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PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT II

July 5-6, 2012



Master Program in Linguistics, Diponegoro University
in Collaboration with
Balai Bahasa Jawa Tengah

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Editors:

Agus Subyanto

Mualimin

Prihantoro



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Editors' Note

This international seminar on Language Maintenance and Shift II is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University in July 2011. We do hope that the seminar with this theme can become a yearly program of the Master Program in Linguistics, Diponegoro University, as we see that this topic still needs our serious attention due to the inevitable impact of globalization on the life of indigenous languages.

We would like to thank the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the head and secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar. The first five papers are those presented by invited keynote speakers. They are Prof. Dr. Hanna (Balai Bahasa Provinsi Sulawesi Tenggara, Indonesia), Prof. Dr. Bambang Kaswanti Purwo (Atma Jaya Catholic University, Indonesia), Dr. Sugiyono (Language Center, Indonesia), Peter Suwarno, Ph.D (Arizona State University), and Herudjati Purwoko, Ph.D (Diponegoro University).

In terms of the topic areas, there are 33 papers on language maintenance, 24 papers on language learning, 19 paper on sociolinguistics, 15 paper on pragmatics, 8 papers on discourse analysis, 8 paper on morphology, 2 papers on syntax, 2 papers on translation, 1 papers on psycholinguistics, 1 papers on phonology, and 1 papers on semantics.



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International Seminar "Language Maintenance and Shift II", July 5-6, 2012

SCHEDULE OF THE INTERNATIONAL SEMINAR LANGUAGE MAINTENANCE AND SHIFT II			
TIME	NAME	TITLE	ROOM
07.30 - 08.20 WIB	REGISTRATION		LOBBY
08.20 - 08.45 WIB	OPENING		PAKOEBUWONO
08.45 - 10.45 WIB	PLENARY 1		PAKOEBUWONO
	Hanna	BAHASA DAERAH PADA ERA GLOBALISASI PELUANG DAN TANTANGANNYA	
	Sugiyono	PENANGANAN BAHASA DAERAH: SEBUAH TANTANGAN	
10.45 - 11.00 WIB	COFFEE BREAK		PAKOEBUWONO
11.00 - 12.30 WIB	PARALLEL 1 A		ROOM A
	Asih Prihandini, Deny Nugraha	REVITALISASI BUDAYA NGA-DONGENG LEWAT TEKNOLOGI INFORMASI SEBAGAI UPAYA PELESTARIAN BUDAYA TUTUR (SASTRA LISAN) DIKALANGAN KELUARGA SUNDA MODERN	
	Deni Karsana	MENGURAI DILEMA BAHASA KAILI DITENGAH ARUS GLOBALISASI	
	Dwi Wulandari	THE IMPORTANCE OF POSITIVE LANGUAGE ATTITUDE IN MAINTAINING JAVANESE LANGUAGE	
	Zubaedah Wiji Lestari & Muhamad Qushoy	PERSON DEIXIS IN SUNDANESSE JOKES (THE ANALYSIS OF CANGEHGAR IN "BASA CINA" AND "ASAL-USUL" EPISODES)	
11.00 - 12.30 WIB	PARALLEL 1 B		ROOM B
	I Dewa Putu Wijana	PERANAN BAHASA-BAHASA DAERAH DALAM PERKEMBANGAN BAHASA GAUL REMAJA INDONESIA	
	Indah Arvianti	KARONESSE INTERFERENCE IN INDONESIAN AS THE REFLECTION OF KARONESSE MAINTENANCE	
	Hendarto Supatra	LANGUAGE ATTRITION IN JAVA (SOME NOTES ON THE PROSSES OF JAVANESES LANGUAGE LOSS)	
	M.Oktavia Vidiyanti	PANDANGAN WONG USING BANYUWANGI TERHADAP BAHASA USING: KAJIAN PEMERTAHANAN BAHASA	
11.00 - 12.30 WIB	PARALLEL 1 C		ROOM C
	Muhammad	SASAK LANGUAGE AND TINDIH MAINTAINING	
	Ngadiso	MAINTAINING JAVANESE LANGUAGE AND CULTURE TO SUPPORT CHARACTER EDUCATION IN GLOBALIZATION ERA	
	M. Suryadi	KERAPUHAN PENGGUNAAN BAHASA JAWA PADA KELUARGA MUDA JAWA PERKOTAAN	
	Yune Andryani Pinem	PEMERTAHANAN BAHASA VS PERUBAHAN BAHASA PADA CAKAP KARO DI TANAH KARO, SUMATERA UTARA	
11.00 - 12.30 WIB	PARALLEL 1 D		ROOM D
	Rukni Setyawati	ASPEK SOSIAL BUDAYA, DAN KEPERIBADIAN INDIVIDU SEBAGAI JEMBATAN PEMERTAHANAN BAHASA IBU	
	Swany Chiakrawati	MAINTAINING INDIGENOUS LANGUAGE THROUGH UNDERSTANDING THE PHILOSOPHY AND CULTURE (THE PROBLEM IN MAINTAINING 'FUKIEN (HOKKIEN)' AND 'HAKKA' DIALECTS AS INDIGENOUS LANGUAGE AMONG OVERSEAS CHINESE SOCIETY IN MEDAN, NORTH SUMATERA)	
	Teguh Sarosa	THE DYING PHENOMENON OF JAVANESE LANGUAGE USE IN ITS SPEECH COMMUNITY	
	Prihantoro	ON MONITORING LANGUAGE CHANGE WITH THE SUPPORT OF CORPUS PROCESSING	
12.30 - 13.30 WIB	BREAK		PAKOEBUWONO

