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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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TIME	NAME	TITLE	ROOM
13.30 - 14.30 WIB	Luqman Hakim	STRATEGIES OF CONSTRUCTING APPEALS IN OBAMA'S VICTORY SPEECH	ROOM B
	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	
13.30 - 14.30 WIB	Mas Sulis Setiyono	HOW TO PREVENT JAVANESE FROM LANGUAGE LOSS	ROOM C
	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	
13.30 - 14.30 WIB	Solegar Anggit Prasetyo	EMBODIMENT IN SECOND LANGUAGE LEARNING AND TEACHING	ROOM B
	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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TIME	NAME	TITLE	ROOM
13.30 - 14.30 WIB	Wuri Sayekti Sutarjo	CAMPUR KODE PADA RUBRIK GLANGGANG REMAJA: AITI MAJALAH PANJEBAR SEMANGAT	ROOM D
	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	
14.30 - 16.00 WIB	PARALLEL 2 C		ROOM C
	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)	
16.00 - 16.30 WIB	COFFEE BREAK		PAKOEBUWONO

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TIME	NAME	TITLE	ROOM
16.30 - 18.00 WIB	PARALLEL 3 A		ROOM A
	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	

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

TIME	NAME	TITLE	ROOM
08.00 - 09.30 WIB	PARALLEL 4B		ROOM B
	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

TEACHING ENGLISH AS A FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL USING CONSTRUCTIVISM APPROACH

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Abstract

Constructivism approach is the newest way to teach Language as foreign language. Mostly, many Vocational high schools in Indonesia use behaviorist approach which the students have to say what the teacher says and what the book says. The problems are; is the method appropriate? Is it works effectively or not? Does it give some benefits for the students or will become the parts of his life? These questions must be considered to achieve success in language acquisition not only as something that is accomplished in the classroom during the particular course, but also as a life-long activity, considering the graduates of Vocational high school students are prepared for the business world . This paper attempts to give a scratch of constructivism approach in teaching English as foreign language which might be a great necessity for the teacher of vocational high school. The content also involves Curriculum in order to be accuracy with the materials. Several points should be taken into consideration to apply the best method in classroom teaching.

Keywords: *Constructivism, Vocational High School, Curriculum, English as Foreign Language, Teaching*

INTRODUCTION

The various approaches in language acquisition are most debated among the researchers, which the best approach should be applied in teaching English. The learning or acquisition about language has always been a controversial area for human mind. From the first *behaviorist, nativist* and constructivist approach, all of them have been explained by many researchers and linguists. They have their opinion to strength the theory of language acquisition; each theory has advantages and disadvantages. Debates among the researchers on language should be the first accomplishment. There are three dimensions of language approach. The first approach sees the language as a human phenomenon, the second as societal phenomenon, and the last one sees language as a system or structure on its own.

After the explanation of the terms above, now we can start arguing one of three approach languages learning in teaching learning process in the classroom. The Constructivist approach is a way to be used here. Thus, that approach is expected clear the grounds for adopting an appropriate direction towards improvement of foreign language teaching to learners in Indonesia, and help in determining new educational policies for learning and teaching of foreign languages to them and giving fresh insights on learning and teaching in the School, especially for vocational high school.

THEORIES OF CONSTRUCTIVIST APPROACH

What is Constructivism?

According to Brown (2007: 12) It will be helpful to think of two branches of constructivism: cognitive and social. In the cognitive version of constructivism, emphasis is placed on the importance of learners constructing their own representation of reality. Social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality.

The process of language acquisition is not easy as in practical book theory. The main factor is method and principle of teaching learning used Teacher as facilitator or mediator is not the source of all knowledge. The learners should be active in teaching learning process. So, the teacher only gives stimuli to the learners in learning process. It needs to be concerned because the perspectives theory of constructivism is the subject. Learners find the meaning of something actively not only listen to the teacher. Discussion and presentations are meaningful way as the process of knowledge in language acquisition, especially in developing English. But most of the teachers follow behaviorist theory and

placed them as the one source of all knowledge. Teaching is not only transferring the knowledge from the teacher to the students, but also active in giving feedback and build their own knowledge.

Shatz and Wilkinson (2010: 26) state a dynamic interplay between nature and nurture influences brain organization throughout childhood and, to some extent, the lifespan. Relationships between language learning and brain development may be best understood within a *neuroconstructivist* approach, according to which cognitive abilities emerge in response to bidirectional influences between neural and cognitive levels.

