



# **THE CODE SWITCHING CASE STUDIES OF 3.0-3.5 YEAR BILINGUAL CHILD**

**A THESIS**

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

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SEMARANG  
2021**

## **PRONOUNCEMENT**

The writer honestly confirm that she compiles this thesis by herself and without taking any results from other researchers in S-1, S-2, S-3 and in diploma degree of any university. The writer ascertains also that she does not quote any material from other publications or someone's paper except from the references mentioned.

Semarang, 21 April 2021

Elsanti Andalusia

## MOTTO AND DEDICATION

*Life is like riding a bicycle.  
To keep your balance, you must keep moving.*

**Albert Einstein**

*This paper is dedicated to  
My beloved family and  
To everyone who helped me accomplish this paper*

## **APPROVAL**

### **THE CODE-SWITCHING CASE STUDIES OF 3.0-3.5 YEAR BILINGUAL CHILD**

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## ACKNOWLEDGEMENT

Praise be to God Almighty, who has given strength and true spirit so this thesis on “The Code Switching Case Studies of 3.0-3.5 Year Bilingual Child” came to a completion. On this occasion, I would like to thank all those people who have contributed to the completion of this research report.

The deepest gratitude and appreciation are extended to Dr. Drs. Catur Kepirianto, M. Hum. – My advisor- who has given his continuous guidance, helpful correction, moral support, advice, and suggestion, without which it is doubtful that this thesis came into completion.

My deepest thank also goes to the following:

1. Dr. Nurhayati, M. Hum. as the Dean of Faculty of Humanities Diponegoro University.
2. Dr. Oktiva Herry Chandra, M.Hum as the Head of English Department Diponegoro University.
3. Dr. Drs. Catur Kepirianto, M.Hum as my supervisor lecturer who gave my advices on my thesis.
4. My father, my mother, and little brother who always gave me endless support.

5. My good friends from the beginning of first semester Renda, Putri, Zahra, Farah, Cica, Cucut, Agnes, Difi, and Nia who always cheer me up, support my decision, and always together be with me in university life.
6. My good friends from BEM Undip especially Sasa, Hasan, Uma, Iik, etc who gave me another point of view of life and strength to overcome of student's life boredom.
7. My good friends from YOT Semarang especially Fito, Dias, Vio, Mba Dea, Mba Tami, Mas Faris, Mas Donnie etc who gave me insight of becoming better person.

I realize that this thesis is still far from perfect. I, therefore will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, I expect that this thesis will be useful to the reader who wishes to learn something about appraisal system especially the application of attitude items.

Semarang, 21 April 2021



Elsanti Andalusia

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## **ABSTRACT**

Bilingualism is a common phenomenon when people communicate in two languages. In Indonesia, where people come from different ethnicity and nationality, becoming bilingual is not a rare sight. Speaking in a complete sentence of a second language is not an easy thing either. This is one of the many reasons why people switch the language. In this thesis, the writer analyzed Indonesian who lived abroad as the object. The main focus of this work is to observe how code-switching happened and influenced speaking ability development. The writer used the theory of sociolinguistics and psycholinguistic. The data used in this thesis are the dialogue between the object and her mother. The writer analyzed the part of speech that produce from the conversation. The method of collecting data is purposive sampling. To interpret the data, the writer used the theory of bilingualism and code-switching. The result of the study indicates that bilingualism influenced language production. Nevertheless, the effect of bilingualism could enrich the knowledge of both languages. As we know, each language has a pattern that implied the meaning behind it.

**Keyword:** code switching, bilingual child, first language, second language,

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Bilingualism is the phenomenon of conversing and understanding two languages by an individual. The phenomenon of bilingualism depends on the opportunity to use some languages and exposure to other language users. The bilingualism process on each individual is dynamic. This process depends on the starting time and the situation of the community/group.

Older learners need motivation and more practice while younger learners obtain the second language by echoing and observing the sound around their environment (Hyltenstam & Abrahamsson, 2000: 152). From the statement above, it is quite sure that becoming bilingual since young have more benefits than the older one because children still do not have a distraction from the external exposure. Thus, the new language will be easier to acquire. Thus, the new language will be easier to acquire.

From many historical aspects, English has become the international language. People from different countries communicate in English because they would not understand using their native language. Information across the globe is delivered in English. Language plays an essential role in the information source. Many countries translated information from their language into English. This case happens to make the news spread globally.

Bilingualism has become a phenomenon nowadays. This case not only happens to the adult but also to the children. Teaching two languages to their children is their top to-do list. As children's best-supporting systems, parents tend to give the best for their children. Parents need to enroll their children in the best school in town and call the best private course teacher are parents needs to do.

People think that becoming bilingual is special. The bilinguals can both know the mother tongue and the second language. The mother tongue is learned from the parents and the second language is the international language. Becoming bilingual is a kind of blessing. The grammatical structures within languages are different. Not only the grammatical structures but also the meaning of each word will be different either

The scope of this study is the language production that comes from a bilingual Indonesian-English child named Kirana who lived in Oman. The writer only chooses that language production in 3.0-3.5 years old and in English conversation or the mixture between English and Indonesian.

By acquiring two languages together, it would better compare the ability to process two different information in two languages to the person who only receives one language. Each language has its pattern, improving the ability to get more knowledge.

## **1.2 Research Problem**

The research problem are:

1. What are the types of code switching on a 3.0-3,5 bilingual child?

2. What is the influence of code switching on language development of bilingual child?
3. What are the factors that influence code-switching on the bilingual child?

### **1.3 Objective of the Study**

The objective of the study are:

1. To explain the types code switching on a 3.0-3.5 years bilingual child.
2. To find out the influence of code-switching process on language development of bilingual child.
3. To find out the factors influence of code-switching on the bilingual child.

### **1.4 Previous Study**

Three previous studies have a similar topic with this research. The journal entitled *Code-Switching in a Senior Primary Class of Second-language Mathematics Learners* by Mamokgethi Setati pointed how the communication happened between 5-grade students (11-15 years old). The students communicated both in English and Tswana. The teacher named Thato is multilingual. The code-switching in Thato's class was used for three reasons: to facilitate the learner to understand the concepts, encourage the participants, and familiarize the students with the language of evaluation (English). What makes my thesis is different from the journal is the object of research is of different ages. Both of the participants spoke in English and their native language. My research used Hamers & Blanc (2003) theory, while Mamokgethi used Ndayipfukamiye (1994) and Arthur (1994). While the two works have different approaches and age targets, they also have similarities in encouraging the learners to

use two languages to improve their way of thinking and the ability to adapt new atmosphere.

The second journal is written by Martin Kustati (2014) entitled *An Analysis of Code-Mixing and Code-Switching in EFL Teaching of Cross-Cultural Communication Context*. The journal is to find out the types of code-switching and code-mixing used in daily conversation in the class and the motivational reasons. The differences from Martin Kustati's journal are, she also included the code-mixing that happened in the class. Both our works used the theory by Hamers & Blanc (2003). It would have different output because her research occurred in the course at a specific time.

The third journal entitled *A code-switching asymmetry in bilingual children: Code-switching from Dutch to Frisian require more cognitive control than code-switching from Frisian to Dutch* by Evelyn Bosma and Elma Blom from Utrecht University, The Netherlands (2019, Vol. 23(6) 1431–1447) from Leiden University, The Netherlands. The paper finds out how hierarchy and cognitive control play a significant role in code-switching. The children who are Frisian–Dutch bilinguals have the obligation to be on some degree of language separation when they speak Dutch, but not when they talk to Frisian. It could happen because Dutch is more dominant daily compared to Frisian. Frisian is used when the Dutch do not have a comparable vocabulary or lexical meaning. The difference from Bosma and Blom's work is the Flanker task used to obtain the research materials. I used some videos uploaded on Instagram by the research object in this thesis.