International Seminar "Language Maintenance and Shift II", July 5-6, 2012

TIME	NAME	TITLE	ROOM
13.30 - 14.30 WIB	Aan Setyawan	PATTERNS OF LANGUAGE CHOICE IN SEMARANG SOCIETY; STUDY ABOUT LANGUAGE SHIFT AND MAINTENANCE	ROOM A
	Abadi Supriatin	PENGGUNAAN KOSA KATA DALAM BAHASA TEGAL	
	Agnes Widyaningrum	PRESERVING AND MAINTAINING NATIVE TONGUE THROUGH CULTURAL EXPOSURE	
	Andi Rizki Fauzi	THE EFFECTIVENESS OF JAVANESE AS A COMPULSORY LOCAL CONTENT SUBJECT IN THE PRIMARY EDUCATION CURRICULUM TO MAINTENANCE THE JAVANESE LANGUAGE IN JAVA	
13.30 - 14.30 WIB	Anggi Riris Pawesty	THE IMPLICATION OF BEHAVIOURISM THEORY IN TEACHING GRAMMAR FOR ELEMENTARY STUDENTS	ROOM A
	Anik Widyastuti	LANGUAGE CHOICE IN MULTILINGUAL COMMUNITIES	
	Barans Irawan Palangan	INTRODUCING TRANSLATION ACTIVITY: AN IMPLEMENTATION OF LANGUAGE MANTAINENCE IN CLASSROOM	
	Bening Angga Dita	USING CONSTRUCTIVIST METHOD TO TEACH HORTATORY EXPOSITION FOR GRADE 8 OF JUNIOR HIGH SCHOOL STUDENTS	
13.30 - 14.30 WIB	Casiyah	THE ROLE OF KYAI IN JAVANESE LANGUAGE MAINTENANCE	ROOM B
	Dewi Puspitasari	LAGU DOLANAN ANAK ALTERNATIVE SONGS IN TEACHING JAVANESE LANGUAGE FOR CHILDREN	
	Didit Kurniadi	TEACHING ENGLISH AS A FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL USING CONSTRUCTIVISM APPROACH	
	Euis Kurniasih	RAGAM BAHASA DALAM UPACARA PRA-NIKAH ADAT SUNDA "NGEUYEUK SEUREUH"	
13.30 - 14.30 WIB	Fider Saputra T	LANGUAGE POLITENESS	ROOM C
	Hamza Aabeed .K.	LANGUAGE MAINTENANCE AND SHIFT	
	Hazairin Eko Prasetyo	PRESERVING INDIGENOUS LANGUAGES THORUGH A MORE INTEGRATED NATIONAL CULTURAL STRATEGY	
	I. Maria Hendrarti	NARRATIVE DISCOURSE: HYBRID CONSTRUCTION AND DOUBLED VOICE IN EUDORA WELTY'S <i>THE OPTIMIST'S DAUGHTER</i>	
13.30 - 14.30 WIB	Hetty Catur Ellyawati, Muhammad Arief Budiman	WOMAN REPRESENTATION AT BUMPER STICKERS ON THE BACKS OF DUMP TRUCKS	ROOM D
	Ignatius Maryoto	THE LETTER OF SECURITY COUNCIL ON "NO FLYING ZONE" IN THE POINT OF VIEW OF METHAPORIC ANALYSIS	
	Ikha Adhi Wijaya	TRANSITION THROUGH ACCULTURATION AMONG ENGLISH AND INDONESIAN LANGUAGE, AND HOW IS ABOUT OUR IDENTITY ?	
	Indriani Triandjojo	LOCAL LANGUAGE MAINTAINCE: CASE STUDY IN A. HADIWIDJAJA FAMILY	
13.30 - 14.30 WIB	Izzati Gemi Seinsiani	THE LEARNERS' ATTITUDE TOWARD JAVANESE LANGUAGE SUBJECT AS ONE OF JAVANESE'S LANGUAGE MAINTENANCE EFFORT	ROOM A
	Johanes Sutomo	INTRODUCING JAVANESE WEBLOGS ENHANCES PARTICIPATION TOWARDS JAVANESE DISCOURSE	
	Khairi Zaglom	USE OF COHESIVE FEATURES IN ESL STUDENTS' E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY	
	Kharisma Puspita Sari	SPEECH LEVEL PATTERN AND REFERENCE/ DEIXIS BASED ON SOCIAL STATUS CLASSIFICATION OF JAVANESE LANGUAGE USING (A STUDY ABOUT TRADITION AS INFLUENCE IN ISLAMIC ANCIENT BOARDING SCHOOL/PONDOK PESANTREN SALAFI LANGUAGE STYLE)	

