

CHAPTER 3

THE PRESENTATION AND ANALYSIS OF THE DATA

3.1. The Kinds of English Lexicon Used by the English Department Students That are Viewed as Deviation by the Purists

"Speakers of any language know thousands of words. They know how to pronounce them in all contexts, they know their meaning, and they know how to combine them in phrases or sentences, meaning that they know their syntactic category (or "words class", or "parts of speech"). All of this knowledge is contained in a component of the grammar called lexicon" (Fromkin, 1984: 183)

"The lexicon contains all the words and morphemes in our vocabulary and can be thought of as our mental dictionary" (Fromkin, 1984: 183).

After classifying the recorded data, strengthened by the noted data, it is found out that there are four kinds of English lexicon based on their "word class" or "parts of speech". They are Noun, Verb, Adjective and Adverb. It is found also that the lexicons do not stand alone, yet, they frequently appear in group forming phrases or idioms. All of them will be analyzed here one by one using some examples. In the analysis the writer will show the deviation of the use of those lexicons and the correction of them in the Right Indonesian.

However, before doing it the total number of the English lexicons emerging within the English Department students' conversations will be presented as follows:

Table 1

Words	
Verb	24
Noun	69
Adjective	21
Adverb	3
Phrase	
Verb Phrase	6
Noun Phrase	46
Prepositional Phrase	4
Idiom	1
Total Number	174

3.1.1. Words

3.1.1.1. Verbs

The data classified show that there are four kinds of the use of English verbs within the English Department students' speech, they are, English verbs used in their base forms, English verbs used in their affixed forms, English verb used with Indonesian affixes, and English verb used with Javanese affixes.

3.1.1.1.A. English Verbs Used in their Base Forms

Examples:

1. Lily : "Dewi itu udah finish. Habis thesis dia."

 Deviation : finish

 The Right Indonesian: selesai

2. Silvia : "Aku kan dial ya sama mamaku....."

Deviation : dial

The Right Indonesian : menelepon

3. Anggraeni : "Lha ini, iri lho kalo anak-anak mau share."

Deviation : share

The Right Indonesian : berbagi

4. Win : "Kenapa kalo saya ngomong saya itu dari sastra, orang sini underestimate, tapi kalo ke orang Barat, oh ya, kamu dari sastra. Apa yang menarik dari sastra? Orang sana itu overestimate gitu, apa? Sangat mengagungkan."

Deviation : underestimate; overestimate

The Right Indonesian : merendahkan; mengagungkan

The English verbs above are taken directly by the speakers without any change. The insertion of English words shows that the speakers have competency in understanding and using English. However, in the eyes of purists it is viewed as improper usage. It is a deviation as Indonesian has its own words for those English ones.

According to Oxford Learner's Dictionary *underestimate* means form too low an estimate of something or someone; *overestimate* means form too high an estimate of something or someone; *dial* can mean telephone; and *share* means have or use with. According to Echols and Shadily in Indonesian they mean *menaksir terlalu rendah* or *merendahkan* for *underestimate*; *menaksir terlalu tinggi* for *overestimate*; *memutar nomor telepon* for *dial* and *berbagi* for *share*. Based on those sentences context the

speakers are expected to use *terlalu merendahkan* or just *merendahkan* or *meremehkan*, *mengagungkan*, *menelepon* and *berbagi*.

3.1.1.1.B. English Verbs Used in Their Affixed Forms

Examples:

1. Zaitun : "Anu mau hunting Pak Hary!"
 Deviation : hunting
 The Right Indonesian : mencari
2. Dina : "Pokoknya habis ini aku mau wanted pekerjaan."
 Deviation : wanted
 The Right Indonesian : mencari
3. Diba : "Kamu ini Roby kan cuman exaggerating aja."
 Deviation : exaggerating
 The right Indonesian : membesar-besarkan; melebih-lebihkan
4. Ita : "Eh, jangan daydreaming kamu, nglamun aja."
 Deviation : daydreaming
 The Right Indonesian : melamun

The English verb for *hunting* used in the speaker's utterance is derived from the verb *to hunt* and an English affix (suffix) *-ing* that then, forms a gerund *hunting*; its base form is *hunt*.

It seems that the speakers prefer using the gerund form of the lexicons they utter rather than their basic form. Gerund is the *-ing* form of a verb used in the same ways as a noun, i.e., as a subject or object (Azar, 1992:

150). This definition tells us that there is something wrong with the use of the lexicons such as *hunting*, *exaggerating* or *daydreaming*. Being a gerund, they should be a Noun and not a verb, yet, in those examples they are used as verbs, their function should be as a subject or object and not as predicate. It means that there is an overextension of the function of those lexicons into the other function in the realm of Indonesian.

The three verbs can be interpreted as Verb_{-ing} constituting activities in progress, but, it does not fit the speakers' sentence structure. If *hunting* and *daydreaming* are activities in progress, *hunting* should not have followed the word *mau* which functions as the future marker, and *daydreaming* should not have followed the prohibition marker, i.e., the word *jangan*. It only fits the use of the verb *exaggerating* since the person who the speaker is talking about (Roby) is in the process of exaggerating.

The word *wanted* is derived from the verb *to want* and an English suffix *-ed*. This word generally is used for runaway prisoner or crime - and actually, the speaker imitates it from that context. It means passive, not active like what is meant by the speaker. In the speaker's utterance context it means active, i.e., she will make an effort to get a job, while the word itself in its real context means passive, i.e., the prisoners or crimes are wanted to be sent into jail for what they have done. In this case, the writer finds a phenomenon that is suggested by Hoffman (1993: 99) as another kind of word interference, i. e., an overextension of the meaning of a word

into the realm of the other language. *Wanted* that means *diinginkan/dicari* in the realm of English becomes *mencari* in the realm of Indonesian.

The verbs, *hunting*, and *wanted* are used to express the speakers' very hard effort to look for her lecturer (in *hunting*) and job (in *wanted*). For them, the Indonesian word *mencari* can not represent their strong desire or will. But, on the other hand, the use of both words is considered deviation. Actually, the speaker s can use *mencari* as the right Indonesian word. Or, if it is not sufficient, they can use *memburu* in which the intensity of the effort is included. *Memburu* according to Kamus Bahasa Indonesia Kontemporer means *berusaha keras supaya mendapatkan sesuatu (make a hard effort to get something)*. While *exaggerating* is used because it is simpler than the Indonesian words *melebih-lebihkan* or *membesar-besarkan*.

3.1.1.1.C. English Verbs Used With Indonesian Affixes

Examples:

1. Santi : "Ini lho, mestinya kan ini di-put-kan di *Introduction*."

Deviation : di-put-kan

The Right Indonesian : diletakkan/ditempatkan

2. Indah : "Kan harusnya di-select dulu, eh dia....."

Deviation : di-select

The Right Indonesian : dipilih/diseleksi

3. Nano : "Sudah, tapi di-cancel."

Deviation : di-cancel

The Right Indonesian : dibatalkan

4. Win : "Enak, komputer di sana udah di-simplify."

Deviation : di-simplify

The Right Indonesian : disederhanakan

The four verbs are English verbs which are used with Indonesian affixes. They are all used in passive voice, although actually they are not passive. The word *put* (move (something) so as to be in a certain place or position*), *select* (choose*), *cancel* (say that something arranged will not be done*), and *simplify* (make simple*) mean active. They will be passive if they are in V_3 form and added with to be (*is, are, am, was, were, been*) in front of them. In those speakers' utterances they are used passively without any change of their form (they are still V_1). The speakers add Indonesian prefix *di-* to make them passive - it is the way Indonesian make their sentences passive - instead of *to be*.