The Journal of African Cultural Studies, entitled Code-Switching: Amharic English, makes a study about how the code-switching phenomenon happens in Ethiopia. The code-switching phenomenon spread widely among speakers of different traditional languages. The studies explained how code-switching process between Amharic and English speakers. The phenomenon mostly happened in the more educated society. Because the language structures are different, the writer emphasizes that syntactic categories are not available in English or Amharic.

The study of Cross-Cultural Code-Switching: The Psychological Challenges of Adapting Behavior in Foreign Cultural Interactions Andrew Molinsky Brandeis University explains how the working community has many benefits in improving the code-switching process. In participating in the community, the people have to adapt to using the same language. The members develop critical thinking, manage conflicts, and express constructive criticism in the communication process.

The study of Spanglish as Literacy Tool: Toward an Understanding of the Potential Role of Spanish-English Code-Switching in the Development of the Academic Literacy Ramón Antonio Martínez University of Texas at A observes how the code-switching between English and Spanish of California Public School. The writer of the study identifies when the students are using English mixed with Spanish or walled it as Spanglish. The students who use Spanglish in communication have a deeper connection to academic knowledge. The writer suggests the lecturer embrace

the student to use more Spanglish compared to only English or Spanish to improve literacy and critical thinking.

The article of Learner Code-Switching in the Content-Based Foreign Language Classroom by Grit Liebscher and Jennifer Dailey-O's analyzed the pattern between German and English as the bilingual language practice in a classroom. The study shows how each participant has an exact addressee and role. The classroom is viewed as a community that has a particular tradition. The community members use L.2 in the learning system and frequently change the orientation. The bilingual activity in the class inspires the members to improve the use of each language and then switch it to each other. The code-switching practice gives the students more opportunities to do experiments in using the two languages.

The journal of Code-Switching and Language Ideologies: Exploring Identity, Power, and Society in Dialectally Diverse Literature by Michelle D. Devereaux and Rebecca Wheeler examines how code-switching and language ideologies addit to identity, power, and dialectically diversity in a community. In the study, the writers mention how the students in the classroom have the same skill to practice bilingual communication. Many of the students are struggling to read or write in a different language. Some of the students who are difficult to learn sometimes just keep silent. The writers expect the students to understand some linguistics patterns, such as sound, grammar, and vocabulary. The code-switching phenomenon helps the students explore



how language has a relationship with various groups or communities—the different views of language and society to develop critical thinking skills in the writing text.

The study of Code-switching and the construction of ethnic identity in a community of practice Anna De Fina explore how the code-switching between Italian and English has a central role. The writer analyzes how the code-switching process makes a debate between ethnics of immigrant communities. The central areas of the code-switching process are the activity of the community, such as food preparation and game. Sometimes, the ethnic identities make negotiations between the member of the group. In conclusion, this study explores the glimpse of social mechanisms through identification created as the community's social aspect.

The journal of Code-Switching in Young Bilingual Children, the Acquisition of Grammatical Constraints Jürgen M. Meisel University of Hamburg, makes a discussion how bilingual children have to be in the exact degree of experience to understand the use of two languages. When there is a grammatical coherence in the bilingual children, they will do violence in the language, such as the principal of the grammar. When code-switching happens in the earlier stage, the children could lose the grammatical relation in any other cases. At a certain age, the children will develop functional categories that become more accessible.

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

The study's scope is the conversion process between the child and her mother. The writer observed the code-switching process that happened between them. The

conversation was in Indonesia then switched to English. The period observation is between August to December.

## **1.6 Writing Organization**

This research is divided into five chapters in order to give description about its content. They are:

### **CHAPTER I : INTRODUCTION**

This chapter consists of: Background of the study, Scope of the study, Aims of the study, Underlying Theory, and Writing Organization.

### **CHAPTER II : THEORY AND METHOD**

This chapter provides the theories and methods that are used to analyze the data. It consist of the Definition of Psycholinguistics, Language Development Stage Theory, The Definition of Sociolinguistics, Bilingualism, Code, Code Switching, Types of Code Switching, Factor of Influencing Code Switching, and Factor of Influencing Code-Switching, The methods consists of Data and Data Source, Method of Collecting Data, and Method of Analysing Data.

### **CHAPTER III : RESULT AND DISCUSSION**

This chapter have the finding of the code-switching and phenomenon in a bilingual child.

#### CHAPTER IV : CONCLUSION

This chapter is a closing chapter that written conclusion of complete analysis according to the result of the study

## **CHAPTER II**

### **THEORY AND METHOD**

#### **2.1 Theoretical Framework**

##### **2.1.1 Sociolinguistics**

###### **2.1.1.1 The Definition of Sociolinguistics**

Trudgill (1974:32) describes linguistics and sociolinguistics are the same groups mainly focused on language as a social and cultural phenomenon. Social psychology, anthropology, human geography, and sociology are several materials studied in sociolinguistics, especially in language and society.

Mohanty (1994:13) stated that the scope of bilingualism is in the dimension of a social-communicative area. Bilingual people have the ability to communicate in society in their normal situation. The interaction is in two or more languages with the other speakers of any or all of these languages.

Grosjean (1985:467-477) explained that bilingual speakers have extraordinary language behavior when they made conversation. The conversation happened in a group of bilingual speakers not only between two people. The speakers unconsciously developed some language culture that only accepted and understood by the group members.

Ludi (1986) supports Grosjean's statement he writes: "Bilingualism is more than the addition of two monolingual competencies, but an extreme of polylectality. (Josiane and Michel 2004:14). He emphasized that the group of monolingual develops unique language behavior, thus inspiring them to converse in more than one language that they have mastered.

### **2.1.1.2 Code Switching**

#### **1. The Definition of Code Switching**

Code-Switching is when speakers use more than one language, variety, or style. The code-switching happened in a situation that motivated the speakers to use more than one language. The language variation depends on the situation in the speakers' surroundings (Romaine, 1992:110).

Bilingual speakers have specific communities to develop the ability to speak two or more languages. The community members are known for their ability to speak different languages. There is an unwritten rule that they must switch or mix their language.

Many linguists ensured that switching between languages is an option for the speaker of a speech group. This is just like the option for the monolingual speakers to change styles or dialects in their groups. Code-switching should not stress the community members and do it as natural as possible (Aranoff and Miller 2003:523).

#### **2. Types of Code-Switching**

David (2008-75) classified the causes of code-switching in two different terms: grammatical and contextual classification. The grammatical variety of code-switching

is based on the appearance of sentences or utterances, while the contextual type is based on the reason behind code-switching happens.

There are three types of grammatical classification of code-switching. Those are tag-switching, inter-sentential code-switching, and intra-sentential code-switching.

The explanation of those three types are as follows:

a. Tag Code Switching

Tag code-switching usually occurs when a bilingual speaker adds short different language expressions/ tags at the end of the sentences/utterance. For example:

An Indonesian bilingual speaker switches from English to Indonesian.

What do you want for your birthday? Pair of shoes or dress, *iya kan?*

b. Inter-sentential Code-Switching

Inter-sentential code-switching occurred when the speakers used a different language between two sentences in their native language.

*Aku kangen makanan Indonesia, deh.* The one that we used to eat in grandmother's home. *Mau nggak ke China Town sekarang?*

c. Intra-sentential Code-Switching

Intra-sentential code-switching happens when a different language, a clause, a phrase, or a word is added between the sentence/utterance in the native language. The examples are:

An English bilingual speaker switches from English to Indonesian.