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	Machalla Megaiab Abdullah	DESIGNING WRITING TEST	
	Maria Theresia Priyastuti	PROSES ADAPTASI PENYERAPAN KOSAKATA BAHASA INGGRIS KE DALAM BAHASA INDONESIA : SEBUAH KAJIAN MORFOLOGI	
	Maria Yosephin Widarti Lestari	INFLECTIONAL MORPHEMES IN ENGLISH COMPARED WITH BAHASA INDONESIA AND BASA SUNDA	
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	Meka Nitrit Kawasari	'NGURI – NGURI BUDAYA JAWA' MELALUI PEMERTAHANAN PENGGUNAAN BAHASA JAWA DI MEDIA MASSA	
	Milad Ali Milad Addusamee	LANGUAGE CHOICE IN CODE-MIXING AND CODE-SWITCHING APPROACH, A CASE OF STUDY IN SOCIOLINGUISTICS REFERS TO THE EFFECTIVENESS OF USING MULTIPLE-LANGUAGE IN TEACHING METHOD	
	Nurul Adhalina	JAVANESE VS. ENGLISH: POSITIVE AND NEGATIVE CONSEQUENCES ON LEARNERS	
13.30 - 14.30 WIB	Peni kustiati	LINGKUNGAN SEBAGAI SARANA PEMBELAJARAN BAHASA INDONESIA	ROOM D
	Ratih Kusumaningsari	KAJIAN SOSIOLINGUISTIK TERHADAP RAGAM BAHASA PERCAKAPAN PADA HARIAN SOLOPOS (KAJIAN ATAS RUBRIK "AH...TENANE")	
	Rayda Ary Ana	THE IMPLICATION OF FUNCTIONAL THEORY IN TEACHING READING A DESCRIPTIVE TEXT FOR MIDDLE AGE STUDENTS (FUNCTIONAL COMMUNICATION ACTIVITIES IN LANGUAGE TEACHING)	
	Rezqan Noor Farid	BAHASA BANJAR: ITS VARIETIES AND CHARACTERISTICS (A CONCEPTUAL DESCRIPTION OF BAHASA BANJAR IN SOCIOLINGUISTICS POIN OF VIEW)	
13.30 - 14.30 WIB	Rika Rahma Anissa	THE REAL ACTIONS OF YOUNG GENERATION IN MAINTAINING JAVANESE LANGUAGE IN THE GLOBALIZATION ERA	ROOM A
	Saidatun Nafisah	THE PATTERNS OF CODE SWITCHING IN TEACHING AND LEARNING <i>KITAB KUNING</i> AND ITS IMPLICATIONS TO THE JAVANESE LANGUAGE MAINTENANCE	
	Sari Kusumaningrum	ENCOURAGING CHILDREN IN LEARNING ENGLISH COMMUNICATIVELY BY USING SOME FUN ACTIVITIES IN THE CLASSROOM	
	Setiawan Bayu Nugroho	DESIGNING SPEAKING TEST BETWEEN PERFORMANCE TEST AND IMITATIVE TEST FOR DEVELOPING VOCABULARY COMPETENCE	
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	Sri Sulihingtyas Drihartati	PEMERTAHANAN BAHASA BELANDA MELALUI UJIAN INTEGRASI	
	Suharyo	POLA PEMILIHAN BAHASA DI KALANGAN PENUTUR JAWA KOTA SEMARANG	
	Tri Pramesti	TWILIGHT AND INDONESIAN YOUNG ADULT FICTION <i>TUILET'</i> : A PARODY	
13.30 - 14.30 WIB	Umi Jaroh	MENULIS MENINGKATKAN KECERDASAN LINGUISTIK	ROOM C
	Uniwati	LAGU WULELE SANGGULA MENUJU KEBERTAHANAN BAHASA IBU	
	Widyashanti Kunthara Anindita	THE IMPLICATION ON TEACHING EFL (ENGLISH FOREIGN LANGUAGE) READING FUN TO VARIOUS LEVELS OF INDONESIAN STUDENTS	
	Wiwik Wijayanti	ANALISIS KONTRASTIF MONOLINGUAL BAHASA INDONESIA	

