# L2 and L3 Intrusions on L1 Production: Language Choice and Code-Switching in Indonesian Trilingual

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## Abstract

There has been multitude studies on bilingualism, yet this paper explores the trilingualism in Indonesian context. Although this case study cannot represent the whole population speaking three languages in Indonesian context, it is true that the intrusions may occur due to language choice and the environmental factors as Grosjean proposes that the code switching behaviour is a result of language choice in a particular setting, interactions, topics included, and the interaction functions. Using questionnaire to gather language background, language use, and language choices together with recording tape to record the conversation with the participant, the findings supports Grosejan's model of language activation of trilingualism and there are some environmental factors caused trilingual chooses the language she speaks.

Keywords: trilingual, code-switching, language choice

## 1. Background

There has been a multitude studies conducted in monolingualism and bilingualism and not equally as many research in trilingualism or multilingualism. The phenomenon of multilingualism has been a wide-spreading issue recently, one of the major causes is the globalisation of the English language on some third circle countries, where English plays a role as a foreign language instead of second language, and Indonesia belongs to the third circle that is the expanding circle (proposed by Braj Kachru). Along with this theoretical assumption, we can see there is a much more complex issue here in Indonesia since Indonesia consists of a great number of islands and each of the islands has its own vernacular language and dialects. Due to this geographical situation, it is normal for Indonesians to speak more than one language only – they usually communicate in two languages: the vernacular language/dialect and the Indonesian language as the national

language. On the other hand, the Indonesian government plans to enhance educational system and national curriculum in response to the world globalisation, and the mission here is by having English language taught at schools. The mushrooming of international curriculum, schools, and higher education levels has promoted the English language as another foreign language usage, in which influences the increasing number of speakers of English as a foreign language, especially in urban areas where English has been exposed widely. It seems that this event does not have a lot of attention yet among the Indonesian government since there are little studies found regarding issues of Indonesian vernacular, Indonesian, and English; even thought there are many articles discussed this issue. The aim of this paper is to provide preliminary information about an individual code switching behaviour in regards to her language historical background and the way the participant react to other language use and choice.

## 1.1 Research Problems

1. Which language interrupted the participant's mind the most among the three languages she used in conversation? In what form is the language took place (words, phrases, full-insertion, etc)? What triggered her to do this?

2. What are the most possible factors affected this attitude?

## 1.2 Research Limitation

This study primarily covers the in-depth analysis of language historical background using the psycholinguistic language model in understanding the intrusion between the first language (L1), second language (L2), and third language (L3) in the mind of the participant. Moreover, this research is conducted based on the previous study of similar area conducted by Katherine Lamimman's Cross Linguistic Influence of an L3 on L1 and L2. The focus area of code switching of this paper is code switching in conversation.

## 1.3 Methods

The writer decided to have spontaneous and semi-spontaneous conversations due to their nature in providing natural and less artificial data of code switching. Nortier (as cited in Moyer and Wei, 2008, p.44) suggests that:

The more participants concentrate on the content instead of on the form of what they are saying, the more informal their conversation will be. To achieve this, people have to be at ease, and should be familiar with each other and with each other's linguistic behaviour. Recorded conversations provide information about individual code-switching behaviour, and the ways participants react to each other's language use and choice.

Thus, the writer chose informal topics given in the recoding, and below are some factors in considering the semi-/spontaneous conversation according to Nortier (2008). These factors will be discussed in details under the Discussion heading.

- <u>Advantages</u>: more natural, more spontaneous conversation
- <u>Disadvantages</u>: the conversation will become less spontaneous if the writer is an outsider; the people might focus on the recording device in the beginning and usually after 10-20 minutes they began to ignore the existence of the tape recorder; time-consuming (the recording, transcription, and analysis of the natural conversation).
- <u>Questions</u>: what topics might trigger code switching? Why choose this participant? What are the aims of the recorded conversation (what does the writer want to find)?