The city park *cantik banget* and super huge compared to the previous we found before.

The classification variety is divided into situational and metaphorical code-switching. This is different from the grammatical classification, which has many different codes added in sentences/utterances in different positions.

### **3. Motivation of Code Switching**

There always be some motivation and reasons for the people who do code-switching and code-mixing. Grosjean (1982) mentioned several reasons for code-switching. Sometimes, bilingual speakers have difficulties finding appropriate translations and the right words or some expressions when they communicate. They used different languages to express exact words or sentences when they could not find them in the language they used at the moment. The situation, speaker's attitudes, messages implication, interlocutors, and emotions bring the existence of code-mixing.

The other reasons people switched language such as giving exact addressee to a certain person in a community (each community has different culture or habit of talking to each other in their usual language), emphasizing the group identity (make quotation what someone has been said), validating what has been said, and recalling the past moments (Grosjean, 1982). Bhatia & Ritchie (2004) implied bilingual speakers make their language choice. The number of factors from the decision are as follows: with whom (the backgrounds and relationship of the participants), about what (content, topic), and when and where the communication happens.

#### **4. Factors Influenced in Code-Switching**

##### **a. Participants Role and Relationship**

The code-switching happened when the interlocutor used trigger words to understand what they were saying. Bhatia and Ritchie (2004) observed that unconscious agreement and disagreement on language choice in bilingual speakers had influenced participant roles and relationships.

##### **b. Situational Factors**

Language mixing and switching patterns are influenced by social variables like class, religion, gender, and age, both quantitative and qualitative. Bhatia and Ritchie (2004) emphasize that specific participant/ social groups, setting, or topics have different language styles that match each factor.

##### **c. Language Attitudes, Dominance, and Security**

Society could appraise the positive or negative of code-switching based on the speaker's attitudes towards the language and the frequency of using code-switching. Bhatia and Ritchie (2004) stated that language attitudes, dominance, and security ensure qualitative and quantitative attributes.

#### **2.1.2 Psycholinguistics Theory**

##### **2.1.2.1 The Definition of Psycholinguistics**



Jacob Robert Kantor, in 1936 wrote the term psycholinguistics in his book entitled *An Objective Psychology of Grammar* and eventually being used among his peers at Indiana University. The massive use of psycholinguistics started when his student, Nicholas Henry Pronko, made a headline, "Language and Psycholinguistics: A review." After the article was published, it was used to enhance an interdisciplinary science related to *Psycholinguistics: A Survey of Theory and Research Problems*, a book published in 1954 by scientists Charles E. Osgood and Thomas A. Sebeok.

### **2.1.2.2 Language Development Stages Theory**

Based on Danny D. Steinberg and Natalia V. Sciarini book entitled *An Introduction to Psycholinguistic*, which published 2006, there are several stages on language development as follows:

#### **1. Babbling**

Babbling is when children first hear sounds from their surroundings and imitate their most-like voice. The syllables become more specifically straightforward as the children grow up. Usually, the children will be more intimate with the first language. As time goes by, when the people around start to use a foreign language, the children will be accustomed to babbling in that language.

#### **2. Holophrases**

This stage is when the children develop to speak in one word. The word will represent what the children wanted to talk about. For example, the children uttered "Umbrella"

because it was raining outside. The message implies many people are using an umbrella when the rain is pouring down. The one vocabulary is usually only understood by the one who takes care of them. If the children talk with one word to somebody else, the person will not understand the message's meaning. For example, when the children say "Milk," it indicates, "I am hungry and want to eat."

### 3. Two-Word Sentences

At the age of eighteen to twenty months old, the children will develop two-word sentences to express what is going on. They already had the idea on their head and then uttered it in a two-word sentence. For example, "Mommy dress" (subject-object), "Cat Meowing" (subject-verb), and "Eat soup" (verb object). At this age, the children are likely to utter 300 words vocabulary.

### 4. Telegraphic Sentences

In the telegraphic stage, they will utter a short and simple sentence consisting of subject-predicate-object. This stage is called telegraphic because it is similar to a telegram message which uses short and simple sentences to whole ideas. For example, "When Ashley come?" and "Us drink water."

### 5. Joined Sentences

In the stage of the joined sentence, they grow a little bit more than the previous step. As getting older, the children will develop their way of thinking. They will become more logical to express time and relationships as they get older. They will understand

society's language expectations and are likely to develop more mature language forms. The vocabulary will increase fast, the ability to make up words will expand, and the children will get many language rules that work on society. In the joined sentence stage, the children will extend to 1000 words.

#### 6. Overgeneralizations

In this stage, the children will develop more complex utterance in their native language. They will become more consistent with the language rule and adapt fast to the community. Sometimes they will make mistakes in the language structure, like wrong tenses. For example, “I eated ice cream last afternoon” for “I ate ice cream last afternoon” (many linguists called it creative grammar). They will develop the correct form when they talk with more attendance.

The bilingual child will evolve from the one-word utterances stage to the two three-word sentences stage, becoming more complex and combining morpheme acquisition and complex sentences. In the two- and three-word sentences stage, the children may mix with two languages used in the community.

#### **2.1.2.3 Psycholinguistically conditioned code-switching and triggering**

Clyne (1993:193) stated that code-switching simultaneously happened in the conversation between bilingual people is promoted by trigger words. Trigger words are defined as the word that represents the two language structures that make the bilingual person lose the manner of the language and start to utter expression in the other language.

Clyne (2003:162) also stated that lexical items can be defined as the borrowing to more than language using. He also emphasized that these kinds of lexemes are not the product of the result, but they will make the code-switching happen. Trigger words should not be considered as part of code-switching. The lexemes are intersected from the two languages. The things mentioned above are also the trigger to other languages to code-switch or code-mix.

Clyne (1991: 193ff, modified in 2003: 162ff) classified the trigger-words into several types:

1. Proper nouns

There are no equivalent translation between two different languages. This is happened because each language has its own pattern and exact word to express the situation or term of things. But there is an example that has identical form of phonology in German and English.

(1a) *Es war Mr Robin Mueller, der wohnte da in Gnaddenthal and he went out somewhere and Mr Lamfsuss asked to him: Wer sind den die Mutter do her? It was Mr. Robin Mueller, he stayed at Gnadenthal, and he went out somewhere, and Mr. Lamfsuss asked to him: Who are all these mothers around here? (Clyne 1994:112)*

Gnadenthal is the term of the old German housing complex in Australia, and they used both German and English. Sometimes they switch from English to German or reverse because it has a lexeme in both languages. They also do intersections of indirect speech because there is a pragmatic condition in the language. The people who

lived there used quotations when some words were originally in German. That situation proved that code-switching, functional, and non-functional are implicated.

## 2. Lexical transfers

Lexical transfers are the more advanced of trigger words. In phonology, the linguistic transfer is unintegrated, or in other words, only integrated at the primary level. Clyne explained that when people switch from Standard Italian to English, there is an intersection that is marked by some non-native words or the end-word consonant. The loan words from English or Italian made trigger words.

## 3. Bilingual Homophones

Clyne (1967ff) stated the third category is bilingual homophones. This is the word with the same sound, or most likely the same in the two or more languages said by the speaker. Homophones happen to be part of the language with the same relationship.

Clyne mentioned that German and Russian have the same dialect variant. The standard German of “well” is identical to the Russian (but). This article could trigger the speaker and transition from the German language structure to the Russian structure. In some cases, it could be possible or impossible to make an interpretation for two expressions.