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	Yessi Aprilia Waluyo	PRESERVING AND PROTECTING JAVANESE LANGUAGES BY APPLYING CODE SWITCHING AND CODE MIXING IN TEACHING ENGLISH IN CLASSROOM (SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE ASSIGNMENT OF PRAGMATICS)	
	Yohana Ika Harnita Sari	THE APPLICATION OF FUNCTIONAL APPROACH IN STANDAR KOMPETENSI LULUSAN (SKL) UJIAN NASIONAL SMP/MTsOF ENGLISH IN ACADEMIC YEAR 2011 – 2012	
14.30 - 16.00 WIB	PARALLEL 2 A		ROOM A
	Arapa Efendi	AM I A TROUBLE MAKER? FILLER WORDS IN SPONTANEOUS SPEECH; STRATEGIES OR INTERFERENCE (PRELIMINARY STUDY)	
	Isry Laila Syathroh	TEACHING RHETORICS THROUGH LANGUAGES IN ADVERTISEMENTS	
	Juanda, Nungki Heriyati	BUKA PINTU: BUHUN YANG TIDAK SELALU TERISTIMEWAKAN	
	Katharina Rustipa, Abbas Achmad Badib, Djoko Sutopo	THE FLOWS OF IDEAS OF ENGLISH ARGUMENTS BY INDONESIAN WRITERS FOUND IN THE OPINION FORUM OF THE JAKARTA POST: AN INDICATION OF LANGUAGE SHIFT	
14.30 - 16.00 WIB	PARALLEL 2 B		ROOM B
	Lalu Ari Irawan	ENGLISH LANGUAGE LEARNING THROUGH THE CULTURE OF LEARNER'S INDIGENOUS LANGUAGE	
	Naniek Kuswardhani, Retno Budi Wahyuni	ENGLISH LEARNING STRATEGIES FOR TOURISM MANAGEMENT STUDENTS WITH MULTI CULTURAL BACKGROUND AT BANDUNG INSTITUTE OF TOURISM	
	Sonezza Ladyanna	SALAM DALAM BEBERAPA BAHASA DI DUNIA	
	Sri Murtiningsih	BUILDING CROSS – CULTURAL COMPETENCE TO IMPROVE ENGLISH EFFECTIVE COMMUNICATION	
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	Suharno, Abbas A. Badib, Joko Sutopo	CITATION AND TENSE FOR REVIEWING PREVIOUS RESEARCH IN THE INRODUCTION SECTION OF ENGLISH SCIENCE JOURNALS BY NON-NATIVE SPEAKERS.	
	Syaifur Rochman	CORPORAL PUNISHMENT IN SCHOOLS BASED ON THE STUDENT'S CULTURAL VALUES (A SURVEY OF CORPORAL PUNISHMENT IN SCHOOLS EXPERIENCED BY STUDENTS OF ENGLISH LANGUAGE AND LITERATURE DEPARTMENT, JENDERAL SOEDIRMAN UNIVERSITY)	
	Luita Aribowo	AFASIOLOGI: PERSPEKTIF LINGUISTIK	
	Dahlya Indra Nurwanti	ANALYZING THE WORD CHOICE IN RELATION TO THE SEMANTIC ADJUSTMENT IN THE ENGLISH-INDONESIAN TRANSLATION OF DISNEY'S DONALD DUCK SERIAL COMIC BOOK	
14.30 - 16.00 WIB	PARALLEL 2D		ROOM D
	Ajeng Dianing Kartika	ANALISIS PRAGMATIK TEKS HUMOR POLITIK PADA SITUS WWW.KETAWA.COM	
	Daniel Ginting	THE RHETORICAL STRUCTURE AND COMMUNICATIVE STRATEGIES OF THE STUDENTS' REQUESTS IN THE WEB DISCUSSION FORUM	
	Muhamad Ahsanu	THE IMPLICATURE AND VIOLATIONS OF CONVERSATIONAL MAXIMS IN INDONESIAN ADVERTISEMENTS	
	Agus Hari Wibowo	PHONOLOGICAL PROCESS IN INDONESIAN SPEECH (CASE OF ASSIMILATION AND ELISION IN INDONESIAN)	
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	Prima Hariyanto	KATA BERINFIKS DALAM BAHASA INDONESIA	
	Surono	UNIVERSAL NASAL ASSIMILATIONS IN MONOMORPHEMIC AND POLYMORPHEMIC WORDS ACROSS LANGUAGES	
	Yusup Irawan	AMBANG KONTRAS AKUSTIK INTONASI KALIMAT DEKLARATIF-INTEROGATIF DALAM BAHASA SUNDA	
	Maryanti E. Mokoagouw	WACANA MOB PAPUA: KAJIAN EKOLINGUISTIK DIALEKTIKAL	
16.30 - 18.00 WIB	PARALLEL 3 B		ROOM B
	Deli Nirmala	EMBODIED EXPERIENCES IN METAPHORS IN BAHASA INDONESIA	
	Hyunisa Rahmanadia	KOSAKATA WARNA DALAM BAHASA SUNDA KANEKES	
	Rizki Hidayatullah, Septi Mustika Sari	KONSEP WANGI DALAM <i>JANGJAWOKAN MINYAK SEUNGIT</i> : KAJIAN ANTROPOLINGUISTIK DI DESA JATISARI, KECAMATAN JATISARI, KABUPATEN CIANJUR	
	Chusni Hadiati	THE CHARACTERISTICS OF BANYUMASAN CONVERSATIONAL IMPLICATURES	
16.30 - 18.00 WIB	PARALLEL 3 C		ROOM C
	Oktiva herry Chandra	JAVANESE AFFECTIVE WORDS IN TERM OF DRESS	
	Mytha Candria	A RELEVANCE-THEORETIC ANALYSIS OF PARALLELISM IN MUSTOFA BISRI'S "SIAPA MENYURUH"	
	Yovita M. Hartarini	PEMERTAHANAN LOGAT BAHASA IBU DI WILAYAH KOTA KENDAL	
	Nurhayati	FROM <i>MARTO</i> TO <i>MARFELINO</i> , A SHIFT IN NAMING IN GOTPUTUK VILLAGE	
16.30 - 18.00 WIB	PARALLEL 3 D		ROOM D
	Syihabul Irfan	MENDADAK "BAHASA INDONESIA": DAYA ILOKUSIONER DALAM TUTURAN M. TABRANI IHWAL USULAN NAMA BAHASA PERSATUAN	
	Mualimin	REQUESTS IN JAVANESE: A CASE STUDY ON READERS FORUM OF PS MAGAZINE	
	M. Abdul Khak	PERGESERAN BAHASA SUNDA DAN BAHASA CINA DI JAWA BARAT: ANALISIS KOMPARATIF	
	Hidayatul Astar	PEMERTAHANAN BAHASA IBU DI DAERAH TERTINGGAL	
18.00 - 19.00 WIB	PRAYING		PAKOEBUWONO
19.00 - 21.00 WIB	DINNER		PAKOEBUWONO
FRIDAY, JULY 6, 2012			
07.30 - 08.00 WIB	REGISTRATION		LOBBY
08.00 - 09.30 WIB	PARALLEL 4 A		ROOM A
	Agus Sudono	POLA PILIHAN BAHASA DALAM JUAL BELI DI PASAR TRADISIONAL (STUDI KASUS DI PASAR WINONG, KABUPATEN PATI)	
	Devina Christania, Pradipta Wulan Utami	CAMPUR KODE BAHASA BETAWI DAN BAHASA INDONESIA DALAM KOLOM "ALI ONCOM" PADA SURAT KABAR HARIAN POS KOTA: KAJIAN SOSIOLINGUISTIS	
	Evynurul Laily Zen	SISTEM PANGGILAN KEKERABATAN SEBAGAI CERMIN BUDAYA DAN POLA PIKIR MASYARAKAT JAWA: DULU DAN KINI	
	Sudirman Wilian	THE POTENTIAL LOSS OF SASAK SPEECH LEVEL: A SURVEY OF LANGUAGE USE AMONG SASAK YOUTHS IN WEST LOMBOK	

