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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	
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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	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)	
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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	
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	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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TIME	NAME	TITLE	ROOM
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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

THE PATTERNS OF CODE SWITCHING IN TEACHING AND LEARNING *KITAB KUNING* AND ITS IMPLICATIONS TO THE JAVANESE LANGUAGE MAINTENANCE

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Abstract

Alih kode dapat terjadi pada unit keluarga, kelompok sosial, juga dalam pengajaran/pembelajaran di kelas. Tulisan ini mendeskripsikan pola alih kode pada pengajaran kitab kuning yang dalam prakteknya, setidaknya terdapat tiga kode bahasa digunakan secara bergantian, yaitu bahasa Arab, bahasa Jawa ragam lawas dan yang umum dipakai, serta bahasa Indonesia. Kitab kuning lazim digunakan di lingkungan pesantren, madrasah dan sekolah berbasis Islam, khususnya di Jawa. Pola pemakaian bahasa dalam pengajaran kitab kuning ini menarik untuk dikaji. Pengajaran ini mengandung implikasi positif terhadap pemertahanan bahasa Jawa, khususnya pada ragam lawas. Ragam tersebut mendapat ruang untuk tetap hidup melalui pengajaran kitab kuning.

Kata Kunci: Pola Alih Kode, Kitab Kuning, Pemertahanan Bahasa Jawa

1. Introduction

Kitab kuning (the yellow Islamic book) is one of the reading sources of Islamic studies such as *fiqh*, *ushul al din*, *tasawwuf*, *tafsir*, *hadith*, the Arabic language, etc. It contains the sciences and knowledges of Islam written in Arabic with or without *harakat* (vowel symbols). The book is called the yellow book because it was originally printed on yellow paper. Tradition of teaching and learning *kitab kuning* commonly found in most of *pesantrens* (Islamic boarding schools) and Islamic schools in Indonesia, particularly in Java. *Kitab kuning* is used by the *pesantrens* as a universal reference value in addressing the challenges of life. Mochtar (2012) said, when the *kitab kuning* used permanently as a primary source of reading for a broad public Islamic schools from generation to generation, a process of formation and maintenance of a unique tradition is in progress.

There are several methods used in teaching and learning process of *kitab kuning*. The most famous methods are *sorogan* and *bandongan*. *Sorogan* means an individual learning where students are dealing with a teacher. There is interaction between the two know each other. While *bandongan* is the form of classroom teaching.

If viewed from the point of linguistics, the teaching and learning process of the *kitab kuning* is interesting to study. In teaching *kitab kuning*, a teacher uses several languages. The patterns of language use and the unique procedures in teaching *kitab kuning* leads to code switching in the classroom. The teaching methods also influence the patterns of code switching. This paper is aimed to describe the patterns of code switching in teaching and learning *kitab kuning*.

2. Code Switching

Code switching is a linguistic phenomenon that usually occurred in bilingual and multilingual communities, from single family units to huge social groups, which also comes into use in language teaching classes. These phenomena are broadly discussed in linguistics and a variety of related fields. The general concept of code switching is the use of more than one code or language in the course of a single speech event. It is basically a transition event using one code to another code. This term refers to the use of words and structures from more than one language or linguistic variety by the same speaker within the same speech situation, conversation or utterance.

Code switching is to move from one code (language, dialect, or style) to another during speech for a number of reasons such, to signal solidarity, to reflect one's ethnic identity, to show off, to hide

some information from a third party, to achieve better explanation of a certain concept, to converge or reduce social distance with the hearer, to diverge or increase social distance or to impress and persuade the audience (metaphorical code-switching) (Holmes 1992:41). While Gumperz (1982: 59) defines code switching as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of subsystems. Meanwhile, Hymes in Chaer (2004: 108) states that code switching has become a common term for alternate use of two or more language, varieties of language, or even speech styles. Another type of code switching is conversational code switching. It refers to the use of two languages by the same speaker within the same speech event (Callahan 2001).