## **2.2 Research Method**

### **2.2.1 Data and Data Source**

Bungin (2001:129) made a statement that there are two data sources: primary and secondary. The preliminary data has taken from the first data, while secondary data is obtained after primary data. This study data taken from the primary data. The analysis

in this research is the code-mixing and code-switching that come from the bilingual child's conversation with her partner.

### **2.2.2 Method of Collecting Data**

When the writer made data collection, the writer used a non-participant observation guide because the writer was not taking part in producing the data. The writer gathers the video that has been uploaded to the Instagram account of @retnohening at the age of 3-3.5 years. And, the writer only picks the English conversation videos then makes the transcript.

### **2.2.3 Method of Analysing Data**

In data analysis, the writer made several steps of the error analysis method. They are identifying errors, classifying errors, calculating and tabulating errors, describing and evaluating errors, and identifying factors causing errors.

## **CHAPTER III**

### **RESULT AND DISCUSSION**

#### **3.1 Speaker's Background**

The speaker in the research is a four-year-old little girl named Mayesa Hafsa Kirana or used to be called Kirana. She was born in a small city called Duri, Riau Province, Indonesia, on December 20th, 2013. She came from an ordinary family, her father worked in the petroleum industry, and her mother is a housewife. When she was still a baby, her family moved to Muscat, Oman, to pursue her father's career.

Parent to nurture a baby abroad and far away from the homeland. Both Indonesia and Oman have different cultures, folkways, and even languages. The national language of Oman is Arabic with its dialect. They lived in an apartment in an international neighborhood. The people who worked in Kirana's father's petroleum industry came from various countries and lived in the same apartment building. Because of the global environment, they communicate in English.

Kirana's parents teach her how to adapt to the international environment from the actual phenomenon. The most beneficial thing to do is understand the language. The parent tried to acquaint her by singing some nurtured songs in English. Kirana baby is used to hearing many English vocabulary from those nurtured songs. When Kirana was in a phase of speaking words, she had uttered some speeches both in Bahasa

Indonesia and in English. The term mixtures that came from her mouth have happened unconsciously.

When she was entering a playgroup with students from various nationalities, her ability to speak English grew faster. At school, she communicated with her teachers and friends in English. Even the grammatical errors are still so many. It does not matter to improve her skill in speaking English. However, Kirana used to have a conversation in Bahasa with her parent in her house. When some Indonesian friends came to her house (they are in the same international school playgroup), Kirana and her friends tried to speak in Bahasa Indonesia and unconsciously mixed with English vocabulary.

### 3.2 Code Switching Analysis

The code-switching found in Kirana’s speech is divided into three types; inter-sentential, intra-sentential, and extra-sentential. The code switching were often used when Kirana had conversation with her mother.

Tabel 1: CODES SWITCHING

No.	Months	Total	Tag CS	Inter- Sentential CS	Intra- Sentential CS
1.	July	15	0	0	15
2.	August	32	1	0	32
3.	September	6	2	2	5



4.	October	0	0	0	0
5.	November	4	0	0	4
6.	December	10	0	0	10
	Total	58	3	2	56

### 3.2.1 Tag Code Switching

Tag code-switching in Kirana's speech from July-December occurred 15 times. According to the data, Kirana did inter-sentential code-switching. In July, Kirana did 0 times; in August, she did one time, in September 2 times, in October 0 time, in November 0 time, and in December 0 time.

Kirana did many tag code-switching when she wanted to emphasize what she was saying and express her certain feelings, which she could not understand in Bahasa Indonesia or communicate in English. To emphasize her expression and deliver her certain sense, Kirana switched to English.

For example, on September 7th 2017, she told her mother what happened in the school. Kirana said that her friend made her mad with the toy snake. She is terrified of the toy snake, but her friend keeps playing with her. She talked with Bahasa Indonesia then added short-expression. *No!* to make emphasizing on what she was saying.

Kirana : *Terus habis ganggu Kirana, No!*

Ibu : *Oh Kirana gitu.. kenapa Kirana marah-marrah? Mungkin dia mau main sama Kirana..*

Kirana : *Bukan.. dia tu suka ganggu-ganggu terus dia ketawa-ketawa hahahaha (imitating her friend). Terus dia pegang **snake** terus dia kkkkkk (imitating her friend again)*

To deliver certain feelings towards her interlocutors, Kirana used several expressions. For instance, Kirana said, "I Love You" to her mother. The term "I Love You" delivered her most profound feeling when she did not want to make her mother sad. As she always plays and communicates with her mother the whole day, she grew up within the times.

For example, on August 18th, 2017, she talked with her mother about who would accompany her mother when Kirana was not around.

Then mother showed Kirana a video when she was crying loudly.

Kirana : *Ibuk...*

**Mother:** *Kenapa itu?*

Kirana : **I love you** *ibuk.*

There is also tag code-switching uttered when Kirana explained what happened with herself. She tried to explain it in a long English sentence, and in the end, she added Bahasa Indonesia vocabulary to make sure that her expression was well delivered.

For example, she explained what happened on September 13<sup>th</sup> 2017. Even her English grammar was not perfect, and she was brave enough to explain that some

water spilled on her shirt. Kirana also told her and her friend when the water spilled accident happened.

Kirana accidentally scratched the bed cover with her board marker. She tried to say sorry to her mother.

**Mother:** *Itu, ada spidolnya*

Kirana : **Sorry** *ibuk.. nanti..nanti dibersihkan. Nanti kalau sudah lama sekali. Habis... habis... habis... terus itu ibuk gini sst sst sst (imitating her mother cleaned the bed cover).*

**Mother:** *kalau gabisa hilang gimana?*

Kirana : *nanti kalo... kalo... kalo... basah basah nanti dilap... lap... terus sampai bersih*

### 3.2.2 Inter-Sentential Code Switching

Kirana only did inter-sentential code-switching twice. She still has a limited vocabulary because she is still a minor. Some unique expressions in English are still challenging to be understood by Kirana. She uttered long sentences, and she still used simple sentences and straightforward vocabulary.

On August 24th 2017, Kirana asked her mother to join her dancing. She used simple sentence “**Let’s do it again!**” and then switched to Indonesia.

Kirana : **Let’s do it again!** *Ibuk tau ga kaya gini? (she tried to practice walking slowly in her place). Ibuk suka ga kaya gini?*

**Mother** : *Apa itu namanya?*

Kirana : *Walk. Kirana lagi **excercise***

### 3.2.3 Intra-Sentential Code Switching

Intra-sentential code-switching in Kirana's speech from July-December occurred 57 times. According to the data, Kirana did intra-sentential code-switching. In July, Kirana did 15 times. In August, she did 32 times, in September 5 times, in October 0 times, in November 5 times, and in December 15 times.

Kirana did intra-sentential code-switching spontaneously, or she was unconsciously uttered it. Kirana answered several questions fast and spontaneously used English vocabulary between the Bahasa Indonesia sentences when her mother asked several questions. Then when she sees or listen to something fascinating, unconsciously, she will utter English vocabularies between the Bahasa Indonesia sentences.

For example, Kirana often read books about food, sea creatures, and something else. Children's books usually have pictures. Kirana has spontaneously mentioned the pictures in English and Indonesia. On July 26th 2017, Kirana and her mother were having a book about sea creatures.