## 3. Theoretical Review

### Communication Strategies: Borrowing, Code Switching, and Code Mixing

Grosjean defined code switching and borrowing (as cited in Nicol, 2001, p.6) as

... a complete shift to the other language for a word, a phrase, or a sentence where as a borrowing is a morpheme, word short expression taken from the less activated language and adapted morphosyntactically (and sometimes phonologically) to the base language. Borrowings can involve both the form and the content of

a word (these are called nonce borrowings) or simply the content (called loan shifts).

In Hamers and Blanc (2000), code mixing is

> ...a process characterised by the transfer of elements from a language LY to the base language Lx; in the mixed utterance which results we can distinguish monolingual chucks of Lx alternating with chunks of LY which refer to the rule of two codes...code mixing transfers elements of all linguistic levels and units ranging from a lexical item to a sentence, so that it is not always easy to distinguish code-mixing from code-switching. (p.270)

## Three Types of Code Switching

Poplack (as cited in Hamers and Blanc, 2000, p.259) distinguished three types of code switching:

1. Extra-sentential code-switching, or the insertion of a tag, e.g. 'you know', 'I mean', from one language into an utterance which is entirely in another language;

2. Intersentential code-switching, or switch at clause/sentence boundary, one clause being in one language, the other clause in the other, e.g. 'Sometimes I'll start a sentence in English y termino en español' ('Sometimes I'll start a sentence in English and finish it in Spanish')

3. Intersentential code-switching, where switches of different types occur within the clause boundary, including within the word boundary (i.e. loan blend, e.g. check-er (English verb check + French infinitive morpheme –er).

## Bilingualism and Multi/Trilingualism:

### Bilingualism

Bilinguals are "Speakers who have been exposed to two languages from birth or early childhood – simultaneous or early bilinguals – and who have maintained the use of their languages throughout their lifespan most closely

approximate what is meant by true bilingual" (Tiribio and Bullock, 2009, p.7). On the other hand, Macnamara defined "…a bilingual is a person who possesses at least one language skill even to a minimal degree in a second language, for example, a native speaker of Swahili who speaks English but who never learned to read and write it" (as cited in Grosjean, 1982, p.232).

## Multi/Trilingualism

Many researchers define the terms 'monolingual' and 'bilingual', but often leave the term 'multilingual' only to the description as 'user of more than two language'. However, this description needs elaboration to distinguish clearly those users of more than two languages to speakers of two languages. Kemp (as cited from Hufeisen and Aronin, 2009, p.15) describes the term 'mulitlingualism' as "…the ability to use three or more languages, either separately or in various degrees of code-mixing. Different languages are used for different purposes, competence in each varying according to such factors as register, occupation, and education." She also says that those who are considered as multilinguals may not be competent in all the languages, meaning that there is one language that is less proficient than the other two.

Aronin and O Laoire (as cited in Ytsma and Hoffman, 2004) describe, "Multilingualism as defined by Cenoz and Genesee refers to 'the process of acquiring several non-native languages and the final result of this process'" (p.16). It is also said that trilingualism involves three linguistic competences within the brain and the competence to acknowledge the language context for each of the languages.

Multilinguality and individual multilingualism are differentiated into this given definition: "Multilinguality corresponds with 'communicator' in social and physiological environments and thus includes idiosyncrasies, peculiarities of communicators, legacies, embedded assumptions and individual disabilities such as dyslexia, as well as society, communication and sociology. Individual multilingualism, on the other hand, concerns the 'speaker', linguistics and language." (as cited in Ytsma and Hoffman, 2004, p. 18).