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	Khristianto, Widya Nirmalawati	MAKING USE THE RECORDED LANGUAGE RELICS IN HUMOR PIECES	
	Mohammed Azlan Mis, Mohammad Fadzeli Jaafar, Norsimah Mat Awal, Hayati Lateh	KAJIAN BAHASA PERHUBUNGAN MASYARAKAT DI SEMPADAN MALAYSIA-THAILAND: ANALISIS PILIHAN BAHASA	
	Sri Mulatsih	SPEECH PLANNINGS ON THE STUDENTS' CONVERSATION (A CASE STUDY OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT, DIAN NUSWANTORO UNIVERSITY)	
08.00 - 09.30 WIB	PARALLEL 4C		ROOM C
	Taufik Mulyadin	INDUSTRI KREATIF, ANAK MUDA, DAN <i>BASA SUNDA</i>	
	Veria Septianingtias	ANALISIS DIALEK A DAN DIALEK O BAHASA LAMPUNG: KAJIAN FONOLOGI	
	Yuni Ferawaty	INTERFERENSI BAHASA CINA DIALEK HAKKA PADA ISTILAH PENAMBANGAN TIMAH BANGKA	
08.00 - 09.30 WIB	PARALLEL 4D		ROOM D
	Yuliarni	KONTRASTIF BAHASA MINANGKABAU DENGAN BAHASA INDONESIA DI TINJAU DARI SEGI PREPOSISI	
	Frans I Made Brata	LEXICAL MEANING AND ITS LOSS AND GAIN OF INFORMATION IN TRANSLATION	
	Retno Purwani Sari	DECONSTRUCTION OF IDEOLOGICAL HEGEMONY OF LANGUAGE-CULTURE MAINTENANCE IN SUNDANESE MEDIA	
09.30 - 09.45 WIB	CEFFEE BREAK		PAKOEBUWONO
09.45 - 11.00 WIB	PLENARY 2		PAKOEBUWONO
	Herudjati Purwoko	LINGUISTIC DOMAINS: KEYS TO THE MAINTENANCE OF JAVANESE	
11.00 - 11.15 WIB	CLOSING		PAKOEBUWONO

PRESERVING AND MAINTAINING NATIVE TONGUE THROUGH CULTURAL EXPOSURE

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Abstrak

Looking at children in using foreign languages is amazed older people as they can speak those languages fluently. Nowadays, the number of Indonesian children who can produce foreign languages in terms of spoken and written forms of communication is without any doubt surprising. It becomes a trend for parents who are willing to pay at higher costs to send their children to Bilingual and International schools. From this perspective we agree upon the condition that the government has succeeded in pursuing the use of International language in our country.

On the other hand, we are losing our own native tongue or vernaculars as schools only allocate those languages as muatan lokal. The government should consider this condition because if they only think of one side, it is possibly endangered the existence of the vernaculars. Fact shows that the number of indigenous languages in Indonesia is decreasing as there are no more native speakers of the language. Sooner or later indigenous languages will be extinct and we will lose the culture. Language is a part of culture if we lose the language it also means that some parts of culture are gone. History will prove that somehow those extinct vernaculars existed before they are gone. Therefore, we need to do real action to preserve and maintain our native tongue from becoming extinct by giving more cultural exposure for children at younger age.