The Researchers' Theory

The development of constructivism in education is attributed to such psychologists and philosophers as Jean Piaget, Lev Vigotsky, John Dewey, and Jerome Brunner. It is understood as a complex combination of learning theory, philosophy, pedagogy, and psychology. In the area of foreign language or language education, constructivism is often associated with the use of technology in the classroom. Constructivism emerged in reaction to the traditional educational approach widely practiced in eighteenth and nineteenth century Europe and America. The teacher centered traditional instruction strategy, also called the information transmission model, is an instructional approach in which a teacher transmits information to the students with relatively little emphasis placed on the practicality or significance of the content. In traditional education, instructors are able to predict the outcomes of the instruction based on the notion that they control what students will learn by linking student responses from lower level to higher level skills. Although instructors determine learning outcomes for students, traditional education falls short in preparing students to be critical thinkers.

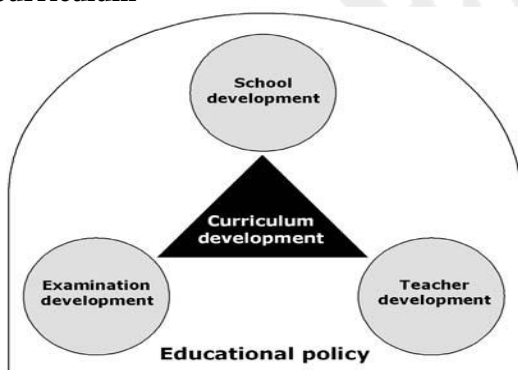
VOCATIONAL HIGH SCHOOL AND SYLLABUS

The problems

Before teacher starts to teach their students, he or she has to consider about a number of questions that the teacher associates with language study. Why do they study foreign language? What is foreign language study? How is appropriate material for them? How should the teacher plan the language study for the course? How long to study foreign language? How do make language learning a part of the students' life in the future? This question must be considered to achieve success in language acquisition not only as something that is accomplished in the classroom during the particular course, but also as a life-long activity.

Why are the students studying a foreign language? There are probably nearly as many answers to that question as there are students in your classroom. Take a look at some of the reasons other students have given for studying a foreign language. Very likely, your reason(s) can be found among them. Gaining skills for a job, Gaining access to foreign bodies of knowledge, Traveling abroad, Studying abroad, Working abroad, School requirement, Personal edification, Interest in linguistics, Parental influence, Becoming familiar with your heritage, Understanding people in your neighborhood, and Maintaining knowledge (Leaver 2005: 4).

Curriculum



Taken from: *Educational Design Research* page 70.

In teaching, we have to try our best in a tone and style appealing to the students as our primary audience. The content of materials should be modern and the students will feel at home with the learning situation. The approach has to be appropriate with the curriculum provided by government. We aim at a

level of competence which should be possible for most students to achieve; to understand the standard of English as foreign language is clear and coherent.

Curriculum is perfected to improve the quality of education nationally. The continuous claims of the words of globalization changes to push the use of competency based curriculum. This approach stresses identification of English basic competence of vocational high school. Mostly, the indicators are written in order to make the students understand what they must master. The objectives are usually; 1) communicating in English 2) understanding English as a system 3) understanding culture 4) and knowledge.

CONSTRUCTIVISM IN IMPLICATION

Constructivism implication in general classroom

According to (Gagnon: 7) the constructivist learning design can be developed emphasizes six distinct elements; situation, groupings, bridge, questions, exhibits and reflections. The *situation* is a comprehensive overview of the learning episode with a clear statement of the purpose and of the task you expect your students to accomplish as they make meaning of the event. The details of the learning episode unfold chronologically through the other elements. We continue with *groupings* of students and materials and move to a *bridge* between prior knowledge and current learning. The teacher or students will ask the *questions* as they think together about accomplishing the tasks. After the students accomplishing the task to the teacher's satisfaction as well as their own, they create and *exhibit* of their work. Then the teacher arranges for collective and individual *reflections* on their thinking. The students are the focus of the learning episode as they think together about how to accomplish the task.

Certainly because of teaching process is correlate with language acquisition, in this case, English as foreign language, the teacher must to give more attentions patterns of language acquisition itself. According of Brown (2007:1-2) important factor is needed attentions in second language acquisition, such as: [1] learners characteristics, [2] linguistics factor, [3] learning process, [4] age and acquisition, [5] context, and [6] aim. Surely these six factors are more important to be attention by English teacher because in learning process in classroom will have any difficulties. Exactly that is correlated with culture difference and grammar. Beside of it, base on principles above we can make it become reference as teaching learning process plan, restore curriculum, plan of teacher preparation program and to evaluate process teaching learning. As reference, group of teacher took constructivism principle in arrange teaching method that more intensive in students activity individual or group. Teachers search method that it understandable whatever the students think and experience in learning process. They though several activities that can stimulate students to think. Interaction each student in classroom is lived, they are given free to talk their idea and their opinion.