In order to have a further understanding on the complexities in multilingualism, researchers need to consider some factors on language mode proposed in a Grosjean's trilingual language modes below (as cited in Nicol, 19
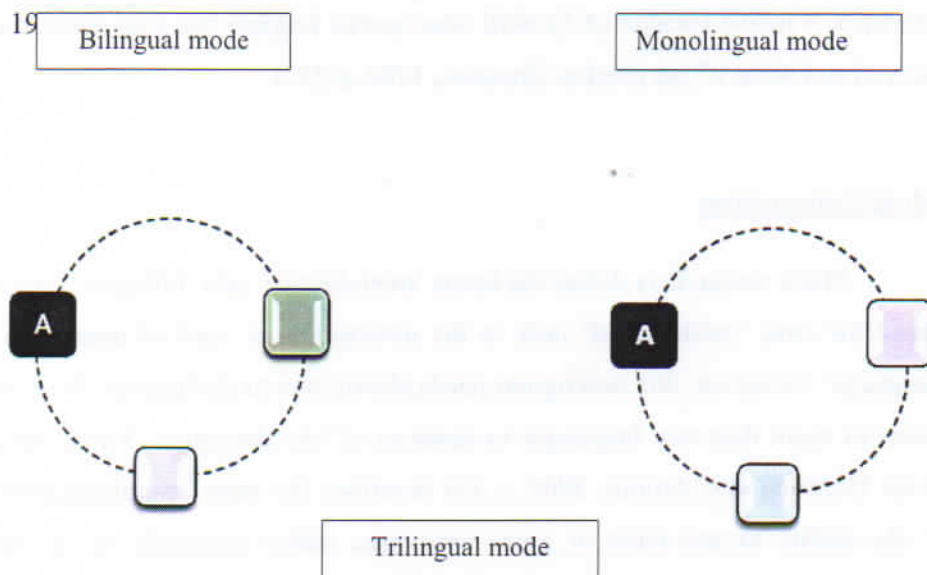
Bilingual mode

Monolingual mode

Trilingual mode

**Figure 2.1** Visual representation of a trilingual in a monolingual mode, bilingual mode, and trilingual mode. The level of activation of a language is indicated by the degree of darkness of the squares (black is active and white in inactive). Language A is the base language in each case.

## Factors in Bilingualism/Trilingualism Phenomenon: Language Choice and Code Switching
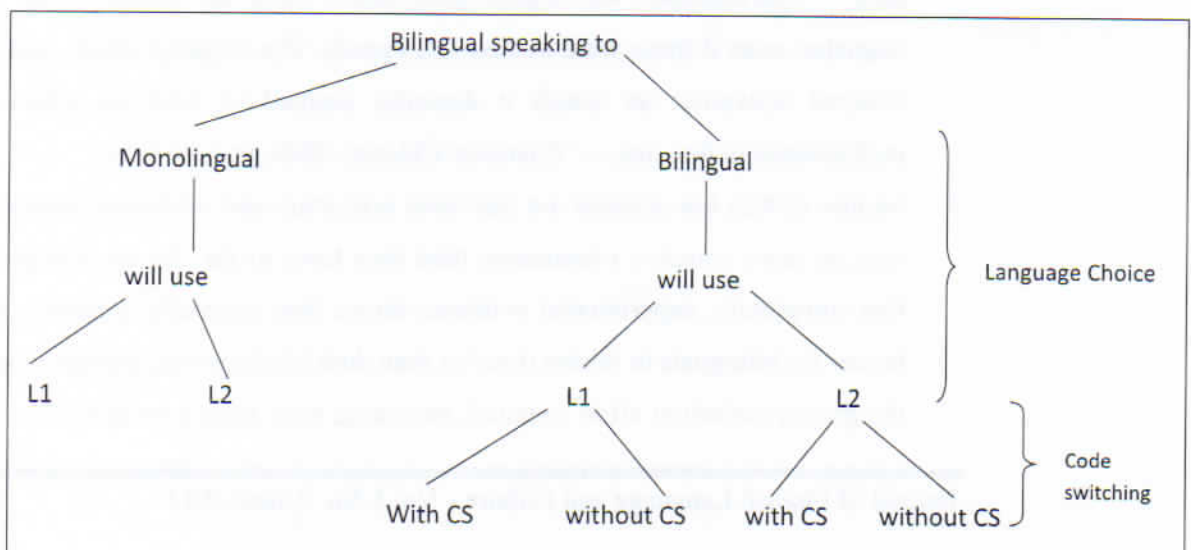
<u>Language Choice</u>

