

# *Analysis of Multilingual Community Conversations on Online Media*

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## **ABSTRACT**

The use of language in a speech community, can be influenced by the rules that exist for a speech community. A person may have more than one speech community, which often reflected through their conversation style. The purpose of this research is to understand the conversation characteristics of three multilingual people with the same educational background and have learned more than one foreign language. These characteristics being analysed in this study were among others turn-taking, giving turns, overlapping, silent, repetition of words, code mixing, code switching, repair, conversation cooperation, and persistence. This study includes three participants from three different regions in Indonesia, namely Bandung, Riau and Pontianak. The data collected were conversations carried out using online media, namely Zoom Meeting, which were recorded and encrypted for further analysis by using conversational analysis theory by Gardner (2004). The findings show that there are similarities between the three participants in terms of providing a minimum response, overlap, silent, repetition of words, and code mixing. The difference is shown in giving a turn, repair, and how to bring the topics. This research has not been able to provide the characteristics of conversations in multilingual communities (especially Indonesia) but is expected to provide a reference for similar research.

**Keywords:** *Conversational analysis, conversation characteristics, multilingual community, online media*

## **1. INTRODUCTION**

Conversation analysis is used to study human social interactions (Albert, 2015; Hoey & Kendrick, 2017; Mazeland, 2006). The main focus in conversation analysis is speech using a language (Gardner, 2004), while according to Sidnell (2010), the basic finding of conversational analysis is social interaction that has a structure. Conversational analysis divided into two, namely the analysis of real dialogue (spontaneous conversation) and text dialogue (imitation conversations such as drama texts) (Darma, 2014).

Conversation analysis is inseparable from four parts, namely turn-taking, sequence organization, turn-design, and repair (Hoey & Kendrick, 2017). The explanation of each terms as are as follows. (1) Turn-taking discusses the turn of who will speak, with the Turn-Constructional Units (TCU), which consists of linguistic parts and Transition-Relevance Place (TRP), which is the position of speech transfer/turnover. Gardner (2004) adds that there are rules regarding turn selection and can apply to TRP with three choices: when the speaker chooses the next speaker, when the speaker does not choose the next

speaker, and when the speaker has not chosen the next speaker, and no other speaker chooses himself as the second choice above, which can cause recursive at the next turn, until there is a change of speaker. If a turn is given, the turn will be taken by someone who expects shorter pauses than the others (Tannen, 1984). (2) Sequence organizations is a regular distribution of turns, one of which is an adjacency pair. While (3) Turn-design is used to express a statement with a certain pattern, such as stating the same meaning of a conditional sentence, declarative, or question (Levinson, in Hoey & Kendrick, 2017). Lastly, (4) repair discusses the source of problems such as words that are not normally heard, initiation of improvements such as expressions to start repairs, and repair solutions.

This conversation analysis is related to the use of language in a speech community. The speech community is a group that has speech rules (Tanaka & Tanaka, 2003). Sumarsono (2002) points out that a person can belong to more than one speech community, or can change his behavior, and adapt to the speech community involved, by reducing or adding a rule in the speech community.

Tannen (in Tanaka & Tanaka, 2003) explains that conversation style is influenced by the personality level of the topic, paralinguistic features, enthusiasm, use of questions, speed of speech, use of repetition, response to the topic, response to noise or silence, and laughter. Where there are overlaps, pauses, code mixing and code switching, participant cooperation in conversation, and persistence.

The development of research in the last few years about conversation has been carried out to analyse mixed codes and code switching contained in multilingual conversations, such as the research from Djaya (2013), Fitriyah (2013), Hasibuan (2014), and Handayani (2019). Research on the analysis of conversations that examines the characteristics of its conversations was conducted by Guritno (2008) who analysed the conversations of three bilingual of speakers with close relationship in Jakarta.

In contrast to Guritno's research that examined the direct conversation in a restaurant, this present study analysed conversations between three multilingual speakers who came from different regions and conducted conversations using online media, Zoom (2020). The purpose of this study was to analyse conversations between three Indonesians with the same educational background, and all three came from different regions. All three have different mother tongue backgrounds and have different second language and foreign languages acquired.