Code switching event happens in the bilingual and multilingual speech community. It indicates a transition from one language into another language or from variation to another variation of another that is done intentionally to achieve a particular goal. In society, code switching has a variety of functions which vary according to the topic, people involved in communication and the context where the communication is taken place. Baker (2006) has discussed the topic of code switching. Some of these functions can be observed in classroom environment and in relevance to teachers and students interactions. In the classroom context, the function of teacher code switching are known as topic switch, affective functions, and repetitive functions (Sert 2005:5). In topic switching, the teacher alters his or her language according to the topic being taught. This is mainly seen in grammar instruction, and the students' attention is directed towards the new knowledge. Affective functions are important in the expression of emotions, and building a relationship between the teacher and the student. In repetitive functions, code switching is used to clarify the meaning of a word, and stresses importance on the foreign language content for better comprehension. While Fishman in Chaer and Agustina (2004:108) states that generally the cause the code switching are the situations that:

- a. A speaker usually switches his code to get the "advantage or benefit" of his actions.
- b. The presence of an interlocutor can lead to code switching.
- c. The presence of a third person or another person who does not speak the same language could lead to code switching
- d. Speech situation, e.g. formal situations such as meetings, lectures, etc. can lead to code switching.
- e. Changing the speech topic

In case of the teaching and learning activities of *kitab kuning*, the speech situation controls the language user to switch codes. The tradition of teaching and learning procedures "forced" the language users to use several languages and it has its own patterns of code switching. Meanwhile, the patterns and the functions of code switching will be discussed on point 4.

3. Language Attitude

Code switching is a matter of language choice. This is actually related to the language attitude. Baker (1988:112-115) says that attitudes are crucial in language growth or decay, restoration or destruction: the status and importance of a language in society and within an individual derives largely from adopted or learnt attitudes. An attitude is individual, but it has origins in collective behavior. Attitude is something an individual has which defines or promotes certain behaviors.

Talking about the attitudes to code switching, Holmes (1992:45) says that reactions to code switching styles are negative in many communities, despite the fact that proficiency in intra-sentential code switching requires good control of both codes. Attitudes consist of three components: the cognitive, affective and conative components (Dittmar 1976: 181). The cognitive component refers to an individual's belief structure, the affective to emotional reactions and the conative component comprehends the tendency to behave in a certain way towards the attitude (Gardner 1985). Language attitudes are the feelings people have about their own language or the languages of others (Crystal 1992:25). Some language-attitudes studies are strictly limited to attitudes toward the language itself. However, most often the concept of language attitudes includes attitudes towards speakers of a particular language; if the definition is even further broadened, it can allow all kinds of behavior concerning language to be treated (e.g. attitudes toward language maintenance (Fasold 1984: 148).

The major dimensions along which views about languages can vary are social status and group solidarity. The distinction of standard or nonstandard reflects the relative social status or power of the groups of speakers, and the forces held responsible for vitality of a language can be contributed to the solidarity value of it. Another dimension, called in-group solidarity or language loyalty, reflects the social pressures to maintain languages / language varieties, even one without social prestige (Edwards 1982:20).

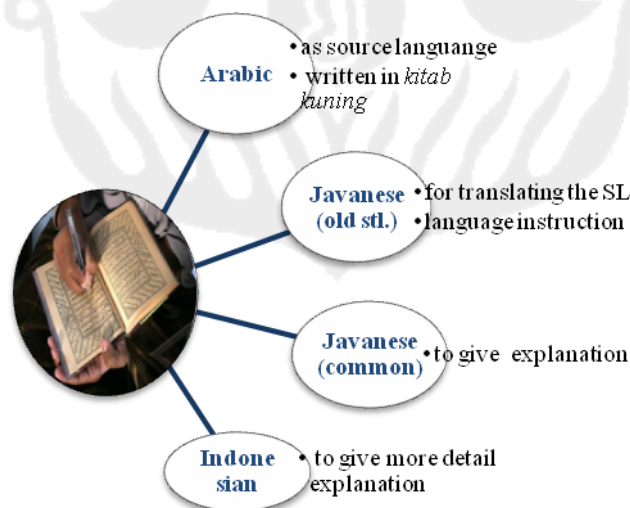
Attitudes toward a language are often the reflection of attitudes towards members of various ethnic groups (Fasold 1984: 148). People's reactions to language varieties reveal much of their perception of the speakers of these varieties (Edwards 1982: 20). Some possible implications of language attitudes are:

- a. Usually entail attitudes to the speakers of the particular language or dialect.
- b. There is evidence that language attitudes influence sound change.
- c. Language attitudes may influence how teachers deal with pupils.
- d. Attitudes about language may affect second language learning.
- e. Language attitudes may affect second language learning.
- f. Language attitudes may affect whether or not varieties are mutually intelligible.