In *di-put-kan* case, the Indonesian suffix *-kan* is added by the speaker to form a transitive verb, in fact, the verb *put* itself is transitive. It, of course, messes the good and right Indonesian.

The problem is not laid on the use of Indonesian affixes added to those English verbs. It is laid on the insertion of the English verbs into the speakers' sentences. The speakers are not expected to use them. Indonesian

* sources: Oxford Learner's Dictionary

has its own words to express what they mean that can be formed into passive or whatsoever conditions without messing the grammar.

In the case of the word *select*, actually it has been absorbed into Indonesian *seleksi* that has a synonym *pilih*. That word is the word they should take, not the English one.

3.1.1.1.D. English Verbs Used with Javanese Affixes

Examples:

1. Junie : "Itu mau tak simplify."

Deviation : tak-simplify

The Right Indonesian : kuserhanakan

2. Dina : "Waduh, Dik. Udah tak move semua."

Deviation : tak-move

The Right Indonesian : kusingkirkan

3. Hermanto : "Sudah tak handle kok."

Deviation : tak-handle

The Right Indonesian : kutangani

4. Alie : "Eh, kamu jangan nge-judge orang lain kayak gitu dong."

Deviation : nge-judge

The Right Indonesian : menuduh

The examples above show the present of English verbs together with Javanese affixes within the speakers' Indonesian conversations. Generally,

the affixes used by the speakers are prefix *-tak* constituting the first personal pronoun. It is Javanese 's habitual to use this prefix, *-tak*, to show that the doer is the speaker him/herself even when she/he speaks Indonesian. They also apply this habitual when they use English lexicon as can be seen in the examples.

There is also the use of other Javanese prefix besides *-tak*, that is, prefix *-ng* as showed by example 4 . In the Javanese rule to make a verb active ,it should be added with prefix *am-*, *an-*, *any-*, and *ang-* that in the conversation they become *m-* [m], *n-* [n], *ny-* [ŋ], and *ng-* [n]. The use of these prefixes depends on the word following them. *An-* is followed by the words whose initial letters are *n*, *d*, *dh*, *t*, and *th*; *Am-* is followed by the words whose initial letters are *p*, *m*, *b*, and *w*; *-ang* is followed by the words whose initial letters are vowel, *g*, *r*, *k*, and *l*; *any-* is followed by the words whose initial letters are *c*, *s*, and *j* (Siswadi, 1988: 4). It is interesting to observe how the speaker uses one of these Javanese prefixes, i.e., *ang-/ng-*. The speaker adds glide sound, a vowel, *e* between the prefix, *-ng*, and the word, *judge*, so it becomes *nge-judge*. This usage is wrong according to the Javanese rule above, the active form of this verb should have been *njudge*. However, it is easier for the speaker to pronounce *ngejudge* than *njudge*. The combination of the two strange elements, Javanese prefix and English lexicon, disturbs the good Indonesian grammar of the speakers' utterances.

Although those verbs are simpler when they are uttered, the insertion of them are not allowed by Indonesian norms. There are no verbs *simplify*, *move*, *handle* and even *judge* which has sound [d₃] in the end of the word in this language. And their presence in Indonesian sentences within the speakers' speech sounds very strange.

3.1.1.2. Nouns

There are two types of the use of English Nouns. They are English Nouns used in their base form and Nouns used with Indonesian affixes.

3.1.1.2.A. English Nouns used in their base form

1. Sugiharto : ".....untuk jadi member harus bayar Rp 70.000,-."

Deviation : member

The Right Indonesian : anggota

2. Chusnul : "Sorry, aku nggak bisa. Soalnya aku lagi ada date."

Deviation : date

The Right Indonesian : kencan, janji

3. Andayani : "Memang masalah colour itu udah lama."

Deviation : colour

The Right Indonesian : warna

Esthi : "Dia udah 2 kali ikut UMPTN gagal, tinggal satu chance lagi."

Deviation : chance

The Right Indonesian : kesempatan

- Charitas** : "..... yang satu udah kenal bener aku, yang satunya cuman acquaintance."
Deviation : acquaintance
The Right Indonesian : kenalan
6. **Yoga** : "Cara bertutur, raut wajah, kemudian item-item di sekelilingnya....."
Deviation : item-item
The Right Indonesian : hal-hal
7. **Mada** : "Orang yang agresif kan offence, apa anak perempuan ada yang gitu?"
Deviation : offence
The Right Indonesian : menyerang
8. **Santi** : "Sorry, tadi malem perutku error, jadi nggak bisa nelfon."
Deviation : error
The Right Indonesian : sakit; terganggu

The word *member* as well as the word *date* is widespreadly used by many Indonesian speakers to substitute the Indonesian word *anggota* and *kencan* or *janji*. The two words are popular among Indonesian middle and upper class society. This usage is to show that they are well educated (minimally Junior High School) or well - fixed.

After all, the use of them are not allowed by Indonesian norms. They have not entered Indonesian vocabulary, no dictionary notes them as the member of Indonesian vocabulary. Indonesian has no *member*, *date*, and *colour* because it has had *kencan* or *janji* and *warna*. Indonesia has no such

word as *chance*, *offence* and *acquaintance* which end with sound [s] after a consonant. It has words with [s] sound in the end of the word after a vowel like *emas*, *cemas*, etc., but not *temans*, *makans*, etc.

Different from *colour* which people scarcely use, the word *item* as well as *date* are often used. The use of *item* in the example 6 is very unique. It seems that the speaker is influenced by Indonesian rule in forming plural noun, i. e., using repetition of the base form of the word, for instance, *anak-anak*, *ibu-ibu*, and so on. Following this rule he forms *item* into *item-item* to show that the item is more than one. The wide use of either *item*, *date*, or *member* is because the people have been influenced by English as International language.

Offence is actually a Noun. Yet, the speaker in the example 7 uses it to substitute *menyerang* that is verb. It seems that there is an overextension of the function (also the meaning) of the Noun *offence*, i. e., from a Noun in the realm of English into a Verb in the realm of Indonesian (in the term of function) and also from *penyerangan* in the realm of English into *menyerang* in the realm of Indonesian (in the term of meaning). In the term of meaning it is an application of Hoffman's theory stating that there is another kind of word interference, i. e., an overextension of the meaning of a word into the realm of the other language (1993: 99).

There is another application of Hoffman's theory. It is showed by the use of *error* in the last example. It is also the example of the overextension of the function of English lexicon into the realm of Indonesian. In the term of

meaning *error* should mean kesalahan, yet, the speaker uses it to substitute *sakit* or *terganggu*. In the term of function it should be a Noun (functions as subject or object, not predicate) and not an Adjective as showed by the example above.