The important in constructivism theory is in learning process, students must have pressure. They must be active develop their knowledge, not teacher or someone else. They must be responsible with their learning result. Pressure of learn this active students in education especially learning English is important and need to develop. Students' creativity and activity will help them to independent in their cognitive. They will become critical in analyze something case because they think, not only imitate.

How to apply the constructivism approach to vocational high school (SMK)

Competence Standard: Communicating in English at Elementary level. Based on 'standar isi' 2006. English for SMK year XI.

1) LISTENING

Class IX, semester 1, Basic Competence (KD) 1 (Business & Management);

Comprehending simple daily conversation in professional or personal context with non-native speakers.

Learning Materials: Restaurant & Costumer Services

The teacher gives the class examples from video or audio file of vocabulary and expression at restaurant and costumer services such as; English Expressions in a Restaurant (Expression by a waiter and Expressions by a customer), words used for describe food (bland, rich, spicy, salty, sweet, sour, bitter, hot), ways to prepare food (pickled, baked, boiled, broiled, fried, sautéed), words to describe the taste of food (yummy, yucky, delicious, awful, tasty, disgusting, good), Example of Dialogue In a Restaurant. The class is divided into 5 groups, then observing and listening to the voice or dialog in the video or audio files. Each group has to make summary from what they listen to and it should be presented in class.

2) SPEAKING

Class XI, semester 1, Basic Competence (KD) 5

Expressing intentions in any form

Learning Materials: Selling and Buying Products (Bargaining)

The teacher gives the material likes; its expression by a clerk, expression by a customer, and example of dialogue. The students work in group and the teacher give some kinds of topics which are different each topic to the others. The group makes a free dialog related to their topic and should be presented.

3) READING

Class XI, semester 1, Basic Competence (KD) 4

Describing past activities and future plans.

Learning Materials: The past events

Procedure; Tell the students an interesting story that comes from their own experience. Tell students that they must tell a story to their classmates; instruct them to go home and make their own story, encourage them to practice telling the story that they choose by reading, and the students have to read their story in the class. When the students begin to see similarities and differences between their stories and the ones that their classmates are telling; discuss the terms compare and contrast, students compare and contrast objects they are familiar with, the students have to identify words and phrases that indicate that a comparison or a contrast is taking place (e.g., in addition, furthermore, and on the other hand) develop a list of these words that can be posted in the classroom. Use two versions of story for the culminating activity; divide the class into two and have each half read one version, pair up the students who read version with those who read version two, the partners jointly make a list of similarities and differences between the versions, reconvene the class and open the discussion of similarities and differences to the class as a whole. The charts and previous lists made will be helpful at this time.

4) WRITING

Class XI, semester 1, Basic Competence (KD) 2

Making note or recording simple messages in direct interaction or by using any devices.

Learning Materials: Telephone Handling (personal pronouns, reported speech, adjective clause, and telephone message).

The teacher gives the material such; English Expressions on Telephone, Expressing leaving telephone message or note, and so on. The students are worked in pairs to write all telephone conversation or telephone handling, message, and so on as many as possible. It helps them to develop their creative thinking.

CONCLUSION

Constructivism as school of thought that include in tradition philosophy is a paradigm that new in education. Names like Jean Piaget, and Lev Vygotsky are names that often correlate with this paradigm itself. In constructivism language learning can be told that give a new vision with teaching learning process. These correlate with gain foreign language as knowledge object that surely has their complexity. This point of view give an alternative that more takes place the learners as subject who think actively and not a wood that must chiseled. It has logic consequence that teacher not a source of knowledge, but only a facilitator. The implication for students in teaching learning process is they are demanded to always pro-active in finding their own knowledge and develop cognitive skill. Finally, constructivism theory is alternative plan especially in education system in Indonesia that dominant with behaviorism-liberalistic paradigm. But, one thing that must be underlined is teacher not only planting dogmatism of knowledge awkward and conservative but also how to stimulate the students to find out and construct their own knowledge. Until let the students in their creation with their skill to speak up their opinion and interpret with anything that they are learned.

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