Kirana : *Aku **octopus***

Mother: ***Octopus** itu bahasa indonesianya apa*

Kirana : *Hmmm... kalau aku takut nanti aku jadi **black***

Mother: *Bukan, kalau dia takut dia ngeluarin tinta. Tintanya warnanya **black***

Kirana : *Kata.. kata.. kata **octopus** nya aku mau keluarkan tinta **black** nya.*

Mother: *Apa itu **black** nya*

Kirana : ***Black** nya itu kalau aku takut. Nanti aku keluarin yang black*

Mother: *Apa itu yang **black** namanya. Dia mengeluarkan apa*

Kirana : *Gatau*

Mother: *Tinta*

The other example is when she was explaining about butterfly metamorphosis. She mentioned the creatures in English and the other words in Bahasa Indonesia. Kirana is more familiar with creature vocabularies in English than in Bahasa Indonesia

Kirana : *Kan ada **egg** di daun*

**Mother** : *Hmm terus?*

Kirana : *Terus.. dalemnya ada **caterpillar**. Terus.. dia tidur. Terus.. dia jadi **cocoon**, terus dia jadi **butterfly!** (act flying like a butterfly)*

**Mother** : *Terus dia cantik gak?*

Kirana : *Iya!*

**Mother** : *Warna apa?*

Kirana : *Warna **green and blue and white and purple and indigo and red.***

**Mother** : *Oh ini.. kaya rainbow?*

Kirana : *Iya...**rainbow..rainbow..butterfly.***

### **3.3 The Factors Influenced on Code-Switching Process**

#### **3.3.1 Participants Role and Relationship**

The code-switching happened when the interlocutor used some trigger words to understand what they were saying. Kirana's mother explained some simple words both in English and Bahasa Indonesia. On the other side, Kirana will answer it with both English and Bahasa Indonesia. Kirana's mother played a significant role in the code-switching of Kirana's speech. Because Kirana rarely played with her friends except in school, almost all the conversations between Kirana and Kirana's mother.

#### **3.3.2 Situational Factors**

Some languages that happened in code-switching are seen as more appealing to exact social community, settings, or topic. Kirana switched between English and Bahasa Indonesia when she was focused on specific issues. For example, when she explained metamorphosis, she will use several vocabularies related to transition. Then when she was with her friends, she would be more expressive by using several tags in English.

#### **3.3.3 Language Attitudes, Dominance, and Security**

The attitudes, the frequency of code-mixing, and code-switching from bilingual children depend on how the community views code-switching as positive or negative terms. . Kirana and her family lived in Oman. Because of living in an international neighborhood, Kirana and her parent tend to have conversations both in English and Bahasa Indonesia to be easier to communicate with the community and not forget the root of Bahasa Indonesia. People who live abroad and have an international

environment usually get used to speaking both in their native language and the international language or the language used in that country.

### **3.4 The motivation of Code-Switching**

Kirana lived in Oman for a quite long time. The neighbors come from around the world. Since the people live around her from different countries, so she have to speak with English. She was still only 3 years old, that is way she has to adapt with the new language. Her parents speak in Indonesia then switch with English. To strengthen Kirana's communication in other language, her parent sent her to a international pre-school. In there, she has to speak in English in order to understand what her friends are saying.

### **3.5 Code Switching Analysis: Psycholinguistically Conditioned Code-Switching and triggering**

In psycholinguistics, code-switching is grouped in no intentional, and this case happens when the bilingual person has a conversation and is promoted by trigger words. The trigger words are defined as when between the two languages system made intersection which could make the speakers lose their ability to utter in a complete sentence in the other language.

#### **3.5.1 Lexical Transfer**

Lexical transfers are integrated into primary level in the interaction of the two languages, as follows:

**Kirana** : Pisang, suka apel, suka *pinnapple*, suka sayuran, suka telur, suka ikan, suka *milk*, tapi harus dibersihkan

*Kirana* : *I like banana, apple, pinnapple, vegetable, egg, fish, milk, but after that I have to brush my teeth*

**Mother** : Habis maem sikat gigi. Biar apa?

*Mother* : *After having meals then we have to brush our teeth. What for?*

**Kirana** : Biar *nice and clean*

*Kirana* : *Make it nice and clean*

According to the data, Kirana mentioned **pineapple, milk, nice and clean** in English. In this case, they are talking about Kirana's favorite food. She said all of them in Indonesia except **pineapple** and **milk**. She was triggered to mention **pineapple** and **milk** in English because those words first popped up from her head. It indicates that the meaning of **pineapple** and **milk** in Indonesia, *nanas*, and *susu*, is strange for her than she intends to mention in English.

Then she mentions another phrase **nice and clean** in English instead of in Indonesia. She mentions **nice and clean** to answer her mother's question, the function of tooth brushing. Instantly she said **nice and clean** then mentioned it in Indonesia, *rapi dan Bersih*. Even her mother was asking in Indonesia, and she intends to answer in English because the phrase **nice and clean** is a little more common for her than *rapi dan Bersih*.



**Kirana** : Aku *octopus*

*Kirana* : *I'm octopus!*

**Mother** : Octopus itu bahasa indonesianya apa?

*Mother* : *What is octopus in Indonesian?*

**Kirana** : Hmm... kalau aku takut nanti aku jadi **black**

*Kirana* : *Hmmm... If I were scared I will turn in to black*

Kirana mentioned two words in English, **octopus**, and **black** according to the data. If we analyzed it, why does Kirana say those two words are related to each other. Octopus are underwater creatures that spread black ink as their weapon as enemies threaten them. So, Kirana remembered those two important keywords; **octopus** and **black**. When her mother asked the meaning of octopus in Indonesia, Kirana answered it with *hmm*, indicating she had no idea to answer the question or did not know the word octopus in Indonesian.

**Mother** : Kirana masukin apa nak?

*Mother* : *What are you trying to put in to?*

**Kirana** : *Flour and chocolate powder*

*Kirana* : *Flour and chocolate powder*

**Mother** : Sebelumnya.. sebelum tepung sama chocolate powder? Ibu masukin apa tadi?

*Mother : Before you add the flour and chocolate powder, did you see*

*Mom put something?*

**Kirana** : *Eggs*

*Kirana : Eggs*

**Mother** : Sama?

*Mother : Then?*

**Kirana** : *Sugar*

*Kirana : Sugar*

This case is similar to the conversation before. Kirana mentioned **flour, chocolate powder, eggs, and sugar** in English. If we identify the conversation, we can conclude that Kirana and her mother are in the process of making cakes. Then Kirana mentioned all of the composition in English because she was accustomed to hearing and knowing it in English rather than in Indonesia. Those words are related because **flour, chocolate powder, eggs, and sugar** are the main recipe in making a cake, especially a chocolate cake.

**Mother** : Untuk apa bakteri baiknya?

*Mother : What is the function of the bacteria?*

**Kirana** : Untuk minum-minum

*Kirana : To drink*

**Mother** : Untuk apa?

*Mother* : *What for then?*

**Kirana** : Untuk..untuk.. bikin jadi **yummy!**

*Kirana* : *To make it yummy!*

According to the text, Kirana mentioned only the word **yummy** in English.

**Kirana** : *Cute* adek Rumaysaa

*Kirana* : *Rumaysaa is cute*

**Mother** : Emang adek Rumaysaa *cute*?

*Mother* : *Is Rumaysaa literally cute?*

**Kirana** : Iya

*Kirana* : *Yes*

**Grandmother** : Mbak Kirana?

*Grandmother* : *Then Kirana is...?*

**Kirana** : Kirana itu *soft*. Kalo ibuk *large*.

*Kirana* : *Kirana is soft. Ibuk is large*

**Mother** : Apa?

*Mother* : *What?*

**Kirana** : Ibuk *large, tummy* nya ibuk.

*Kirana* : *Ibuk is large, your tummy is large.*

According to the text, Kirana mentioned four words in English **cute**, **soft**, **large**, and **tummy**. The word **cute** describes her sister's appearance, **soft** is to express herself, **large** is to explain how big her mother's stomach and **tummy** indicate stomach

(usually, children tend to mention tummy than stomach). **Soft** and **large** is not suitable to describe appearance. If we compare **cute**, **soft**, and **large** they are not proportional. Usually, **soft** is used to describe the texture of skin, fur, or food. The word **large** is used to describe the space and the size of things. If Kirana wants to make it proportional, she can use **calm** to **soft** and **big** for the closest meaning to **large**.