3.1.1.2.B. Gerund

Gerund is the -ing form of a verb used as noun. A gerund is used in the same ways as a noun, i.e., as a subject or object (Azar, 1992: 150)

The writer considers this kind of lexicon a Noun since as what Azar explains it functions as a noun although actually it is a verb. The examples of the use of the use of them are as the following:

1. Roby : "Tahu apa kamu tentang filsafat. Kamu nggak takut misunderstanding sama dosen?"

Deviation : misunderstanding

The Right Indonesian : salah paham

2. Ratih : "Kalo untuk introducing aja sih nggak pa-pa."

Deviation : introducing

The Right Indonesian : perkenalan

From purists point of view their presence is not expected. The foreign words should not be used in the conversation using Indonesian. They can be used if they are needed.

3.1.1.2.C. English Nouns used with Indonesian affixes

Examples :

1. Hening : "Kalo aku sih, defence-ku cuman diem."
 Deviation : defence-ku
 The Right Indonesian : pertahananaku
2. Erna : "Baby-nya namanya siapa?"
 Deviation : baby-nya
 The Right Indonesian : bayinya
3. Yudia : "Oh, jadi kalo anak kos-kosan itu image-nya selalu nggak rapi, gitu!"
 Deviation : image-nya
 The Right Indonesian : kesannya
4. Rike : "Eh, jangan dilihat performance-nya dong, lihat hatinya."
 Deviation : performance-nya
 The Right Indonesian : penampilannya
5. Tina : "Iya, dulu kita underestimate dia, sekarang dia nunjukin power-nya."
 Deviation : power-nya
 The Right Indonesian : kekuatannya

The sentences above are the examples of the use of the combination between English Nouns and Indonesian affixes. Because Nouns are tightly

related to the owners, so the affixes which are used are the possessive pronoun.

There is something unique especially in the use of Noun *performance* when it is uttered together with the Indonesian suffix *-nya*. One of the English Department students pronounces it with an assimilation between the end of the word *performance* and the suffix *-nya*. So, she pronounces it as [pəfə.mənsiə] and not [pəfə.mənsiə.niə]. It is because, as stated in the previous discussion, actually, Indonesian has no word with sound [s] in the end of the word after a consonant like *performance* or *defence*. Indonesian has *emas*, *cemas*, etc. but no *temans*, *makans*, etc. Indonesian also has no word with sound [dz] in the end in the end of it such as the word *image* in the example above. Although *image* is widespreadly used in the newspapers and magazines with an alternation of the orthographic become *imej*, it still has not entered legal Indonesian vocabulary yet. It is only its derivative words such as *imagination* and *imaginative* which absorbed into the Indonesian word *imajinasi* and *imajinatif*.*

* Kamus Bahasa Indonesia Kontemporer

3.1.1.3 Adjectives

Examples :

1. Tri : "Belum apa-apa aku udah nervous."
 Deviation : nervous
 The Right Indonesian : grogi, gemetaran
2. Dewi : "Malah enak lho Mbak, kita bisa save."
 Deviation : save
 The Right Indonesian : aman
3. Nuning : "Kasihannya lho Mbak, anaknya invalid."
 Deviation : invalid
 The Right Indonesian : cacat

Eventhough the number of the English adjective appearance is almost the same as verb. Their frequency of appearance is still consider quite big. It shows that because of the English Department students' well familiarity with English, the English words they insert are more various.

From the examples it can be seen that their usage by the English Department students is not caused by the fact that Indonesian lacks the words whose meaning is the same or equal with the English ones. Perhaps, the speaker has her own reason to use the word *invalid*, for instance, that is, to make the sentences sounds gentler, rather than the Indonesian one, *cacat*, but the appearance of the other words such as *nervous* and *save* is needed for

nothing. Therefore, the use of them should be avoided. Indonesian has already had *grogi* and *aman*.

3.1.1.4 Adverbs

Although there is only three data got from the recording, yet it is necessary to include it in this discussion. The adverbs which appear in the English Department students' speech is as the following:

1. Atik : "Besides, aku udah nggak tahan lagi."

Deviation : besides

The Right Indonesian : lagipula

2. Ita : "Tomorrow mungkin."

Deviation : tomorrow

The Right Indonesian : besok

3. Hery : "Why? Ngapain nggak dikerjakan."

Deviation : why

The Right Indonesian : mengapa; kenapa

Besides is an additional adverb substituting Indonesian adverb phrase *lagi pula*. *Tomorrow* is also an adverb. It is an adverb of time substituting the Indonesian adverb of time *besok*. While *why* according to Oxford Learner's is categorized into adverb also. In the example above it substitutes *mengapa* Indonesian norm does not expect their presence in the Indonesian sentences because they are still considered foreign words that are, even, never needed by Indonesian. Indonesian has its own words for them.

3.1.2. Phrases

3.1.2.1. Verbs Phrases

Examples :

1. Rere : "Bu Annanya bring a baby."
 Deviation : bring a baby
 The Right Indonesian : melahirkan
2. Mada : "Kamu itu udah dibilangi keep fighting, keep insisting."
 Deviation : keep fighting ; keep insisting
 The Right Indonesian : terus berjuang ; terus mempertahankan
3. Santi : "nggak pa-pa, having fun aja."
 Deviation : having fun
 The Right Indonesian : bersenang-senang

Bring a baby, keep fighting, keep insisting, and having fun are categorized into verb phrase for they are constructed from verb, as the heading of the words string, plus other words from other parts of speech.

Bring a baby is a verb phrase constructed from Verb and Noun Phrase (article plus Noun). What the speaker means by *bring a baby* is actually *bring forth a baby* (Echols and Shadily, 1990 : 83), an idiom, but then, this idiom is abbreviated by the speaker into a phrase , *bring a baby*. The phrase is used because it is shorter and easier to be uttered than the actual one.

The use of *keep fighting* and *keep insisting* creates a relax situation eventhough the speaker intends to be serious. The speaker's intention by

saying *keep fighting* and *keep insisting* is to give psychological support to his friend to defence her opinion in thesis examination. The relax situation will disappear whenever it is substituted by the Indonesian equal words. Situation determines the choice of the words as what Larson says in his book translated into Indonesian by Taniran :

"..... kata tertentu yang dipilih akan tergantung pada pelbagai faktor situasi komunikasi." (..... certain word chosen will depend on the communication situational factors) (in Taniran, 1989 : 136).

Having fun is one of phrases that is frequently used by Indonesian people that shows the social status of the speakers. There is a pride in using this phrase rather than the Indonesian equal word *bersenang-senang*.

3.1.2.2. Noun phrases

Examples :

1. Tina : "Eh, katanya your sister melahirkan, ya."
 Deviation : your sister
 The Right Indonesian : kakakmu
2. Anshori : "Eh, salah. Slip of the tongue."
 Deviation : slip of the tongue
 The Right Indonesian : salah ucap
3. Willy : "Ttu hanya a matter of time."
 Deviation : a matter of time
 The Right Indonesian : soal waktu
4. Joko : "Any time tah di PPIA itu?"