Ervin-Tripp suggests four main factors in considering a change in code or variety (as cited in Nicol, 1982, pp.127-128). These factors will help the writer to elaborate the findings and analysis of the data:

1.  the setting (time and place) and the situation (a family breakfast, a party, a lecture, or a date);

2.  the participants in the interaction (their age, sex, occupation, socioeconomic status, origin, ethnicity, and their roles in relation to one another, such as employer-employer, husband-wife);

3.  the topic (sports, work, national events); and

4.  the functions of the interaction (request, offering information or interpretation, routines).

<u>Linking Language Choice and Code Switching</u>

Grosjean (1982) believes that the code switching behaviour is a result of language choice in a particular setting, interactions, topics included, and the interaction functions. In studying multilingualism, which is no doubt it draws from bilingualism, the writer thinks that the model of language choice and code switching proposed in the figure below can represents the approach of an individual trilingualist, hence leads us to understanding the process.

```
                    Bilingual speaking to
           Monolingual                      Bilingual
             will use                        will use        } Language Choice
      L1              L2              L1                L2
                              With CS  without CS  with CS  without CS   } Code switching
```

## Previous Studies on Bilingualism/Trilingualism

1. Vivian Cook (2003) in *Changing the First Language in the L2 User's Mind* proposes that L2 and L1 effects could be evaluated in three different ways: positive effects on the L1, negative effects on the L1, and effects that are essentially neutral.

2. Katherine Lumimman (2010) in Cross-Linguistic Influence of an L3 on L1 and L2 proves that CLI/transfer is the centre of multilingualism, and the issue of language distance, length of residence, and recency affected the acquisition of L3 and caused code borrowing between L2 and L3 in her participant language, those are in English-Spanish-Portugese.

3. Kachru (1978) had a research on code mixing on compound verb in Punjabi, showing that the code mixing is a marker of high social status and membership of an educated elite; mixed variety results from the mixing of Sanskrit with an Indian language as a marker or caste or religious identity; persianisation is the third kind of code mixing that is a marker of Muslim culture. (Hamers and Blanc, 2000, pp.270-1).

4. Dijkstra and van Hell (2003) conducted a research based on Grosjean's language mode hypothesis in relation to trilinguals. They wanted to confirm the hypothesis proposed by Grosjean and Soares in 1986 telling that strong sensitivity to top-down context factors, which can change in a gradual manner depending on the environment. The participants with Dutch - English – French language competence were asked to perform a word-recognition and lexical decision tasks in monolingual Dutch context. The result shows that they "….performance was significantly faster when the Dutch words had cognates, even if these were in their L3, French. The language mode, and the external activation on which it depends, seemed to have no effect on performance in this case…" (Gardner-Chloros, 2009, pp.139-140).

5. Meuter (2005) has pointed out that both activation and inhibition should be seen as more complex phenomena than they have so far. As an example of that complexity, experimental evidence shows that, generally speaking, it is harder for bilinguals to inhibit their L1 than their L2; however, perhaps due to the greater inhibition effort required, switching back from a weaker L2 to the

dominant L1 is more demanding than vice-versa. Furthermore, calculations of the "cost" of switching must be related to specific tasks, as they are not the same, for example, in naming and in comprehension tasks. (as cited in Gardner-Chloros, 2009, p.141).

## 4. Findings and Discussions

### 4.1 Research Method & Instruments

The writer used questionnaire to collect information of the participant on her language background, language use and choice. The recording data was then analysed after the transcription process, meanwhile the questionnaire results were used as background analysis and supporting data.