Kirana is likely to mention adjectives in English instead of in Indonesia from those two examples. Whether she did not note correctly for the use of words **soft** and **large** indicates that Kirana is more pleasant to use English in adjective phrases. From this case, we can drag the first example in number 1 that Kirana mentioned **nice and clean** instead of *rapi dan bersih*.

Kirana mentioned some words in English when they the words related each other or it explained processes in order.

**Mother** : Hmmm *volcano* itu ada dimana?

*Mother* : *Hmmm where is the volcano located?*

**Kirana** : Adanya di Jogja, Mars

*Kirana* : *They are in Jogja, Mars*

**Mother** : Oh, di Mars ada?

*Mother* : *Oh, are there volcanoes on Mars?*

**Kirana** : Heem

*Kirana* : *Yeah.*

**Mother** : Dimana lagi?

*Mother* : *Where do we find?*

**Kirana** : Ini sama kaya gini gegara kan *volcano* itu kalo gitu masuk ke *earth* duuur (imitating the sound and pointing out the picture of volcano). Terus...terus *earth* nya *crack* terus terus jadi *earthquake*.

*Kirana: This is the same thing when the volcano is coming into the earth duuuur (imitating the sound and pointing out the picture if volcano). Then the earth cracked and formed an earthquake..*

Kirana mentioned **volcanoes, earth, crack, and earthquake according to the text**. Those words are related to the volcanic earthquake that causes volcano eruption. Kirana wants to explain that if the land is cracked, it will cause an earthquake. If the volcanic earthquake happens, it will lead the volcano to erupt. Because her vocabulary is limited, she only mentioned the keywords (volcano, earth, crack, and earthquake).

### **3.6 Language Development**

The data source for this experiment is Kirana's speech from 3-3.5 years old. Thus, Kirana was in the telegraphic stage. This stage happened when the children used simple vocabulary and short sentences. For example, she used this kind of sentence to utter several expressions.

In this conversation, Kirana can introduce herself as a 'teacher' when playing roles with her mother. She also could spell her name right in the English alphabet.

Kirana : *My name is Kirana teacher. Kirana. K-I-R-A* (spelling her name in English)

**Mother** : *Terus?*

Kirana : *R?*

**Mother** : *Terus apa?*

Kirana : *R? R belom.*

**Mother** : *Tulis dulu.*

Kirana : *tapi A dulu (write again her name). Ini dia!*

**Mother** : *apa itu bacanya?*

Kirana : *K-I-R- kirana?*

The second example when she explained that she really want to go to school like a brave lion. She mentioned an animal 'lion' to represent her bravery.

Kirana : ***I want to go school***

**Mother** : *Nanti nangis kalau pergi sekolah*

Kirana : *Engga kok. Ini kan **brave lion***

**Mother** : *Itu **brave lion**? Kalau ke sekolah ga nangis?*

Kirana : *engga, tapi kok **mane** nya kaya gini. Anaknya kaya gini tititititi (imitate the lion's mane on her face). Kalo ayahnya kaya gini, disisir \*laughing\**

## **CHAPTER IV**

### **CONCLUSION**

This chapter contains a brief conclusion of the study. The data used in this research are the code-switching in the conversation of a bilingual child named Kirana from 3-3.5 years old. Based on the data, there is a lot of code-switching found in the utterance on August-December 2017.

Three types of situational code-switching used by Kirana, tag code-switching, intra-sentential, and intra-sentential code-switching. Three types existed on situational code-switching. Between those three types of situational code-switching in which the code-switching happened, the tag code-switching occurred two times, the inter-sentential code-switching two times, and intra-sentential code-switching occurred 56 times.

In the language development stage, Kirana is in the telegraphic stage. This stage happened when children used short sentences and simple vocabulary. From July-August, Kirana only switched the tongues in English while the rest of the sentence was in Bahasa Indonesia. Starting in September, she spoke a long sentence in English. She expressed in long sentences using English, but she also made different expressions to emphasize what she was saying. For example, she made a song in English by herself

when looking at some pictures in her book. Then when she did something like talking to her sister, she spoke in English and made a song of her speech.

The trigger words play the leading roles in Kirana's speech. When she has one word in English while explaining something, she will mention the other words or sentences in English related to the explanation.



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## ATTACHMENT

July 24<sup>th</sup> 2017

Kirana is reading a book of food with her mother

Kirana : pisang, suka apel, suka *pinnapple*, suka sayuran, suka telur, suka ikan, suka *milk*, tapi harus dibersihkan

Ibuk : habis maem sikat gigi. Biar apa?

Kirana : biar *nice and clean*

Ibuk : biar nice and clean, terus?

Kirana : harus sikat gigi kalau mau tidur. Terus yaudahlah

Ibuk : terus apalagi

Kirana : terus sikat gigi terus ke dokter gigi, terus sampai habis yeay

July 26<sup>th</sup> 2017

kirana is reading book of sea creatures with her mother

kirana : aku *octopus*

ibu : octopus itu bahasa indonesianya apa

kirana : hmmm... kalau aku takut nanti aku jadi *black*

ibu : bukan, kalau dia takut dia ngeluarin tinta. Tintanya warnanya *black*

kirana : kata.. kata.. kata *octopus* nya aku mau keluarkan tinta *black* nya

ibu : apa itu *black* nya

kirana : *black* nya itu kalau aku takut. Nanti aku keluarin yang *black*

ibu : apa itu yang *black* namanya. Dia mengeluarkan apa

kirana : gatau

ibu : tinta

kirana : aku keluarin tinta

ibu : apa itu tinta

kirana : tinta itu *black* adanya kalau *octopus* takut

August 1<sup>st</sup> 2017

Ibu : kirana masukin apa nak?

Kirana : *flour and chocolate powder*

Ibu : sebelumnya.. sebelum tepung sama chocolate powder? Ibu masukin apa tadi?

Kirana : *eggs*

Ibu : sama?

Kirana : *sugar*

Ibu : ooh..

August 3<sup>rd</sup> 2017

Kirana is singing a song with her mother

Kirana : sentuhan tidak boleh sentuhan tidak boleh yang tertutup baju dalam. Katakan tidak boleh lebih baik menghindar, bilang ayah ibu.

Ibu : jadi kalau ada yang mau pegang Kirana bilang apa?

Kirana : *No!*

Ibu : pegang sini bilang apa?

Kirana : *No!*

Ibu : pegang belakangnya bilang apa?

Kirana : *No!*

Ibu : terus bilang ke siapa?

Kirana : ibu ayah

Ibu : kalau ada orang sayang sama Kirana pegang kepala bilang apa?

Kirana : Boleh (show her thumb up)

August 5<sup>th</sup> 2017

Ibu : sama ayah yaa kan besok ayah libur

Kirana : *No!*

Ibu : yaa? Coba dulu..