**2. METHOD**

**2.1. Research Participants**

**Table 1.** Participants data

Participants Data	Mother Language	Second Language	Foreign Language
D (Female, Bandung, Bachelor of Japanese Literature, Japanese Language Teacher in Bandung)	Bahasa Indonesia	Sundanese	English, Japanese, German
A (Female, Pontianak, Bachelor of Japanese Literature, Japanese Language Teacher in Pontianak)	Bahasa Indonesia (Malay Pontianak dialect)	Bahasa Malay Sambas	English, Chinese, Japanese
R (Female, Riau, Bachelor of Japanese Literature, International Kindergarten Teachers in Batam)	Bahasa Indonesia (Malay Riau dialect)	Bahasa Minang and Sundanese	English, Japanese, Korean

Participants in this study were three Japanese language learners from three different regions in Indonesia. The participants have different second language backgrounds and have studied more than one

foreign language. The relationship between the three participants is a close friend. More detail information about the participants is as shown in Table 1. The data about the participants were obtained from written interviews through WhatsApp application.

**2.2. Data Collection**

The research data were collected through recorded conversations using Zoom (2020) application on June 6, 2020, for 25 minutes 3 seconds, from 19:23 to 19:48. Data collection is carried out by D, one of the participants whose job is to host and record the conversation. Recordings taken using Zoom were video and audio conversations between participants. The conversation carried out by the three participants was free conversation without any specific theme.

**2.3. Data Analysis**

All the collected data were then analysed qualitatively following the steps from Muhammad (2001). Before searching for data relevant to research, recorded conversations are first transcribed using ELAN software (2020). The process of audio transcription into text, adjusted to the rules of transcription. Conversational transcripts rules that are used in this study are transcription rules based on Hoey and Kendrick (2017) which are described in Table 2.

**Table 2.** Transcription rules

Symbol	Explanation
(.)	Short pauses that do not count
(number)	Pause time
hh	Exhale
.hh	Inhale
(word)	Inaudible words
((comment))	Transcribers comment
w ord	The overlapping start
wo rd	The overlapping end
wo-	Unfinished words / being cut off
>word<	Faster speech rate
<word>	Slower speech rate
↓word	Lower tone
↑word	Higher notes
word =	Stick / rush to the next part / turn
<u>word</u>	Visible stress
WOrd	The volume is higher than the surrounding sound
w(h)ord	Laughter in words
£word	Word with a smile
“word”	The volume is lower than the surrounding sound
wo:rd	The long read part
.	Low intonation
,	Intonation increased slightly
?	Intonation increased greatly
¿	Intonation increased moderately

After the data were transcribed by researchers based on transcription rules in Table 2, the conversation video was then watched carefully for episodes appeared in the conversation which include turn-taking, silent, overlap, and others. The researcher also took notes of unusual

phenomenon. Finally, the data analysis was then carried out by using Gardner's (2004) Conversation Analysis theory.

### 3. FINDINGS AND DISCUSSION

From conversations that have been transcribed, and episodes that are relevant to the study were selected, 362 turns (R joins on the 246th turn), 113 overlaps, 168 silent which is more than one second, 34 repeat, one use of code switching that used dialects, 80 code mixing, 38 giving turns, 24 repairs, 4 conversational cooperation, and 3 persistence were found from the data.

#### 3.1. Overlap

There are 113 overlaps that occurred in D, A, and R conversations. 38 of them were done by A, while D did 35 overlaps, and R did 10 overlaps.

##### Excerpt 1

228. A [("iya")(hh)  
 229. D [o::h  
 230. A [dia terjadi terus >kayak< (.)  
 231. D [soalnya aku kayak (pernah nonton) cuman aku kayak (0.63)  
 232. A cepat semuanya tuh(0.48)[D belum nonton  
 233. D [o:h  
 -A kan?>hereditary udah nonton belum?  
 234. D (iya)↑  
 be:↓lo:m  
 (0.41)  
 D ternya- eh ngga (.) aku kayak udah pernah nonton karena judulnya, tapi kayanya buka [:n↓  
 235. A [hm-mh

As seen in Excerpt 1, there were four overlaps in A's 228th and 229th D's turn as the minimum response to the topic, 230th A's and 231th D's turn in response to the topic A discussed in the previous turn, at 232nd turn has A and 233rd D as the minimum response from D to the follow-up topic at 232nd turn, also to 234th D and 235rd turn A as a minimum response from A to the new topic discussed D on 234th turn.