Keywords : *native tongue, vernaculars, muatan lokal, cultural exposure*

INTRODUCTION

The government of Indonesia has determined that English is a first foreign language that must be learnt by the students. It is a mandatory subject for teachers to teach English for them. The role of English as the first foreign language implies that English is an obligatory subject that must be taught at schools for any level of education. In formal context, our mother tongue Indonesia is used because there is no mandatory to use English in formal context out of schools. Bahasa Indonesia has a prominent role in daily activity formally as English is taking higher role than other foreign languages in communication. Therefore, we will not lose our national identity in communication as Bahasa Indonesia is an official language in our beloved country.

If we compare with our neighboring country like in Singapore, English has the role as a second language. From this condition, we realize that English is used as an official language in any kinds of fields. English is used at schools as well as at homes besides their mother tongue Mandarin. Different role implies different contribution. It is without any doubt that English is widely used and spread among any fields in Singapore and since they are children they have mastered English. It is a factual thing that Singaporean children can speak English well than Indonesian children without thinking of the dialect.

In a broader sense, English is currently admitted as an international language. The government of Indonesia also agrees upon the condition that English is said as a global language. Another Asian country, Japan, also admitted that English is the international language. What is the effect of it? With the understanding that English as a global language, Primary English is expected to start at primary graders 5-6 in 2011. (Honna, 2008:1). It means that Japanese government will conduct teaching and learning English as an international language.

There is a development of English in the teaching context. Some countries will have their own view about the role of English, like in Singapore that English is marked as a second language.

Furthermore, Honna (2008:2) stated that English as an international language was formerly referred to as English as a "foreign" language. Foreign implies "out of the system" socially and "undesirable" psychologically.

Indonesian government through the Minister of Education has determined the rule published by The Minister of Education of Indonesia no 20 year 2006 about Standard of Content for Basic and Middle Level Education (*Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*). By this rule English is taught in basic and middle level education with different purposes, for instance the objective of teaching English for elementary students are: 1) Developing communicative competence in spoken through language accompanying action (*Mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk mengiringi tindakan (language accompanying action) dalam konteks sekolah* and 2) Having awareness about the philosophy and importance of English to improve national competitiveness in global society (*Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global*).

CHILDREN LITERACY

1. Baby Talk in Language Acquisition

Children learn a language in different stages. Simpson et al (2008:156) stated that all children acquire their first language or mother tongue through social interaction and language behaviour patterns are acquired through language socialisation (Romaine, 1984; Snow and Ferguson, 1977; Wells, 1979). Language plays a critical role in the construction of social identity (Ochs, 1993). It also acts as an agent for the transmission of culture and it is through language socialisation that children acquire the ways and world views of their culture (Romaine, 1994; Schieffelin, 1990). There is a critical age for children during their growth when they learn language, that is when they are 3-6 years old. During this stage, children can absorb many different languages spoken by adult surrounding them.

There are many studies conducted by many scholars in order to seek the answer about the baby's talk. Studies of baby talk suggest that simplified registers or modifications of adult speech assist in scaffolding the language learning process for young children (Ferguson, 1977). It is agreed by some linguists that baby talks include as one of stages that children possess in order to learn a language. Linguistic studies on Aboriginal child language development note early stages of verbal communication (Hamilton, 1981; Lowell et al., 1996), including baby talk (Bavin, 1993; Hoogenraad, 2005; Laughren, 1984). The observers characteristically describe an incremental scaffolding approach to language acquisition in the use of diminutives, word reduplication and a specific baby talk lexicon, as well as regular phonological modification of standard adult speech: consonant elision and substitution accompanied by gestural interaction (Simpson et al, 2008:156)

The role of teachers as adult people surrounding their younger students will also influence their students' language acquisition at schools. At home, the students will experience different situations of acquiring a new language. This condition is supported by the condition that caregivers are conscious that through baby talk children learn to speak. Adults intentionally scaffold language to assist young learners in acquiring difficult sounds. This process allows the learners to first understand the semantics of the utterances and then learn a mature way of articulating words. After a certain age children will be teased if they have not acquired standard language forms, that is, proper adult talk. (Simpson et al, 2008:156)

2. Using Storytelling in Language Acquisition

By participating in social and cultural practice children acquire the linguistic and cognitive orientations of their elders. In Indonesia, there are many vernaculars actively spoken therefore Indonesian children will experience to acquire different vernaculars through their language development. As a language learner, children face different forms of language learning, directly or indirectly. By

storytelling and language play (including speech acts such as rhyming, metaphor, alliteration and onomatopoeia) are intrinsic to everyday discourse (Doughlas, 1979). Children are immersed in this language-rich environment and acquire the speech styles and oral narratives of their culture by listening to and interacting with those who speak in their vernaculars, and increasingly with those who 'code-switch' or 'code-mix' between vernaculars and English. Children also acquire the lexical and gestural vocabularies that denote kinship relations and the rules that govern social organisation. (Simpson et al, 2008:157)

There is a strong tendency that teachers are expected to be able to teach their students using storytelling. Some recent studies in Indonesia showed that if their teachers teach them using narrative they are easier in understanding the lesson contextually. It is driven for teachers to encourage students to get better understanding towards the lessons taught in the classrooms, especially for language learning. English is also taught by storytelling in order to help students master English in different way so that they will master English in shorter time.