### 4.2 Participant

- Gender: female
- Nationality: Indonesian
- Status: She is working in a multinational publishing company that allows her to use English language to the capacity of four language skills (reading, speaking, writing, and listening).
- Language dominance: L1 (first/vernacular language) is Dayaknese Ma'anyan, L2 (second language) is Indonesian, and L3 (third language) is English.

### 4.3 Questionnaire and Recoding Session

The questions were made to meet the needs of the writer consisting of:

1. Biographical information: full name, date and place of birth, gender
2. Education background: high school and university name and status, and language of instructions
3. Language domain: languages known in order of dominance
4. Language acquisition: languages known in order of acquisition (native language should be mentioned at first)
5. Language use and choice: language spoken to different interlocutors, languages spoken by other people to you, languages spoken by different groups of people among themselves, language spoken in particular social

situation/domains, reasons for language choice, newspapers read, favorite television program and radio station or television channel(s), use of other foreign languages.

The Recoding Schedule

The appointment was made on the weekend, after the participant finished her working hours. The writer and she chose to see each other at a shopping mall nearby to have dinner together. The writer did choose the place in purpose to have a relaxing mood and more spontaneous conversation with her. The length of the recording is 52 minutes 50 seconds, however the writer limit the research only took three parts of the recordings due to the amount of time given to perform this research.

## 4.4 Data Analysis

Below are the results of language experience and background questionnaire in accordance to the order of the questions on the form.

- Education background: the participant only had English subject as one of the subjects prescribed in schools, but not as the medium of instructions.

- Although the dominant languages are Indonesian-English-Ma'anyan, but the order of acquisition is the other way around where the Indonesian remains as the L1, thus the writer assumes that the language base of the participant is Indonesian.

- The level of language activation is somehow influenced by the interlocutors she has during interaction. She speaks Ma'anyan to her father and father's relatives, but not to her mother since her mother do not speak the tribal language, and L1 becomes the language choice for her in communicating with her mother. Other than that, L1 is also the choice mode for her to interact with her friends and strangers. However, the working conditions and the nature of the company she is working at right now has made her to activate her L3 to communicate with her native English speaker bosses and occasionally with most of her colleagues at the office, in emails and in speaking.

## 5. Finding and Result

### 5.1 Language Choice

It was found that the three languages took turn depending on the topic discussed as the recording went on. It took awhile for the researcher to have the utterance of L2 in the conversation (see Appendix for the transcriptions).

It was also notice that during the first twenty minutes, the participant used more English instead of her L1 and L2. The longer the conversation took place, the more code-switch happened between L1 and L2 rather than using L3 in expressing her emotions, feelings, and identity. It seems for her that L3 is used in talking about issues that are more general, and moreover, the production of L1 is in competition with the L2 production. Example below is taken during the conversation in the first four minutes:

PA Working problem. Nooo....No..no...[thinking]
WR Adi bisa?
PA hmmm...not really. he's not really good in it. he's better in ....[imagination]....noo...like monopoly kind of thing...
WR itu ngapain? [hmmm] I mean I played that once long time ago
PA It's a strategic...[*ohh...I'm lame in that one*]
   [chuckled] ...strategic...really good...hahah  gottcha!
WR Be careful
PA I know..[laugh] it's really hard to get to the point..t ...was it like five minutes ago
haha....
WR Be careful
PA *I can't move this one, is it?*
WR Yeah
PA *That's* what happen
WR *That's the biggest challenge actually*
PA Another big guy...
WR *Once you get to the small one, and then you can't move the others*
PA Really??
WR Yeah...try me, I was once in that position
(PA – Participant; WR – Writer)