#### 3.2. Silent/Pause

Pause in a conversation that occurs mostly less than one second and can be found between turns or in the same turn. However, there are 168 pauses more than one second that occurred within the same turn, and also between turns. Pauses that exceeds one second usually occurs when a topic of conversation has ended, and a different topic of conversation begin.

##### Excerpt 2

13. D ho-oh  
 (4.36)  
 e:h gimana nih? (3.57) share id teh gimana A?

- (0.59)  
 D oh ini (9.21) kalem, invite R dulu yah  
 (1.45)  
 14. A hm-mh  
 (10.31)  
 15. D ga ngajar? (0.63) hari ini (0.52) (teh)  
 (0.76)  
 16. A ngga ada (0.53) <ga ada>  
 (1.61)

In Excerpt 2, the pause shows the lack of response from A as the listener, which is seen on the 13th turn. The minimum response given by A on the 14th turn causes a long pause, which eventually leads to a new topic from D. Not only does the pause occur, but in 13th turn, it is also seen that D gives a turn by pointing directly at A and a short pause occurs. However, before A could take the turn given by D, D herself answer to her own question. In the end, A only gave a minimum response because she failed to take the turn given by D, even though this conversation only happened between two people.

#### 3.3. Repetition

There are 34 repetitions that occurred in this conversation, most of which are repetitions of the same word or sentence, with a total of 26 repeats. Other than 26 repeats, there are other form of repetitions including (1) repetition with improvement, (2) repetition by translating into another language, and (3) repetition by using of synonyms.

##### Excerpt 3

86. A e: betul ndak aku:↓ aneh [dia:  
 87. D [kan  
 (0.72)  
 -D kan(atas) ada tulisannya dhil↓[(.) kaya limit  
 88. A [(hhh)  
 -D(.) of eh apa sih [out of (your time)  
 -A [ he-eh iya he- eh (itu)  
 (0.69)  
 89. D apa sih your limi- eh **your time has reached**  
 (.) **lim[it**  
 90. A si[sa segitu gitu kan he-eh  
 91. D na:h iya iya itu

As seen in Excerpt 3, the repetition occurred in these excerpts was the words "your time has reached the limit" which repeated with "sisa segitu" (remained that much (time)). Because the "sisa" (remaining (time)) referred to time that is almost up, the word is consistent with what D said on the 89th turn. In these excerpts, it was also seen that there was a collaboration of conversation carried out by A, to help D clarify the intent she wanted to convey. This is done by translating the intended sentence into the second language of the speaker.

### 3.4. Code Switching

Code switching that occurred in this conversation was code switching that used Melayu Riau dialect uttered by R. The use of Melayu Riau dialect in the conversation, did not occur as an obstacle to the ongoing conversation. Although D is not a speaker who studies Melayu dialect, D has interacted for about 5 years with A and R who have Melayu dialect, hence she used to the Melayu dialect.

#### Excerpt 4

281. R *hmm nih yah aku baca ya aku baca [kebac] ndak?*
282. D [(hh)  
(gatau)  
(1.74)
283. R *ndak nampak↑ dho kan?*  
(0.15)
284. D *ga [pa pa↑ udah bacain aja↑*
285. A [*ndak hm-mh*

Melayu Riau dialect in Excerpt 4 was used by R when describing a handheld phone screen that is not visible on her laptop camera. Even though R uses the dialect of her native language, D which comes from Sundanese culture background understood what was said by R. This is due to the similarity of standard Indonesian phrase “*Gak kelihatan kan?*” and the Melayu Riau dialect “*ndak nampak dho kan?*” which is both understood by D. The word “*nampak*”, in Melayu dialect or Bahasa Indonesia standard, both indicate the same meaning of “*terlihat*” (visible).

### 3.5. Code Mixing

Eighty mixed codes that occurred consisted of several languages used by participants. The language used in this code-mixing phenomenon is mostly English, and the others are Melayu Pontianak dialect, Sundanese, Japanese, and Korean.