Deviation : any time

The Right Indonesian : setiap waktu

5. Atik : "Ini dikumpulin sekarang apa next week?"

Deviation : next week

The Right Indonesian : minggu depan

Your sister, slip of the tongue and a matter of time are noun phrases constructed from nouns, as their heading, and other parts of speech. Any time and next week are also noun phrases. Both consist of Noun as their heading and Adjectives as modifiers. They function as an adverb of time substituting setiap waktu and minggu depan.

From the examples 2 and 3 we can conclude that the use of English lexicons, especially phrases, is not merely because they are shorter. *Slip of the tongue and a matter of time* are longer when they are uttered than *salah ucap and soal waktu*. It is just a matter of spontaneity, i.e., at the time the speakers are talking, those phrases are the phrases which appear in their mind, not the Indonesian ones.

They should not present within the speakers' speech. Indonesian norms do not allow their presence in spite of whatsoever the speakers' reasons.

3.1.2.3. Prepositional Phrase

There are only 4 data showing this kind of phrase. They are showed by the examples below :

1. Junie : "..... Tapi mereka nggak sadar, malah kayaknya against me gitu lho, Tus."
 Deviation : against me
 The Right Indonesian : melawanku
2. Diba : "Yog, Yoga, sini kamu, next to me."
 Deviation : next to me
 The Right Indonesian : di dekatku
3. Bam : "..... Kalo laki-laki suka to the point, langsung tancep."
 Deviation : to the point
 The Right Indonesian : langsung ke sasaran (slank: langsung tancep)
4. Indah : " At least kan bisa pakai daster."
 Deviation : at least
 The Right Indonesian: setidak-tidaknya

Against me in the example above is an English Prepositional Phrase substituting Indonesian verb phrase *melawanku* or *menantangku*. Grammatically, it is wrong. A prepositional phrase can not substitute a verb. It violates Indonesian norms. The use of *next to me*, *to the point*, and *at least* is also a violation. The speaker is expected to use the Right Indonesian phrase

di dekatku, langsung ke sasaran (or it can be langsung tancep as its slank) and setidak-tidaknya.

3.1.3. Idioms

From the recorded data it is encountered only one idiom appearing in the English Department students' conversations as the following

1. Joko : "Iya, terus kamu *take for granted* bahwa itu sudah benar."

Deviation : take for granted

The Right Indonesian : menganggap benar

This idiom, *take for granted*, is used by the speaker to say that the speaker whom she is talking to assumes or accepts he assumption as certain without checking it out again. It substitutes Indonesian verb *menganggap*.

Eventhough *menganggap* can not represent the whole meaning of the idiom *take for granted* (accept something as certain without discussion*), the meaning of the whole sentence (the message) does not disappear.

According to Soedjito (1991 : 4) there are foreign words or terms that Indonesian has already had its own words whose meaning equals to those foreign one. Using the foreign terms just for pride will harm Indonesian development.

3.2. Reason of the Use the English Lexicon

3.2.1. The Frequency and the Deliberateness of Using English Lexicons

Before going to the reason of the English Department students in using English lexicons within their daily conversation, it is important to know the frequency of the use and their deliberateness in using English lexicons. The frequency presented is not in the figure (quantitative account), yet it is in the qualitative one. The writer uses the statement *sometimes, often and never*

From 50 informants the writer has got the data on those matters as the following:

Table 2

Never	Sometimes	Often	total
0	41	9	50

No one answer never. It is reasonable since they are the English Department students who always make a contact with English, at least they will use certain terms pertaining to the subject matter they are studying. 41 informants say *sometimes* since they, personally, do not always use them every time they make conversation. Sometimes, they use them only in certain topic such as their lesson. This fact is proved by recording process and the recorded result. Within 5 conversation events the writer only finds 2 or 3 and even no conversation that contain the interference event. However, it will be considered often if we count the whole conversations done by the English Department students altogether.

Only 9 of them answer often. According to writer's observation and interview with them it is found that their answer - often - is tightly related to their reading hobby. They like to read more than just their study literatures. This influences upon their English competency and their frequency in using English Lexicons.

Concerning with the frequency and the reason of English Department students in inserting some English lexicons within their Indonesian conversation with their department friends it is important also to know whether they use the lexicons deliberately or not. The following table shows the data about it.

Table 3

Yes	No
19	31

It can be seen that 31 or 62% of them say No or in another words they use English lexicons spontaneously, while only 19 of them (38%) say the other way round. It means that no more than half students use English lexicons deliberately. This has tight relationship with the reason why they use them.

3.2.2. The Reason of the English Department students in using English lexicons.

In searching the answer of this problem the writer, in her questionnaires, gives 7 options of the type of the reasons with the last option

giving free answer of their own reasons. They can choose more than one option because, perhaps, they have more than one or even two reasons. Those seven options together with the data got are presented as the following :

Table 4

No	Reasons	Frequency
a.	Prestige	1
b.	Indonesian words are not representative enough to express what I mean	5
c.	It happens that the word that appears in my mind when I am talking is the English one.	25
d.	Only if it is related to the certain technical terms	10
e.	To keep secret	5
f.	to soften certain rough words	8
g.	other reasons :	3
	Total	57

3.2.2.A. Prestige

As stated by Weinrich one of the factors causing interference is the prestige of the recipient language. In this case English as an International language, therefore, it becomes an important donor language for Indonesian, is regarded as having higher prestige rather than Indonesian as the recipient language. This assumption supports Indonesia people to use its pieces within their speech. Using pieces of this language they want to show their social status.

However, for the English Department students this is not the most reason for them in using English lexicons within their conversation with their department friends. It is proved by the data got from questionnaires as

presented before. Only one of the English Department students says that she uses English lexicons for prestige. It is not the only answer she gives for she chooses also some other options such as option B, C and D. It means prestige is not the main reason for her. When the writer is interviewing her she says :

“Yah, kalo misalnya di perpustakaan pas banyak orang kadang-kadang kita gunain kata-kata Inggris sedikit-sedikit, rasanya gimana gitu. Yah, gimana ya, kita tunjukkan kalo kita dari English Department. Tapi kalo sadar gitu sombong yah he...he...he” (Well, for example when we are in the library with many people around us, sometimes we use some English words We want to show that we are from the English Department. But, if we realize, it is a kind of arrogant, isn't it ? he ... he... he...) (source: Junie, English Department '92).

Although this explanation does not lead to the lack of loyalty of the speaker, implicitly she states her pride of English which is higher rather than of her national language, Indonesian. The example of the lack of loyalty toward national language of the speaker as what Weinrich says is as the following example :

Chusnul : “Lha you gimana lho, semua tergantung pada you sendiri.”

You is an English personal pronoun. It is not an appropriate word in that sentence. Indonesian has *kamu* which is more familiar in the speaker and interlocutors, ears. The use of *you* instead of *kamu* shows the lack of loyalty of the speaker. Using foreign terms just for pride (prestige) will harm Indonesian development. A foreign word or term can be used only if it is more appropriate because of its connotation, shorter than its translation and Internationally used. (Soedjito, 1991 : 4).