Talking about a language is not separated from its culture. In many indigenous cultures oral narrative has been to instruction and learning (Basso, 1984; Rogoff, 2003). In the Western Desert, oral memory and the transmission of cultural knowledge and learning through the dreaming have been intrinsic to the maintenance of a regulatory framework that has bound culture over generations. In line with Wigglesworth's et al (2008:158) idea thus stories for children were told as moral tales or simply as imaginative tales. Such stories are still told today, but with diminishing potency and fewer adults are able to articulate the traditional oral narrative style. Alongside the dissipation of contexts for oral storytelling, the transformation of oral genres into simplified written versions for children (or English translations) is also reducing the functions of oral narrative as a moral or metaphorical cultural guide. (Simpson et al, 2008:158).

As mentioned in previous paragraph that children have critical age during their language development. Developmental studies on language acquisition of narrative competence indicate that 'narrative discourse structures are commonly acquired and internalized by age 10 in a child's process of socialisation (Klapproth, 2004). In this storytelling practice and narratives accompany drawing in the sand and, and iconography, symbolic representations, spoken narrative and gesture are integrated into a 'coherent narrative whole' (Wilkins, 1997). Essential communication and cognitive skills are embedded in the symbols utilised to tell stories.

3. Language shift

The social practices above contribute in accelerating language shift. With reference to Wigglesworth et al (2008:158) that language socialisation practices, however, altered and changing practices are accelerating language shift. While some oral traditions remain strong, language shift is in process when this social practice is conducted. Whether language death will eventuate is, at yet, unclear. What is evident, nevertheless, is that altered child language socialisation practices have impacted on spoken certain vernaculars.

According to Wigglesworth et al (2008:158) that the introduction of Western schooling and changed social practice has impacted on cultural processes. Schooling has reduced the time spent acquiring and using complex linguistic structures, routines and speech styles in traditional contexts and Western institutionalised practices, values and expectations have been replacing cultural learning. Some suggestions are delivered by some experts in language acquisition that an outcome of changed practices and schooling in English will influence the students who are children to lose some of insightfulness of their own language. The vernacular mother tongue remains, nonetheless, a salient symbol of social identity

4. Family Literacy

Knowing when a child acquire a new language will gain some insights importance information about literacy. Literacy can be done at school and within the family. Family literacy is done through social practices as well as at schools but the focus is different. We may consider whether family literacy has been transmitted and acquired in families through everyday social and cultural practice. Literacy research emphasizes the importance of family literacy practices as antecedent to successful literacy learning at school (Well, 1985). Some writers emphasize that literacy is a cultural process and that 'everyday practice' is 'a more powerful source of socialization than intentional pedagogy (Lave, 1988).

Another scholar, Gee (2004) stated that children who learn to read successfully do so because, for them, learning to read is a cultural and not primarily an instructional process. Furthermore, this cultural process has long roots at home-roots which have grown strong and firm before the child has walked into school. Children who must learn reading primarily as an instructed process in school are at an acute disadvantage. Historically, as one of multicultural country, Australia successfully literacy learning builds on the long culture of literacy in Western society and the foundation of formal schooling. Literacy acquisition also incorporates interactive engagement and participation in other processes, practices and contexts that are meaningful purposeful at an individual and community level and there is a synergy between all these processes.(Simpson, 2008:160)

Simpson et al stated that research has identified that children from literate schooling oriented families commence school better prepared than children from non literate families who are not school-oriented. A case study in Australia, North American and British middle-class homes 'caregiver talk' or 'motherese' often parallels 'teacher-talk' used in classroom (Cazden, 1988; Snow and Ferguson, 1977). In these contexts interlocutors scaffold language for children in a literacy-oriented manner. Heath (1982) indicates that where children have not been participating in specific school-like oral discourses, literate practices and child-focused instructional activities at home, they are less likely to do well in school after the initial few years.

CULTURAL DIFFERENCES

Holliday (2009:233) said that cultural difference has been perceived in English language education. There is a presupposition upon this condition that culture flows and shifts between us, but in different ways and different times and in different circumstances. There are many aspects of behaviour which are 'culturally different'. Nababan (1980:209) stated that Indonesia is a multilingual country. Many languages are spoken within the country, and many people in the country use more than one language. The number of indigenous languages spoken in Indonesia is estimated to be around 480 (LBI,1972), almost half of them in Irian Jaya (West Irian). Therefore, it is not surprising that, even in times long past, many people knew more than one language, especially along the border between two language areas. In fact, in the cities and towns, many people know three or more indigenous languages, besides one or more foreign languages.