#### Sundanese Code Mixing

##### Excerpt 5

33. D *jadinya aku baru beres tadi setengah enaman.(0.53) ngobrol dulu biasa sama anak kelas yang(0.8 jam duaan tuh,(0.76) mereka tuh (1.39) >rame,(1.12) riweuh(0.51)*
34. A *hmm*  
(0.79)

The words “*rame*” (crowded, hilarious) and “*riweuh*” (bothersome) said by D as seen in Excerpt 5, are Sundanese words that are inserted in Indonesian sentences. A gave a minimal response, but in this excerpt, A understood what was uttered by D. Interaction using Sundanese language between Sundanese people occurred since tertiary education in Sundanese cultural

environment. This is in line with the adaptation in the speech community which described by Sumarsono (2002).

#### Korean Code Mixing

##### Excerpt 6

158. D *disini ada nih, (2.06) nih (3.45) ma::na::↑ virtual background (.) pernah pake ga A?(1.53) (hh) aku ngakak (liatnya) hh .[hh (hhh)*
159. A [(hhha)(h)[nga:n(.)  
*andwaeyo*

The word “*andwaeyo*” in Excerpt 6 is a Korean word. Both A and D don’t learn Korean formally, but understand Korean language which acquired from Korean entertainment. Since both are used to listening to Korean entertainment, they understand some of Korean words and grammar, and used it in conversations.

### 3.6. Turn giving

Turn giving found in this study contains of 38 giving turns, divided into: 1) turns that chosen directly by current speaker (19); 2) turns given freely to the listener/next speaker (3); 3) turns by giving questions between two people (11); and 4) turns by giving questions between three people (5). This is adjusted to the conversation that took place between two participants in turn 1-245, and three participants in turn 246-362.

#### Current Turned Directly Selected by Speakers

##### Excerpt 7

3. D *iya: sebentar: (.) lagi dimana A?*  
(1.9)
4. A *hah?*  
(1.7)
5. D *ngga, itu: asa beda suaranya*  
(2.5)
6. A *iya ya: (.) ini aku ga pake (headset) nih*

Excerpt 7 showed that on D’s third turn, D immediately gives A the turn by pointing directly by calling A’s name and giving A a chance to take her turn. A took the turn but paused for more than one second. This is because D’s voices were not clearly heard by A. Technical problems like this are quite common in conversations using online media (Meredith, 2019).

#### Turn Given Free to The Next Speaker

##### Excerpt 8

245. D *hh jaha(h)t (hh).hh wa:: gaya baru horo[r (]*
246. R [*kalian*  
*lagi ngomongin apa?* (1.17)
247. D *e:: [ movie movie*
248. A [*aku lagi-*] .hh e: hereditary  
(0.94)

On R 246th turn as seen in Excerpt 8, R gave other participants a free turn. The turn offered by R by using plural pronoun “*kalian*” (you). By using plural pronoun “you”, R gave freedom to the next speaker, to freely take a turn, whether the opportunity is taken by A or D. This turn-giving phenomenon in online interaction is also in accordance with the theory described by Gardner (2004) regarding TRP and Meredith’s (2019) statement about turn giving in online interaction. Because of this freedom of taking, there is an overlap of the words D and A on the 247th turn and 248th turn.

### 3.7. Repair

Repair in this conversation have occurred 24 times, all of which consist of repairs initiated by oneself and corrected by oneself as well. Repairs that occur are chopping off words or using words that indicate errors in a pronunciation.

#### Quote 9

20. A *ga ada lagi kelasnya(0.8) sekarang aku dua aja (0.8) terus yang (1.08) sen-(0.8) yang ada tuh jadinya senin, selasa, rabu, jumat*  
(1.16)
21. D *oh banyak ya*  
(2.93)

The repairs made by A on the 20th turn was initiated and carried out by themselves. The word “*sen-*” which should be said to be complete “Monday”, is improved by adding the word “which is there” at the beginning, and citing examples of other words, where A intends to describe an activity for more than one day, not just one day (Monday) only. Repair in online interaction seems to occur to help participants deal with trouble and in this context the audio cannot be heard. This phenomenon is consistent with Gardner’s (2004) theory that describe about repair which may happen when the word is not normally heard.