3.2.2.B. Indonesian Words are not Representative Enough to Express What They Mean

The conversation such as the following examples :

1. Dina : "Pokoknya habis ini aku mau *wanted* pekerjaan."
2. Zaitun : "Anu, mau *hunting* Pak Harry."

Show that they use English Lexicons spontaneously expressing how hard they will make effort to look for the objects they are going to find / meet. It seems that in the word *wanted* and *hunting* there is an intensifier contained implicitly. The insertion of both lexicons is also able to create an exciting expression and a relax situation. The use of *wanted* is like a pun. *Wanted* is actually for runaway crime or prisoner. Yet, the speaker uses it for another object , job, with the change of meaning from *dicari* into *mencari*. By using the words *hunting* and *wanted* the speakers expect to be able to express how hard they make effort to look for job (in *wanted*) and her lecturer (in *hunting*). This sense will disappear when the Indonesian terms (words) are used to substitute them. The other example is:

3. Santi: "Nggak pa-pa, *having fun* aja."

The Indonesian words for the lexicons are not adequate to express the real intention of the speakers. The translation into Indonesian to get near with the real meaning of the speaker's utterances will be too longer - not as simple as the original ones. *Having fun* in the speaker's intention is more than *maim-maim (dolan)*, *bersenang-senang*, *hiburan* or *pengisi waktu*, but,

covering all of them. For the speaker the substitution of their phrase with the Indonesian word can not represent what they implicitly mean.

From the table we can see that only 5 informant choosing this option. It means that most of them do not think that this is their important reason in inserting English lexicons within their speech. There are many lexicons encountered from the recorded data that are not used because of this reason. The examples below show that fact.

The examples:

1. Marta : "Kerja yang dapat salary sama enggak, kan sama. sama-sama kerja."
2. Yunita : "Get real, segitu mahalnyanya."
3. Diba : "Di real world, rek. Kalo di foto ini memang dia kelihatan jelek."
4. Marta : "Aku jadi domestic manager aja. Ya, the real house wife. Enak tinggal nunggu gaji suami."
5. Enty : "Ya the average lah, jangan yang ganteng-ganteng 'ntar cemburu."
6. Santi : "Apa, kamu nyari yang sudah established tah?"

The speakers do not use *salary*, *get real*, *real world*, *domestic manager*, *the real house wife*, *the average*, and *established* because the Indonesian equal words for them are not representative enough to express their feeling or whatsoever they mean. There is no distance between them and their Indonesian terms in the meaning.

3.2.2.C. It happens that sometimes the word that appears in their mind when They are talking is the English one

As Fromkin (1984) says lexicon can be thought of as our mental dictionary. People will memorize all lexicons they know in their mind. It happens also to the bilingual person. Even, the bilingual person will keep in their mind the lexicons of two languages. Usually, the lexicons of the first language are dominant or frequently remembered and used more than the second language ones, however, in a certain time the lexicon of the second language are more dominant rather than the first language ones. In some certain people the second language lexicons are those that often emerge in their mind and speech more than those of the first language.

The intensity in their contact with English makes the English Department students are getting more and more familiar with this language. It means that they have a great deal of English lexicons in their mind storage. Those lexicons are mingled with other lexicons from Indonesian and in certain time they are strongly remembered - even stronger than the Indonesian lexicons- and therefore, they are the lexicons which appear in the speakers' speech and not the Indonesian ones.

Pertaining to this matter 25 informants choose option C stating it happens that sometimes the word that appears in my mind when I'm talking is the English one. This number is the highest number, 53% of the total number. It means that bilingualism makes the English Department students do interference without their consideration ; they sometimes do it without any reason such as prestige, to keep secret, to soften rough words,

and so on. They do it just because they only find those English lexicons appearing in their brain.

These are examples of the way they use them :

Examples

1. Dina : "Aduh dik, sudah tak - move semua."
2. Santi : "Ini lho, mestinya kan ini di - put - kan di *Introduction*."
3. Indah : "Kan harusnya di-select dulu, eh dia"

The three examples are uttered by the speakers spontaneously while they are talking seriously. Their mind is concentrated on what they are talking. The words they utter are what they have in mind. There are many examples showing that fact. Among other things are as the following :

Examples :

1. Rani : "Kenapa perlu dibimbing, childish tah anaknya."
2. Yoga : "Cara bertutur, raut wajah, kemudian item-item di sekelilingnya."
3. Rere : "Lho beliau kan bring a baby."
4. Hening : "Kalo aku, defence-ku cuman diem."
5. Esthi : "Kalo Yogya, aku udah familiar dengan Yogya."
6. Junie : "Lho, kalian lak my friend kalo beginian mengatasnamakan friend."
7. Diba : ".....Roby kan cuma exaggerating aja."

Those lexicons have no relationship with certain technical terms, are not used to express feeling or substitute certain rough words, or to keep

secret, and so on. They are mentioned spontaneously without any consideration.

There is a time when they remember the Indonesian words for the English words they have mentioned they will refine by adding them after saying the English ones as the following examples :

1. Nana : "Dia nggak nyangka lho kalo dapet A, A, A. Soalnya dia merasa nggak bisa. Blessing gitu lho! Apa, rahmat."
2. Win : "..... orang sana itu overestimate gitu apa? sangat mengagungkan."
3. Farid : "Potongan seductive, menggoda."
4. Nuning : "Eh, jangan daydreaming, nglamun aja !"

It can be seen that bilingualism cause their Indonesian interfered by their English, however, when they get their memory of the Indonesian lexicons, they rectify the mistake. The rectification is also intended to emphasize what they mean.

Bilingualism in Weinrich's opinion is one of some factors causing lexical interference. And according to the data it is also the strongest reason of all other reasons why they do interference.

3.2.2.D. Only if it is related to the certain technical terms.

It is tied up with Weinrich's factor, the insufficiency of the vocabulary of language in facing world advance and development. The advanced of science and technology influences also toward the development of a language. Certain terms that come from the language of the science and

technology center countries are absorbed by the recipient countries, including Indonesia. The terms belong to various fields like banking, tourism, literature, engineering, communication, trading, hotel and so on. Some terms have been translated, but some others have not.

Those terms sometimes are not translated because of some reasons. Some terms have quite long translation or the translation often has no precise meaning as the original one. So, it is not effective for communication.

The use of English terms by the English Department students is sometimes due to the topic of the conversation. Certain topic will require certain specific terms. Some of them may be used because Indonesian has not had the equal terms yet and some of them are constantly used although Indonesian has already had its own terms. The last mentioned has two kinds ; the Indonesian terms that people rarely use (people prefer to use the English ones) and those are which people are familiar with, but the English Department students remain to use the English ones. People here are the common people (people whose fields have no relationship with the terms) who are from the same level as the English Department students, middle and upper class of society. Here are the examples of the use of terms coming from various fields.

I. Hotel

Irma : "Convention hall-nya Sangrilla lebih bagus daripada Sheraton."

Dian : "Era di Ibis jadi junior secretary."