### 5.2 Lexical Switching

Lexical switching or semantic level switching can be analysed in a word level or phrase level mixing between L1 and L2, but not on L3 in this case. The mixing and switching level production is higher when L3 and L1 were in a competition at the first twenty minutes of the recording. The most intense mixing is at the first

ten minutes of the conversation, when the general topic was in context although the interlocutor of the participant is her sister. It is assumed that the participant needed to distant herself for a moment before jumping up into conclusion where this conversation would go, therefore, using L3 as a medium was seemed to be the best solution, for example:

| | |
|---|---|
| PA | Apalagi ya? Kok jadi pengen ngemil lagi ya? |
| WR | Oh...PMS |
| PA | Iya kale. Tadi agak eneg |
| WR | Emang, gw juga tadi ..ya rada... |
| PA | Tapi udah habis makan ini jadi enak ya... |
| WR | [chuckled] iya...micinnya |
| PA | Haa...ya rite... |
| WR | Ya right sista! |

## 5.3 Syntactic Switching

The use of grammar L3 on L1 production started to take place, when the participant began to feel relaxed and ignored the fact that she was being recorded at the same time. Example:

| | |
|---|---|
| WR | Oh nooo ..........nanti sendirian lupa |
| PA | Gak kok... inget, I remember what I moved |
| WR | Bo'ong |
| PA | Serius! All you need is a little sacrifice...a little move... [unclear-interrupted by background noise] |

## 5.4 Morphological Switching

In terms of the mixing and switching of free morpheme of L1 'kan' took place immensely almost at the end of the recording where the participant completely in relaxed mode and the discussion topic went further to personal topic, which is about a family member. Example:

WR    Ya boleh deh, lu bilangin ya...tapi jangan hari Minggu loh [PA: iyaa...] Itu suicidal gitu [Both laugh] Saturday dong!
PA    Gak, soalnya...[interrupted]
                    WR    Ini loh...ini soalnya lima puluh ribu, guwe tau dulu seratus
Daya aku **kan** na'an wara andri mamah, iru **kan** ..... ma Mangga Dua ai [WR: hi'yai] Mamah **kan** ta'ati wahai ...[WR: hi'yai, midi kodian]...

bukan kodian, kita ga beli kodian [WR: wahai....] ...wahai waktu amun hanye ta'u tulak andri tante iru' [unclear] **kan** ta'u [WR: oh, hi'yai].

## 6. Conclusion

Before articulating utterance, the participant considered the given topic in the discussion. This research is to prove that the language choice and language mode proposed by Grosjean show a significant result to the speaker of the languages. Other than that, reasons for code switching such as to continue the last language used (triggering), specify the addressee and speaker involvement, mark and emphasize group identity, convey confidentiality on someone, change role of speaker etc as well as other contributing factors in language choice and code-switching show more complex activities in the brain of the speaker.

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APPENDIX

## CONSENT FORM

We agree to participate in, and to permit myself to participate in, a study of bilinguality and bilingualism, conducted by Engliana (a Doctoral student in Applied Linguistics from Atma Jaya Catholic University, Jakarta, Indonesia) with the understanding that:

(1) The purpose of the study is to observe and describe how language is perceived in bilingualism and multilingualism and use language under ordinary circumstances. The intent is not to change the language behaviour;

(2) I will be recorded by Engliana in for about one hour. After this taping session, I will record up to 60 minutes of the daily conversation. These tapes will record the speech as I interact routinely in informal conversational topic. Scheduling of taping session will be made at my convenience;

(4) All tapes will be listened to and analyzed only by Engliana, and a limited number of associates, and only for educational and scientific research purposes. At all times my identity will be kept confidential;

(5) Neither I nor any member of my family shall be identified by our actual names in any use made of the tapes or any of the transcriptions made;

(6) I shall have the right to listen to all audio tapes and to erase any of them or part of them;

(7) At the end of the project, Engliana is allowed to keep these tapes for future educational and scientific research purposes.