### 3.8. Conversational cooperation

Conversational cooperation is shown in this conversation four times. The cooperation is in the form of completion of a topic with the same sentence, or a different sentence.

#### Quote 10

22. A *ya tapi dua (0.62) cuma dua kelas aja, cuma, [jad]walnya[ dua kali gitu*
23. D *[hmm] [tapi, jadwalnya dua kali gitu ya*  
(0.83)
24. A *hm-mh iya:*  
(0.73)

D on the 23rd turn gave a response to help A finish the sentence. Even with the cooperation that D has done, it causes overlap. However, the overlap that occurs to

create a collaborative conversation like this is a good step to keep the conversation going.

### 3.9. Persistence

Persistence (*nebarisa*) is shown in conversation three times. This persistence is based on a different purpose for each piece of conversation. This is done because there is overlap that is done continuously, there are topics that have not been resolved, there is a confirmation of a topic that is considered that the answer has not been felt enough by the speaker.

#### Quote 11

257. R *eh kemaren, (0.92) X ada ngechat kalian gak?*  
(1.14)
258. D *ngga,;*  
(1.64)
259. R *ndak ada dia [ ngechat kalian apa apa?*
260. A *[yang di: itu paling*  
(2.1)
261. A *yang di grup paling tu:h (.)ndak ada chat (.) personal ndak[ ada*
262. D *[ga ada(4.19) ada gi[tu?↑*
263. A *[ndak] ada di WA ndak ada di LINE ndak ada*  
(0.69)
264. D *ngga da yah sam[a*
265. R *[g]rup(.) bilang apa>dia?*  
(2.11)
266. D *([gata(h)u)*
267. A *[di grup?(.)*  
(0.84)
268. A *ya: paling ngikut itu (.) dia ndak bisa iku:t yang kayak kayak gitu*  
(1.02)

R repeats the topic about her friend, X, who gives the message. D has been trying to answer questions from R, but R looks unsure of the answer. Until finally R repeated the question about “did X give a message to you”, and finally A answered that X gave a message related to today’s conversation. It was felt sufficient by R, by responding to the new topic given by A that R gave a message through the group, not personal to A and D.

## 4. CONCLUSION

Analysis of conversations between A, D, and R which lasts for 25 minutes 3 seconds, consisting of 362 turns, 38 turns, 113 overlaps, 168 pauses over one second, 34 repetitions of words related to a topic, 80 mixed codes, one code switching, 24 improvements, four conversational collaborations, and three persistence. A and D tend to give turns by appointing the next speaker directly, while R gives a turn without appointing the next speaker. The phenomenon where the speaker does not

appoint the next speaker will cause overlap if there is more than one person to speak with. If the interlocutor has only one person, and no turn is taken, it is likely that what happened was a long pause, or the speaker is currently continuing the conversation after going through a pause. If a turn is taken, there may be a possibility of more than one second delay due to problems in the use of online media.

The three participants pretty much gave a minimum response to what the speaker was talking about, even though the response became an overlap. Repeated words or sentences can be one element that supports the cooperation of the conversation by the listener, which in turn can show approval or rejection from the speaker. Although it can cause overlap, this kind of thing creates a cooperative conversation and is a good step to keep the conversation going. The use of code switching and code mixing in participants who are multilingual communities does not become an obstacle in their conversation. In fact, even if participants do not learn the language specifically, participants can understand the word only by interaction with the cultural environment of a particular language, or also because of an interest in the culture and language. Corrections made by A and D of the words spoken, carried out on their own initiation and corrected by yourself. In this conversation, participant R did not improve her words or the words of others. The persistence of carrying a topic is shown A and R by repetition. Whereas D does persistence not by repetition but by overlapping. Problems in online media arise such as inaudible voice of the interlocutor, and the cessation of someone's conversation due to loss of signal.

This research was conducted based on natural conditions that occur in a conversation between three participants, and it is expected to be a picture of the analysis of conversations that exist in multilingual communities where the media used to communicate is online media. However, this research cannot yet represent the conversation characteristics of a speech community as a whole. Further research on multilingual communities learning, especially research on conversation analysis in second language learners, will greatly contribute to conversation analysis research.

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