Kirana : *No!*

Ibu : dilelo-lelo disayang-sayang dipuk-puk

Kirana : *No!* Kirana maunya sama ibyuk terus

Ibu : dilelo-lelo sama ayah, enak lagi

Kirana : Ngga mau sama ayah, maunya sama ibyuk terus

Ibu : Kenapa ngga mau sama ayah? Sama ibuk kan udah tiap hari, sama ibuk terus

Kirana : Kirana suka sama ibuk lama-lama

Ibu : sama ayah lama-lama lah

Kirana : Kirana maunya sama ibuk terus lama-lama

August 9<sup>th</sup> 2017

Kirana : Mikroskop ada lho di dalemnya. Ibuk coba lihat ibuk coba lihat

Ibu : apa?

Kirana : pakai mikroskop. Ada bakteri yang baik loh, yang di dalam yakult

Ibu : oh ya?

Kirana : iya

Ibu : untuk apa bakteri baiknya?

Kirana : untuk minum-minum

Ibu : untuk apa hehehe

Kirana : untuk..untuk.. bikin jadi *yummy!*

Ibu : oh gitu hehehe

August 9<sup>th</sup> 2017

Kirana is reading a book of human body's structure and trying to test her mother the name of each part

Kirana : ini dalamnya ada apa hayo?

Ibu : apa hayo

Kirana : *brain!*

Ibu : ada brain. *Brain* itu untuk apa?

Kirana : brain itu untuk..ngomong.. kalo laper

Ibu : he em..

Kirana : kalo laper.. dia ngomong. Laper gak? Gitu kata *brain*-nya

Ibu : (laugh)

Kirana : iya gitu katanya. Apa ini ibuk (asking her mother again)

August 12<sup>th</sup> 2017

Kirana is in outdoor and playing with a cat.

Kirana : tatatatata (dancing in front of a cat) hehehe (laughing by herself). *Hi cat!*

(saying to the cat.) Dududududu

Ibu : ngapain? Hehe

Kirana : sayang sama *cat*

Ibu : hahahaha

Kirana : ini goyang-goyang kenapa ini

Ibu : mejanya goyang goyang?

August 15<sup>th</sup> 2017

Kirana : kenapa perut ibuk gendut kenapa?

Ibu : kata siapa?

Kirana : Lila

Ibu : tanya sama Kirana?

Kirana : heem

Ibu : terus Kirana bilang gimana?

Kirana : Lila.. gegara di perut ibuk itu ada *baby*

Ibu : oh gitu.. terus Lila tanya lagi gak?

Kirana : heem

Ibu : tanya apa Lila?

Kirana : kenapa dicek *baby* nya? Cuma liat aja

Ibu : terus?

Kirana : terus kata Lila, terus tiba-tiba ada *baby*? Iya.. gegara Kirana abis besar dulu Kirana di perut ibuk, sekarang udah besar terus punya *baby* terus di dalem perut ibuk terus *baby* nya ada di situ  
Ibu : oh gantian?  
Kirana : gegara kan *sharing*

August 17<sup>th</sup> 2017

Kirana is reading a book of volcano  
Kirana : ibuk, kalo di dalem *volcano* itu di dalemnya *volcano* ada apinya. Tapi...tapi volcano itu emang kek gitu gegara volcano itu di dalemnya ada asap.  
Ibu : ada asap atau api?  
Kirana : ada api tapi apinya nanti mau ke atas  
Ibu : hmmm *volcano* itu ada dimana?  
Kirana : adanya di jogja, mars  
Ibu : oh, di mars ada?  
Kirana : heem  
Ibu : dimana lagi?  
Kirana : ni sama kaya gini gegara kan *volcano* itu kalo gitu masuk ke *earth* duuur (imitating the sound and pointing out the picture of volcano). Terus...terus *earth* nya *crack* terus terus jadi earthquake.  
Ibu : oh gitu hehehe

August 18<sup>th</sup> 2017

Kirana : main sama baby nya ya kalo Kirana sekolah. Adeknya udah lahir nanti ibuk eh main sama adeknya ya?  
Ibu : Terus kalau adeknya belum lahir kan Kirana udah sekolah, terus ibuk sama siapa?  
Kirana : sama adek  
Ibu : adeknya kan belum lahir  
Kirana : ehh.. ibuk tunggu nanti Kirana pulang lagi  
Ibu : hehehe oke.  
Then mother showed Kirana a video when she was crying loudly.  
Kirana : ibuk...  
Ibu : kenapa itu?  
Kirana : i love you ibuk

August 23<sup>rd</sup> 2017

Kirana and her mother were talking about Eid-Al Adh phenomenon when moslems slaughter specific animals.

Ibu : dulu waktu kecil-kecil tu ikut liat orang potong sapi, liat orang potong kambing  
 Kirana : oh ya?  
 Ibu : iya.. qurban namanya  
 Kirana : Kirana sama mbah uti?  
 Ibu : Kirana belum pernah ya?  
 Kirana : he em. Belum.. dulu Kirana di perut ibuk  
 Ibu : hehe kita bisa ikut qurban. Potong sapi, potong kambing, terus dagingnya dibagikan ke orang-orang  
 Kirana : orang semua?  
 Ibu : iya..  
 Kirana : yang gabisa makan, yang..yang gaada makanan..  
 Ibu : heem..  
 Kirana : hehehe ibuk cari Kirana (then she was tried playing hide and seek)  
 Continuing the conversation after paying hide and seek for a while.  
 Kirana : *chicken*?  
 Ibu : engga  
 Kirana : kenapa *chicken* engga?  
 Ibu : cuman sapi, kambing, domba gitu, onta  
 Kirana : onta boleh?  
 Ibu : boleh..  
 Kirana : kalau *cow*?  
 Ibu : boleh..  
 Kirana : kalau *sheep*?  
 Ibu : boleh..  
 Kirana : hmm.. ibuk cari Kirana (playing hide and seek again)

August 24<sup>th</sup> 2017

Kirana wore her ballerina shirt and ready to perform ballet in her house

Kirana : cantik kan Kirana?

Ibu : cantik.. hehehe

She was dancing slowly

Ibu : cantik itu apa sih?

Kirana : cantik itu *beautiful*

Continuing her dancing, but her mother was laughing

Kirana : ibuk jangan ketawa

Ibu : ibuk ga ketawa, cantik itu gitu?

Kirana : (smile)

After taking a rest for a while, Kirana continued her dancing

Kirana : let's do it again! Ibuk tau ga kaya gini? (she tried to practice walking slowly in her place). Ibuk suka ga kaya gini?

Ibu : apa itu namanya?

Kirana : *walk*. Kirana lagi *excercise*

Ibu : biar apa?

Kirana : biar gerak badannya. Ibuk mau ikut?

Ibu : ibuk duduk aja ya

Kirana : kirana aja suka berdiri

August 25<sup>th</sup> 2017

Kirana was playing with her small board and trying to write her name

Kirana : *my name is Kirana teacher. Kirana. K-I-R-A* (spelling her name in English)

Ibu : terus?

Kirana : *R?*

Ibu : terus apa?

Kirana : *R? R* belom.

Ibu : tulis dulu.

Kirana : tapi *A* dulu (write again her name). Ini dia!

Ibu : apa itu bacanya?

Kirana : *K-I-R-* kirana?

August 27<sup>th</sup> 2017

Kirana told a story of butterfly's metamorphosis

Kirana : kan ada *egg* di daun

Ibu : hmm terus?

Kirana : terus.. dalemnya ada *caterpillar*. Terus.. dia tidur. Terus.. dia jadi *cocoon*, terus dia jadi *butterfly*! (act flying like a butterfly)

Ibu : terus dia cantik gak?

Kirana : iya!

Ibu : warna apa?