Febri : "Gimana ya, Tus. Kalo dia harus nanganin food and bravavage, dia kan harus nyicipin wine-nya."

II. Business

Ima : "Dia itu kerja di tele-marketing."

Sugiharto : "..... trus kita ajak temen-temen kita jadi down line kita, mereka bisa ngajak temen-temen mereka jadi down line mereka, gitu seterusnya."

Sugiharto : "Untuk jadi member harus bayar Rp 120.000."

Dyah : "Ini untuk diberikan ke associate partner, partner bisnis."

Indah : "Kan harusnya di-select dulu, eh dia"

Erna : "Dik, itu psycholinguistics. Jangan ngambil yang itu, sulit. Lagian yang expert di bidang itu di sini belum ada."

From the examples above and also from the other recorded data it can be seen that linguistics and literature fields have the most terms emerging in the English Department students' speech. It is reasonable as those two are the fields that the English Department students master.

From the examples it can be seen also that some of the terms have not had their Indonesian equals yet, they are, *convention hall*, *down line*, and *tele marketing* ; some of them have been translated into Indonesian but people frequently still use the original ones such as *direct dialing* (sambungan langsung), *advertising* (iklan/ periklanan), *screen* (layar) and *member* (anggota), some of them have had their Indonesian terms and people have been familiar with, but the English students still use them in their speech like the terms *junior secretary* (sekretaris junior), *associate business* (rekan

bisnis), *shoot* (people like to use *shooting*, pengambilan gambar), *press conference* (konferensi pers), *food* and *bravavage* (makanan dan minuman), *wine* (anggur) and almost all of literature and linguistics terms in the examples above except *plot* and *descriptive qualitative*.

The terms like *character*, *sociology*, *psychology*, *philosophy*, and *psycholinguistics* actually have been adopted into Indonesian *sosiologi*, *psikologi*, *filosofis* or *filsafat*, and *psikolinguistik*. Yet, the English Department students prefer using them instead of the Indonesian ones.

If those examples are viewed from the purity of the language side, they constitute a kind of violation of the norm of Indonesian language called interference. Nevertheless, interference will be very useful for the development of the language. Interference is an important mechanism to enrich and develop a language so as to be able to become a perfect language that can be used for various fields or domain. Even, Hockett (1985) says that interference is the biggest, the most important and the most dominant phenomenon of language development (cited in Chaer and Agustina, 1995 : 166).

The contribution of interference is especially in the vocabulary enrichment. The languages that have wide social and cultural background and usage (such as Arabic and English) - therefore, have a great number of vocabulary - will give very much contribution to the vocabulary of the developing languages which have a contact with them. In this process the contributing or influencing languages are called donor languages and the

languages which received the contribution or influence are called recipient languages (Chaer and Agustina, 1995 : 166).

The insufficiency of the Indonesian vocabulary is one of the English Department students' reason in using English lexicons. The table shows that it is the second strongest reason for them. From 50 informants, 10 of them (20%) choose this option as their reason. It means that they use them because they really need. The topic of conversation obliges them to use the lexicons. Certain topics require certain terms.

3.2.2.E. To keep secret

This option has a close relationship with private conversation. In the private topic of conversation the participants sometimes need to keep what they are talking about as secret. There are many ways by which people keep secret such as using their own invention words (language) or foreign language that people do not understand. The English Department students like to keep their secret by using English lexicons which they master. It is based on the consideration that not all people around them know the words they make use.

Some examples are given here.

Examples :

1. Esthi : "Yang mana, he apa she?"

Mayang : "He."

2. Rit : "Semua keluarganya dari adik sampai kakeknya, semuanya whore."

3. Yani : "Yang your real apa yang bukan ?"

Aristya : "Yang real."

In example 1 the speaker uses *he* and *she* in order to make the person whom she talks about with her friend not aware of being talked. If she uses *yang cewek apa cowok* people near them will pay attention to the person they are gossiping about and then, he, the person who become the object of the discussion, will be get aware of being discussed. It makes him embarrassed.

In example 2 by using *whore* instead of *pelacur* the speaker intends to keep people not to know what they are discussing. If they use *pelacur* people will be attracted to pay attention to her and her friend (by suddenly looking at them) and what they are talking about. Some people like to pay their attention very much to the such social problem as what the speaker and friends are discussing. Considering that, the speaker who do not like her story about her friend's family to be known by many people tells her interlocutor carefully by using English which is not understood by people around them.

In example 3 the speaker uses (*your*) *real* to substitute *kandung*. This lexicon is used to cover the real object of discussion which involves the second speaker. What is meant by *your real* is *your real mother* that in Indonesian can be *ibu kandungmu*. Considering that it is very private - it involves the second speaker's privacy - they do not use Indonesian in order that people do not understand.

The use of English lexicons to keep secret commonly depends on the situation surrounding them. In the example 1 and 2 the situation is in the crowd where people are not only from the English Department students, example 1 is in the library and example 2 is in the campus mosque. While in the example 3 the situation is among the English Department students themselves. Eventhough, their friends know the meaning of (*your*) *real*, it is still effective to cover the object of the discussion instead of using *kandung*. If the word *kandung* is used, people will easily understand what they are talking about and they can get an information that she, the speaker II, has a step mother.

The table shows that 5 informants (10%) choose this option as their reason. This number is the same as option B, "Indonesian words are not representative enough to express what I mean." This number shows that this reason is not important but necessary for them. Other informants may think that using English lexicons is not effective enough to keep secret since many people know this language, especially their English Department friends.

3.2.2.F. To soften certain rough/ impolite words

Words have certain senses. The senses sometimes are good, but sometimes can hurt other's feeling. Socio - cultural condition of a society determine the senses of the words. Socio-cultural condition forms humans

experience and thought that are reflected into their language, included in it is the sense of words.

Sapir says

"..... that language is a perfect symbolism of experience, that in the actual context of behaviour, it can not be divorced from action and that it is the carrier of a nuanced expressiveness are universally valid psychological facts." (in Wahab, 1991 : 37).

It is humans' experience that determines either bad or good of a sense of meaning that is reflected in the way they use language and their response toward language. Language is a vehicle of expression whose nuance is very soft and constitutes psychological facts which are universal. Experience teaches people to be able to select what words they should use and they should not in certain situations (Wahab, 1991: 38).

Usually a language has more than one word to express the same things but with the different sense. Based on their experiences people will choose the word that is appropriate with the situation in which they are making a conversation. They will avoid to use the word that has bad sense, and take the other one that do not hurt other's feeling. Nevertheless, some people like to use words from other languages since they consider that the words of their own language can not lessen the bad (rough / impolite) sense of what they are going to say.

8 informants of the English Department students answer that they use English lexicons to soften rough words. They use them because sometimes Indonesian does not have any synonym that is convenient to lessen rough sense of the word they're going to say, for example :

1. Nuning : "Kasihlah lho Mbak, anaknya invalid."

The speaker can use *tuna*. It is the synonym of *cacat* but has better sense and wider usage. What is commonly used by people is the word *cacat* itself, but it is considered a bit rough, the speaker has no good feeling about this word - so, the speaker uses *invalid*.