Jakarta, _____ 2011




Signature of participant: _____

# LANGUAGE EXPERIENCE AND PROFICENCY QUESTIONNAIRE

(1) Biographical Information

| First Name (Nama Depan) | | Last Name (Nama Belakang) | | Today's Date (Tanggal Hari Ini) | |
|---|---|---|---|---|---|
| Age (Usia) | Place of Birth (Tempat Lahir) | Date of Birth (Tanggal Lahir) | | Male ☐ (Pria) | Female☐ (Wanita) |
| **Education Background** | | | | | |
| Schooling: High School (SMA) | | Government(Negeri☐ Private (swasta) ☐ | | Language Instructions (Bahasa Pengantar) Indonesia☐   Englis☐ | |
| University (Universitas) | | Government (Negeri) ☐ Private (swasta) ☐ | | Indonesia☐ English | ☐ |

(2) Please list all the languages you know in order of **dominance** (Tulis bahasa yang Anda ketahui sesuai dengan urutan penguasaan bahasa Anda):

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |

(3) Please list all the languages you know **in order of acquisition** (your native language first) - (Tulis semua bahasa yang Anda ketahui sesuai dengan urutan perolehan bahasa yang Anda peroleh pertama kali sampai dengan bahasa sekarang)

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |

(4) Please list the foreign language(s) you are learning now (Sebutkan bahasa asing lainnya yang sedang Anda pelajari sekarang):

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |

(5) Language use and choice (Pilihan Bahasa dan Penggunaannya)

Language spoken to different interlocutors (father, mother, partner, children, friends, workmates, neighbors, government officials, strangers):

_____

_____

Languages spoken by other people to you:

_____

_____

Languages spoken by different groups of people among themselves:

_____

_____

Language spoken in particular social situations/social domains:

_____

_____

Reasons for language choice:

_____

_____

| Newspapers habitually read: | Favorite TV programs: |
|---|---|
| Favorite radio station(s)/TV channel(s): | Use of other foreign languages: |

## TRANSCRIPTIONS

| Languages | : Indonesian (1), English (2), Ma'anyan (3) |
|---|---|
| Media | : audio |
| Duration | : 00:52:50 |
| Participants | : the writer (WR), the participant (PA) |
| Place/time | : a family restaurant in one of West Jakarta shopping malls during dinner time, about 7 p.m. |

**Section 1** (time 00:00: 00 – 00:04:12)

WR    Ayam... oke
[silent]
PA    Is it in English?
WR    Nooh...just talk...just...aaa...apa...hmmmm....reaksi ini ya...bukan...
        Ini...ini harus pindah ke mari....ini semua pindah kemari gimana caranya
PA    Oh, man how many times do i have....? [boleh...] it' s gonna take forever...
WR    Well, the guy who sold this...he finished in two days...
PA    oh well..
WR    Hamen coba puang?....aku suah coba iri
PA    Hmmm..... wrong wrong  move....wrong wrong wrong ...
[silent]
PA    Hmmmm....[thinking]...should be fun
[silent]
WR    Upss....timunnya abis....hampir abis...
PA    Hhmm...minta lagi aja

WR    Chicken wing-nya mau juga ya

PA    Ups ...these guys need to be here....

WR    Yak

PA    Okay that's a wrong move...i know....it can be tricky

WR    Waktu itu udah pernah hampir berhasil, cuman salah....ummm...this one...hampir. yang bergerak ini doang, sama ini satu

PA    This one....

[silent]

WR    Asah otak gitu ya

PA    Ohh...i can do this all day...hmmm [thinking]

WR    Eru na natal...natal ma'anyan

PA    Hm?

WR    Natal ma'anyan

PA    Oh arisan

WR    Ya, arisan

PA    Oh natal eru lah? hmmm....

[chuckled]

PA    Very funny....spent it two days..i'll finish it in....no time

WR    Well, he works there...

[chuckled]

PA    Working problem. Nooo....No..no...[thinking]

WR    Adi bisa?

PA    hmmm...not really. he's not really good in it. he's better in ....[WR - imagination]....noo...like monopoly kind of thing...

