friend who are from the same region and same speech

community.People who are from the same speech communityspeak the same language, dialect or variety.

When the addressee is Malaysian friend, student ninechooses Indonesian language because he cannot speak Malaysian language. So, he speaks Indonesian language in formal and informal situations.

When the addressee is Madurese friend, student ninechooses Madurese language. Student nine can speak Madurese language fluently because he often interacts with Madurese friend. The reason he uses Madurese friend is to feelstrong and intimate although they are friends from different region and different speech community.

Domain	Setting	Topic	Addressee	The language used by the participant
Informal situation or friendship domain	In front of the classroom	Personal	Javanese friend	Javanese
			Malaysian friend	Indonesian
			Madurese friend	Madurese
	In the canteen	Personal	Javanese friend	Javanese
			Malaysian friend	Indonesian
			Madurese friend	Madurese