They use English lexicons to soften certain rough / impolite words is also because they think that we, particularly, people around us who are hearing we are talking are lacking of senses toward the foreign (English) words. The examples are given below :

1. Rit : "Semua keluarganya dari adik sampai kakeknya, semuanya whore."
2. Melly : "Gila kamu dia, masak make love di kampus"
3. Amy : "Dia itu sampai mau suiside lho saking stressnya."

Whore in Indonesian is *pelacur* or *WTS*, the other Indonesian word that can soften the word is *wanita harapan*. But, it is too formal, rarely used by people in relax conversation, besides, it is too long. The use of *whore* will lessen the impoliteness. The speaker does not feel good to say *pelacur* to her interlocutor especially if other people listen to them. She prefers using *whore* because only a few of the people around them know the meaning of this term.

The speaker in the example 2 has no good feeling if she says *buruk diri*, at least toward her friend she is talking about although her friend is not with them. While in the example number 3 the speaker's opinion he would

better say *make love* rather than *bercumbu*. It is safer and does not lead people to imagine something "terrible".

The situation (when) and the interlocutor (whom) support the English Department students to use English lexicons to soften the rough / impolite words. The examples 1, 2 and 3, for instances, is in the situation when the speakers are among other people outside the English Department students, i.e., in the campus mosque (example 1 and 3) and in FISIP verandah (example 2). These situations support the speakers to use English lexicons to save others' feeling. The examples below shows that interlocutors, people who the speaker talks to, can also influence speakers to soften their words :

example :

4. Savitri : "Makanya kayak rape itu kan sakit, soalnya nggak ada awalannya."
5. Wito : "Jadi pra itu coitus wanita suka dirayu dulu, dibelai penuh kelembutan"

The speaker who is a woman feels it is impolite (she does not feel good) to say *pemeriksaan* to her interlocutors who are all men. Eastern culture prohibit to say so. While in the example 5 the speaker who is a man does not feel good to say *bersenggama* or even, *bersetubuh* to the interlocutor who is a woman. Culture influences him much. This example besides showing the influence of the interlocutor, it also shows that this topic of conversation is very sensitive to be discussed by Javanese people especially when the speaker and the interlocutors are from different sexes.

This option is chosen by 8 informants (16%). This number is higher than option B and E. It means sometimes English lexicons are effective enough for the English Department students to soften or to make lexicons more polite.

3.2.2.G. Other reasons

This option is provided to give the informants chance to say what their other reason in inserting English lexicons within their sentences. From 50 informants there are four of them who choose this option. The answer of two of them are categorized into the other options, i.e., option B (Indonesian words are not representative enough to express what I mean) and C (only if it is related to the certain technical terms). So, there are only two answer that are categorized into this option.

The answer of the two informants actually can be categorized or united into one answer only, i.e., to drill their English (to make their English influent, to memorize the English vocabularies). The background of those informants support the answer. Both are from English Department of 1995 and 1996.

They believe that by repeating the words whenever the words are needed in the speech will strengthen their memory. They will be accustomed to using the lexicons and get better in their English skill. They seem to apply the habit - formation theory of structural linguists. This theory says that practice and repetition are crucial for the formation of habits (Boey, 1975 : 107).

Not all the students of English Department have been good in their English when they entered this department. Many of them got their English competence from school only. So, to solve their problem in their English skill some of them use this way, inserting English lexicons within their speech.

3.3. Topic of Conversation

Fishman proposed that there are certain institutional context of language choice called domains. Domains are taken to be constellations of factors such as location, topic, and participants (in Fasold, 1984: 183). So far, this study has discussed the two of the mentioned factors, i.e., location and participants. Regarding with the use of English lexicons in the lexical interference case it is important also to know in what topics of conversation the students of English Department insert the English lexicons within their speech or conversation.

In order to get this kind of information, the writer also includes a question about it in her questionnaires. She gives 4 options to them, one of them is a free option to give the informants freedom to inform their other topics of conversation. Those options are (a) private, (b) academic, (c) recent issues, and (d) other topic. The informants can choose more than one option.

The table below will show the data got from the questionnaires:

Table 5

Private	Academic	Recent issues	Other Topic
29	27	13	3

This data is compared with the data got from recording :

Table 6

Private	Academic	Recent Issues	Other Topics
59	41	17	5

From the two tables it can be seen that although the number is different, the data showed by the two tables refer to the same fact, i.e., the private topic of conversation is the topic in which the students do interference the most frequently. The second is the academic topic of conversation, the third is recent issues topic, and the last is other topic of conversation.

3.3.1. The Private Topic of Conversation

This topic can be about family, friends, their study problems (such as conflict with lecturer, their study that has not finished yet, and so on), boarding house, special girl/boy friend, personal problem, etc. The study problem is included in this topic because it is considered the informants' personal problem in the study. The topic is not related to the subject matters of their study.

From the recorded data it is encountered 59 conversations in which the English Department students do interference are about this kind of topic. This data are strengthened by the data got from the questionnaires showing that 29 informants state that they use English lexicons when they are talking about this kind of conversation.

The examples of the conversations are as the following:

About family :

1. Hening : "Kalo aku defence-ku cuman diem."
2. Yani : "Yang mana, your real apa yang bukan.
Aristya : "Yang real."
3. Tari : "Besides, aku udah nggak kuat lagi."

About friends :

4. Ima : "Ah, Nana, new style kamu rambutnya."
5. Yoga : "Nggak kok. Witanto planning-nya nggak akan kembali ke Malang kok."
6. Dian : "Era sekarang kerja di IBIS, jadi junior secretary."
7. Rit : "Keluarganya dari kakaknya sampai adiknya semuanya whore."
Ima : "Apa?"
Rit : "Prostitute."
8. Nana : "Dia nggak nyangka lho kalo dapat A, A, A. Soalnya dia merasa nggak bisa. Blessing gitu lho, apa, rahmat."
9. Tina : "Katanya your sister udah melahirkan."
10. Rurin : "Katamu tadi akan punya satu lagi, jadi masih pregnant kalo gitu."
11. Febri : "Gimana ya, Tus. Kalo dia harus nanganin food and bravorage, dia kan harus nyicipin wine-nya."

About Study Problem :

12. Ima : "Aku cuman got c, padahal perasaan bisa lho."
13. Fitri : "Eh mana beloved lecturer."

14. Fanani : "Katanya ada trouble."
15. Sulis : "Lha orangnya agak strick gitu sih, jadinya ya males."
16. Joko : "Ya mungkin kamu take for granted, kamu anggap itu benar. Nggak kamu cek KRS-mu lagi."
17. Zaitun : "Anu, mau hunting Pak Hary."
18. Farid : "Yang aku nggak suka itu terlalu di-exaggerate."

About Boarding House :

19. Junie : "Selama ini aku sudah bersabar. Tapi mereka nggak sadar. Malah seakan-akan against me gitu lho, Tus."
20. Isti : "Aku bener-bener offended atas perlakuan dia."