WR    itu ngapain? [hmmm] I mean I played that once long time ago

PA    It's a strategic...[WR - *ohh...I'm lame in that one*]
[chuckled] ...strategic...really good...hahah gottcha!

WR    Be careful

PA    I know..[laugh] it's really hard to get to the point.. ...was it like five minutes ago?
haha....

WR    Be careful

PA    I *can't move this one, is it?*

WR    Yeah

PA    *That's* what happen

WR    *That's the biggest challenge actually*

PA    Another big guy...

WR    *Once you get to the small one, and then you can't move the others*

PA    Really??

WR    Yeah...try me, I was once in that position

---

**Section 2** (00:20:27 – 00:21:30)

PA    Hei hei...I got it! I got it! I got it!

WR    Hah? Gimana caranya?

PA    [laugh]

| | |
|---|---|
| WR | Haah? |
| PA | Oh yeah! .... Not gonna show you |
| WR | Oh nooo .........nanti sendirian lupa |
| PA | Gak kok... inget, I remember what I moved |
| WR | Bo'ong |
| PA | Serius! All you need is a little sacrifice...a little move [unclear] |
| WR | Yaa ...itu masalahnya memang... |
| PA | I got it in...less than thirty minutes |
| WR | Good on you! |
| PA | Apalagi ya? Kok jadi pengen ngemil lagi ya? |
| WR | Oh...PMS |
| PA | Iya kale. Tadi agak eneg |
| WR | Emang, gw juga tadi ..ya rada... |
| PA | Tapi udah habis makan ini jadi enak ya... |
| WR | [chuckled] iya...micinnya |
| PA | Haa...ya rite... |
| WR | Ya right sista! |

**Section 3** (00:39:30-00:41:16)

| | |
|---|---|
| PA | Si UI bukannya lagi ada acara ya? Hari Sabtu |
| WR | Siapa? |
| PA | UI |
| WR | Ohh..UI...ada apaan sih? |
| PA | Lembaga Bahasa UI. Kayaknya ada deh, tapi itu lebih ke pengajaran bahasa sih |
| WR | Oh gak...gw gak ah...gw kan Sabtu ini kampus libur, jadi pengen have *some kin' of* [unclear]. Saturday getu loh...[silent] Ini gw belinya ...itu... di Mangga Dua. |
| PA | Iya lah. |
| WR | Lima puluh rebu. |
| PA | Ntar kapan-kapan kalo ini ya .... kita mau ngirim ke Kalimantan, kita be'dua ke Mangga Dua kali ya? |
| WR | Ya boleh deh, lu bilangin ya...tapi jangan hari Minggu loh [PA: iyaa...] Itu suicidal gitu [Both laugh] Saturday dong! |
| PA | Gak, soalnya...[interrupted] |

WR    Ini loh...ini soalnya lima puluh ribu, guwe tau dulu seratus

Daya aku kan na'an wara andri mamah, iru kan ..... ma Mangga Dua ai [WR: hi'yai] Mamah kan ta'ati wahai ...[WR: hi'yai, midi kodian]... bukan kodian, kita ga beli kodian [WR: wahai....] ...wahai waktu amun hanye tau tulak andri tante iru [unclear] kan ta'u [WR: oh, hi'yai].

| | |
|---|---|
| WR | Tapi mamah kan puang hakun ma yaru |
| PA | Amun hanye puang suah...ga suka ...[WR: puang ka'tuju] Hi'yai ...pusing...pusing... |
| | Yah kalo udah gitu maaa ... |

WR    Hi'yai, iru kan mamahkan ulun ni puang tau tawar-tawar keru. Daya' eru kan amun takam ri'et ..err... toko hamen ninung baju langsung na tunti kan hanye puang tau kairu.

PA    Iya ci...gitu...oh iya, liat-liat aja [laugh] kalo kita kan ....hiya [showing the action looking for clothes in a store].