With reference to the study conducted by Nababan (1980:209) bilingualism and multilingualism are common in Indonesia. However, the educational system does not seem to be designed to promote this bilingual/multilingual situation. The educational system is unilingual with Indonesian languages as the sole medium of instruction. In certain places, usually remote places where there is not much exposure to or need Indonesian as a means of everyday communication, the local language (vernaculars) may be used as medium of instruction up to grade 3 while the pupils learn Indonesian as a subject to prepare them for its use as medium of instruction in grade 4, or often in grade 3 (Nababan, 1979:284).

Another statement delivered by Nababan (1980:210) about the condition of local language in Indonesia, he said that he does not mean that the government does not provide for the vernacular in the

curriculum. The Indonesian Constitution stipulates that "In the areas with a regional language that it is maintained well by its people (e.g. Javanese, Sundanese, Maduranese, etc) the language will be respected and maintained also by the State" (translation of Explication of article 36). The general philosophy seems to be that the vernacular will be learnt naturally, with or without help from the schools.

CULTURAL EXPOSURE

What is a language? I may say that we take language for granted. Chaika (1994:6) said that It is just something that we do without thinking much about it. Children are not taught their native language. They figure it out for themselves from social interaction. Language is multilayered and does not show a one-to one correspondence between message and meaning as minima languages do. Language change with changing social conditions. It is essential then, to learn what all human languages have in common as well as they differ. Understanding what they have in common helps us to define what a human being is, but they don't vary randomly.

Talking about a language relates to linguistics. It is the academic discipline that deals with the structure of word human language and varieties. (Chaika, 1994:7) Dialects rather than language as a whole will concern us. Dialects are varieties of a language, usually, but not always, mutually intelligible to their speakers. Laypersons often call them accents. Strictly speaking, however, accents refer only to difference in the way words are pronounced. Strictly speaking, however, accents refer only to differences in the way they words are pronounced, whereas dialects encompass differences in grammar as well as word choice.

The more the students watch movie, the better will be. Human language is multilayered. It is combine by rules into meaningful structures. Sounds, meaningless in themselves, from meaningful words or part of speech, from meaningful words or parts of word. These words combine by rules into sentences, and the sentences combine into discourses, which include conversation, books, speeches, essays, and other connected sentences. (Chaika, 1994:8).

CONCLUSION

What will we do to save our local language? We have to teach younger generation in order to preserve and maintain the existence of vernaculars. With unilingual educational system, the language use in teaching is Indonesian. It means that Indonesian language is as the sole medium of instruction. As *muatan local*, local language will have their own role. To keep and maintain local languages we can use cultural exposure. Cultural exposure is an activity to invite and maintain the existence of local language. It is in the form of using local languages in the schools' area, conducting performance e.g. performing play using local languages and providing extra curricular related to using local languages e.g. *gamelan*, traditional dance, *wayang*, etc. Geographically, vernaculars are different therefore each area may have their own activity using their own vernaculars at schools.

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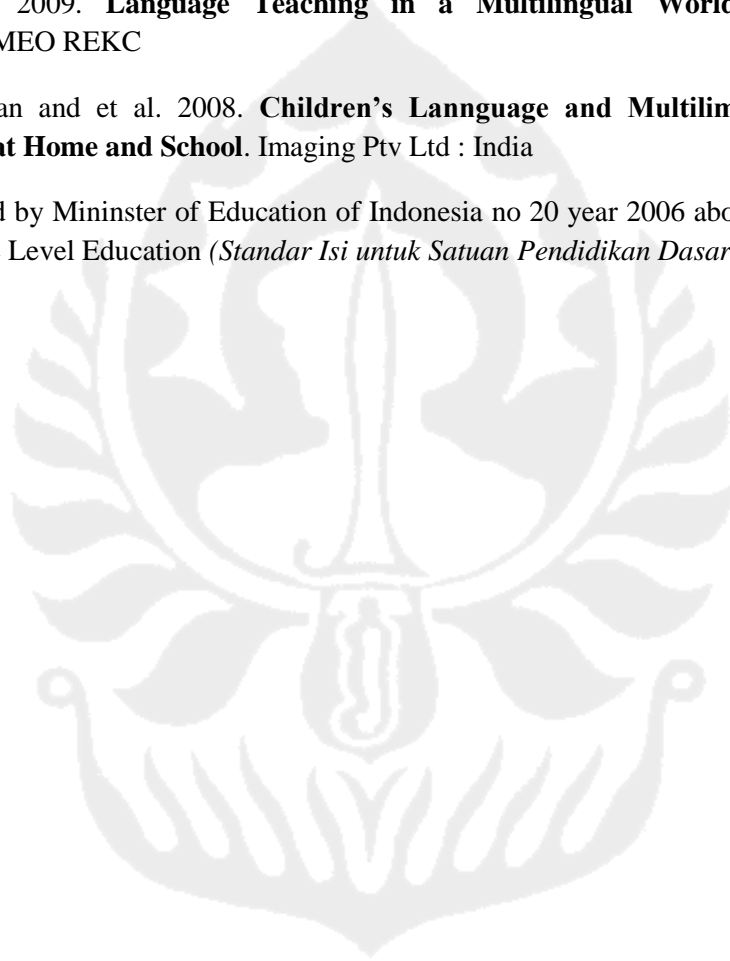
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