About Special Girl/Boy Friend :

21. Dian : "Pure friend sungguh. Nggak ada apa-apa kok aku sama dia."
22. Diba : "Di real world, rek. Kalo di foto ini memang dia kelihatan jelek."

About Personal Problems :

23. Dina : "Pokoknya habis ini aku mau wanted pekerjaan."
24. Vitria : "Aku down pas di ujian tulis bahasa Inggris."
25. Marta : "Aku jadi domestic manager aja. Ya, the real house wife....."
26. Indah : "Di samping itu aku mau usaha wedding gift."

Fishman has suggested that friendship is one domain that support the language choice in the interference cases. In this case, Fishman's theory can be proved. Friendship which creates informal, friendly, and relax

situation has supported the English Department students to insert English lexicons within their conversation. Inserting English conversation within their speech can build a more familiar and relax conversation. They can use English lexicons for softening the rough/impolite words, telling/keeping secret, expressing feeling that can not be expressed with Indonesian words, changing the informal Indonesian words, and so on.

This topic has the highest number in the term of the answer given by the informants supported by the recorded data showing that the most conversation is about this topic. An important factor backgrounding this fact is that the conversations are done when the class breaks. At this time the students prefer chatting many things outside their lessons. It is the time for the students to escape from very serious, even boring for some of them, matters. It is also the time to meet friends to talk about their problems or to give some information about their friends (perhaps, because they scarcely meet) or to tell joke.

The relax situation supports very much toward the answer why private topic of conversation becomes the main topic of conversation in which the English students do interference.

3.3.2. Academic Topic of Conversation

What is meant by the academic topic of conversation is the topic talking about the subject matters they are studying such as skill subjects, literature, linguistics, MKDU subjects, etc. It excludes the conversation about

the problem the students get in their study since it has been included into the private topic of conversation.

It is the second topic of conversation on which the English Department students do interference the most frequently. This fact is showed by the data presented. 27 informants choose this option and 41 conversations in which interference happens are on this topic.

It can be explained by the fact that they are from English Department, well-educated people who are studying English. English study either linguistics or literature has certain terms that are very specific for this study. Those specific terms are used to simplify the understanding since they have certain definition. It makes the subject matters are easy to be comprehended. To make themselves easy to understand the subject matters the English students they willy-nilly must make a contact with the terms.

Besides the educational background of the informants which has strong impact, the location where they are conversing and the interlocutors to whom the informants speak can also explain the question why the informants choose the academic topic of conversation as the topic on which they do interference more, but not the most, frequently than the recent issues topic or else.

The location of the conversation is in the campus and surrounding it, for instance, in the street near the campus where they take bemo, or in the photo copy shop. In these places they meet their friends to discuss many things about the subject they take. In the discussion they use the specific terms of the matters they are discussing.

The academic topic of conversation does not only include the terms pertaining to linguistics, literature or the other subjects, but also many other English lexicons that do not have any relationship with the subjects but used to discuss the study. The background of the interlocutors, i.e., from the same department, enable the speakers to use English lexicons. The interlocutors will understand whatever English lexicons the speakers make use.

Here are the examples of the use of English lexicons in the academic topic of the conversation:

1. Desy : "Masak pakai plot sih. Bosen aku."
2. Mayang : "Bagaimana character mempengaruhi style. Bagaimana character berkembang."
3. Junie : "Pada dasarnya background-nya beda. Aku sesudah slavery. Diba pada saat slavery."
4. Santi : "Ini lho, ini kan mestinya di-put-kan di Introduction."
5. Willy : "Ini itu inner conflict. Kayaknya lebih cocok ke psycholinguistics."

3.3.3. Recent Issues Topic of Conversation

This topic covers the conversations on political and economical issues, social concern, gender, celebrities gossip and girl gossip.

13 informants give their answer to this option. This number is relatively small compared with private and academic topics of conversation, i.e., only 26% of the informants. The recorded data strengthen the fact, only 14% of the conversations are about this topic. Yet, it is big enough compared with the other topics mentioned in the following sub sub chapter.

This fact once again is supported by some factors as the following: first, the time; the conversations occur when the class breaks. At this time the students need relaxation after being forced to think hard to catch the lecturers' explanation or to answer the lecturers' questions. They want something new to release their headache. The situation at this time is very relax.

In this kind of conversation the students can talk many things. Sometimes it is a serious discussion but do not make them think hard, yet sometimes it can be just a simple discussion like the gossip on their lecturers. Second, educational background; being college students, no doubt, they have adequate knowledge about some concerns such as politic, economic, social, gender, and at least they can talk about some gossips on celebrities that they get from magazines or newspapers, or gossips on their lecturers or on girls or boys.

Some examples of conversations on those topics are as the following:

1. Handayani : "Masalah colour itu memang udah lama."
2. Bam : " Mereka itu aristocratic. Nggak merakyat."
3. Huri : "Beliau kan mau jadi sparing partner-nya Yayuk Basuki.
4. Joko : "Memang wajahnya nggak ada daya tarik seksualnya, innocence."
- Febri : "Maudy kok innocence."
5. Mada : "Orang yang agresif kan offence, a pa anak perempuan juga ada yang begitu?"
6. Bam : "Biasanya perempuan itu lebih membutuhkan affectionate, kelembutan, kasih sayang. Kalo laki-laki suka to the point."

7. Dondon : "Ya, kalo cewek yang jam terbang pacarannya sudah tinggi lebih permisif daripada cewek yang nggak pernah, *defence*-nya masih kuat"
8. Heri : "Contohnya *Miss P* itu. Jam terbangnya udah tinggi."

From the conversation it can be seen that there are only 5 issues covered in the conversation data, they are political issues (example 1 and 2), lecturer gossip (example 3), celebrities gossip (example 4), gender (example 5,6 and 7), and girl (example 8). Even at that it does not mean that the conversation on some other topics do not exist in the English Department students' conversation with their department friends. This is only a coincidence that the recording process only recorded those kinds of topics of conversation. There are still many other topics that are not recorded in the data.

3.3.4. Other Topics of Conversation

From the recorded data it is encountered that there are 5 conversations concerning with other topics of conversation outside the topics which have been mentioned before. Those five conversations are on business, hotel, press, telecommunication, and advertisement.

While from the questionnaires result it is found there are 3 informants choosing this option. Their answers, then, can be categorized into 5 topics of conversation, they are, movie/film, sport, music, game and TV program. These topics are actually can be simplified into one category only, i.e., entertainment.

These are the examples of the conversation about those other topics got from recorded data:

1. Fanani : "Kan bisa direct dialing."
2. Agis : "Dia kan ambil shoot di sana. Pokoknya ada shoot di mana dia itu mau masukin advertising apa...apa....pariwisata."
3. Huri : "Ya kan kamu bisa lihat di screen-nya."
4. Rere : "Dengan ini kamu tahu garis besarnya meskipun kamu nggak dateng ke press conference."
5. Irma : "Convention Hall-nya Sangrilla lebih bagus daripada Sheraton."
6. Sugiharto : "Terus kita ajak temen-temen kita jadi down line....."

CHAPTER 4

CONCLUSION AND SUGGESTION