Kirana : warna *green and blue and white and purple and indigo and red*.

Ibu : oh ini.. kaya *rainbow*?

Kirana : iya...*rainbow..rainbow..butterfly*.

August 28<sup>th</sup> 2017

Kirana : nanti.. nanti.. nanti.. kalau *flowernya* ga dikasih minum nanti mati

Ibu : nanti kalau sudah agak terang kirana yang siram ya

Kirana : he em.. ha, minum susu. \*slurrrp slurrrp\* (eating the fruits)

Ibu : kecut?



Kirana : tapi seger

September 6<sup>th</sup> 2017

That day was Kirana's first day school and her mother want to hear her school's story

Ibu : gimana tadi sekolahnya? Coba cerita, seneng gak?

Kirana : nggg.. seneng

Ibu : hmm.. terus? Tapi tadi kata teacher nya terakhir-terakhir Kirana nangis gara-gara ibu intip. Iya?

Kirana : engga.

Ibu : gara-gara apa?

Kirana : gara-gara Kirana jatuh

Ibu : gara-gara jatuh? Kenapa bisa jatuh?

Kirana : gara-gara didorong sama *friend*.

Ibu : gitu.. terus Kirana bilang gimana sama *friend* nya?

Kirana : Kirana ga bilang bilang, sampai jatuh.

Ibu : ohh.. makanya Kirana nangis?

Kirana : he eh..

Ibu : ohh.. tapi dari pagi nangis gak?

Kirana : enggak

Ibu : enggak.. ngapain aja di sekolah?

Ayah : bikin apa tadi?

Kirana : bikin rumah

Ibu : rumah apa? Gambar?

Kirana : he eh.. sama *sheep*

September 7<sup>th</sup> 2017

Kirana was telling her second day school. She told her mother that her friend tried to irritate her.

Kirana : terus habis ganggu Kirana, *No!*

Ibu : oh Kirana gitu.. kenapa Kirana marah-marah? Mungkin dia mau main sama Kirana..

Kirana : bukan.. dia tu suka ganggu-ganggu terus dia ketawa-ketawa hahahaha (imitating her friend). Terus dia pegang *snake* terus dia kkkkkk (imitating her friend again)

Ibu : oh dia gitu.. gangguin Kirana pakai *snake*?

Kirana : iya

Ibu : terus Kirana takut?

Kirana : Kirana itu beneran takutnya

Ibu : snake nya ga mungkin beneran. Gaboleh bawa *snake* beneran.

Kirana : ibuk.. Kirana itu takut. Kirana itu Kirana itu.. gak suka kaya gitu.

Ibu : hahahaha mungkin itu mau main sama Kirana.

Kirana : bukan.. Kirana pokoknya ga suka kaya gitu.

September 9<sup>th</sup> 2017

Ibu : biasanya ga ngomong sama ayah

Kirana : biasanya?

Ibu : ha'a

Kirana : tapi kirana yang ngomong. Kan kirana mau sekolah lagi.

Ibu : oh besok?

Kirana : *no, that's my shirt. Well, no no no. But that's my shirt. Oh, that's your shirt.*

*Well but you don't take home because the friends water water now, now now...*

basah..

Ibu : *wet* basah itu

Kirana : *wet the..*

September 11<sup>th</sup> 2017

Ibu : inget ga? Ga inget? Tadi main apa sih? *Roundabout* itu main apa?

*Roundabout* itu kaya gimana?

Kirana : kaya wiiiiiii

Ibu : dimana?

Kirana : di *playground*

Ibu : oh ada *playground* nya?

Kirana : kaya gini wiiiiiii

Ibu : di sekolah kirana?

Kirana : ya. Wiiiiiii gitu

Ibu : oh rame-rame sama kawan? Di dalam apa di luar kelas?

Kirana : di luar

Ibu : emang kirana ga kepanasan?

Kirana : kepanasan

Ibu : terus nangis? Oh tadi *roundabout* nya di luar? Terus kirana kepanasan?

Kirana : he em

Ibu : makanya nangis?

Kirana : he em

Ibu : oh gitu..

Kirana : mau.. mau.. diusap sama ibu

Ibu : \*laughing\*

September 13<sup>th</sup> 2017

Ibu : tadi nangis ga?  
Kirana : engga. Tapi kirana nangis Cuma sedikit  
Ibu : nangis sedikit, iya gapapa. Sekarang nangis sedikit besok ga nangis ya?  
Kirana kenapa nangis, nangisnya gara-gara apa sih nak?  
Kirana : *i want to go school*  
Ibu : nanti nangis kalau pergi sekolah  
Kirana : engga kok. Ini kan *brave lion* (refers to the lion doll which in her hand)  
Ibu : itu *brave lion*? Kalau ke sekolah ga nangis?  
Kirana : engga, tapi kok *mane* nya kaya gini. Anaknya kaya gini titititi (imitate the lion's mane on her face). Kalo ayahnya kaya gini, disisir \*laughing\*

September 13<sup>th</sup> 2017

Kirana accidentally scratched the bed cover with her boardmarker. She tried to say sorry to her mother.  
Ibu : itu, ada spidolnya  
Kirana : *sorry* ibuk.. nanti..nanti dibersihkan. Nanti kalau sudah lama sekali. Habis... habis... habis... terus itu ibuk gini sst sst sst (imitating her mother cleaned the bed cover).  
Ibu : kalau gabisa hilang gimana?  
Kirana : nanti kalo... kalo... kalo... basah basah nanti dilap... lap... terus sampai bersih  
Ibu : dicuci gak?  
Kirana : heem  
Ibu : besok hati-hati ya.. jangan lupa ditutup ya...

September 24<sup>th</sup> 2017

Ice cream seller: what's your name?  
Kirana : *my name is kirana. I want to go to school and lila want to go to school too*  
Ice cream seller: *so your name is?*  
Kirana : kirana  
Ice cream seller: *kirana, and you? Don't be shy, what's your name?* (asking to lila)  
Lila's father : nadia (she used to calling either lila or nadia)  
Ice cream : *oh, kirana and nadia. Ooh.. baby.*

October 13<sup>th</sup> 2017

(kirana is singing a song)

Kirana : *we play with the toys, and the girls and the boys have a lovely time today. So, bye bye to you and bye bye to you, we have lovely time today, we have lovely time today.*

Mother: oh gitu.. lagu kalau mau pulang gitu?

Kirana : he em.

October 20<sup>th</sup> 2017

(kirana is reading a book for her sister)

Kirana : *like color, have a, have a bee, have a rainbow. Baby jangan nangis. Where's pedro? Did pedro like going sleep? Can you draw my Plastic cars? She draw it. Salt pepper, why are you still in bed? And...*

October 26<sup>th</sup> 2017

Mother: kirana, kirana udah bisa bahasa inggris?

Kirana : iyaa..

Mother: kalau bahasa inggrisnya kecoa apa?

Kirana : hmm *cowro* "she laughed"

November 1<sup>st</sup> 2017

Mother: kirana pakai pin dia bilang kirana *boy* atau *girl*

Kirana : *girl*..

Mother: ooh.. kemarin dia bilang gimana?

Kirana : terus..terus.. harusnya pakai rok juga

Mother: kenapa pakai rok?

Kirana : biar cantik. Pakai bando terus pakai rok.

Mother: biar apa cantik?

Kirana : biar..biar.. Al Hanuf itu bilang Kirana *girl*

Mother: emang kemarin Al Hanuf bilang kirana apa?

Kirana : *boy*

Mother: oh *boy*.. bilanglah..

Kirana : maunya *girl*