4. The Patterns of Code Switching in Teaching and Learning *Kitab Kuning*

In boarding school, there are several methods commonly used by *kyai* or religious teacher doing teaching in the Arab Pegon yellow book. Generally there are two kinds of methods. The first, yellow book to learn individually or commonly called the *sorogan* system. Second, learning in groups or called *bandongan*. Besides the two methods, in line with contextualization efforts of *kitab kuning* review, today there are *jalsah* (discussion group) and *halaqoh* (seminar) methods. The last two methods are usually used to discuss contemporary issues with the materials of thought that comes from the *kitab kuning*.

The *sorogan* is individual system in learning *kitab kuning*. This traditional Islamic educational system is given in lectures to students who have mastered reading Arabic letters and know the meaning. Students read the *kitab kuning* individually before *kyai* who witnessed directly the validity of the students' reading, both in the context of meaning and grammar (*Nahw* and *Sharf*). The second is *bandongan*. In this system, a group of students listening to a teacher who reads, interprets, explains and reviews *kitab kuning*. Each students pays attention to his/her own book and make some notes about the words or ideas that are difficult, in the form of *syakl* or words or explanation (additional information). Some call this with *nulis pegon* (writing the meaning of scripts in the *kitab kuning* under the Arabic scripts using old Javanese style word by word but still using Arabic letters).



In teaching *kitab kuning*, the teachers conduct the class using some languages or codes. Among of which are Arabic, both old (*pegon*) and common styles of Javanese, and Indonesian language. Due to the reading material written in Arabic, the teachers then translate the material using the old style of Javanese. While the teachers are reading and translating the *kitab*, the students are listening to the teachers and writing the meaning of the words in the *kitab kuning* word by word. They write the meaning under the

script but still using Arabic letters. In other words, the language is Javanese but written in Arabic letters. When the teachers would like to explain the lesson deeply, they will switch the code into the common style of Javanese. The teachers explain the lesson in Indonesian, too. There are at least four language variations used in the teaching and learning activities. Javanese language is most frequently used in the classroom.

5. The Implications of Kitab Kuning to the Javanese Language Maintenance

Some Javanese vocabulary has faded away, Javanese forms have become less differentiated, and the language has become less standardized (Poedjosoedarmo 1991:21-23). Ancaman hilangnya kosakata bahasa Jawa seperti halnya old style dalam keseharian masyarakat Jawa, memerlukan upaya resistensi dan upaya pemertahanan. The loss of vocabulary as well as the old Javanese language Javanese style, requiring the resistance and maintenance efforts.

Language shifting in the Java community to be a threat to the existence of Java language as an identity. Increasing number of languages that become individual performance triggers the vulnerability of individuals to keep in touch with the language of the native culture. This is exacerbated by the dominance of a culture that is more directed to a universal language rather than the local. Language maintenance must be done so that the true identity of a society is retentioned. Language maintenance is a defense against the tendency of language shift. It is a awareness of a nation to maintain an identity, a value system for the nation. It is required when there is a tendency in a language shift.

Language maintenance can be effectively performed in the language domains, one of which is school domain. In line with Purwoko (2010: 26), language maintenance would involve at least three major domains, namely: (a) family, (b) street / playground, (c) school and a few other minor domains. The term domain was first introduced by Fishman (1972: 19). It is defined as an effort to designate the major cluster of interaction situations that occur in particular multilingual settings.

The teaching and learning activities of *kitab kuning* can serve as a means to maintain Javanese language in the middle of endangered languages issues. Implicitly, by means of the activities, the students as young generation are introduced and "forced" to use the old style of Javanese language beside the common style of Javanese, so the existence of the language styles are still exist even though only limited in the teaching and learning activities.

6. Conclusion

Kitab kuning as the main reading material in most boarding Islamic schools in Indonesia, especially Java, is still maintained until now. The most common method used in the teaching and learning *kitab kuning* is *sorogan* and *bandongan*. So far, the teaching and learning methods used in the *kitab kuning* is relatively the same. There are some languages used in it, among others: Arabic, the old and commonly-used styles of Javanese and Indonesian language. Those languages/codes are used interchangeably in the process of teaching and learning *kitab kuning*. The teacher and students use those language for some reasons. Arabic is used as the *kitab kuning* is written in Arabic. Then, the old style of Javanese is used as a form of retention in the tradition of teaching and learning of *kitab kuning*. Javanese language is used to give clear understanding to students. While Indonesian language is used to give more detail explanation of the material presented. In addition, there is a linguistic uniqueness encountered in the teaching and learning of *kitab kuning*, which students write wordings translation on their book into old style of Javanese, but they still write the letters in Arabic script.

The teaching procedure of *kitab kuning* is such kind of a retention form of traditions that are still held up to now in most of *pesantren* and *madrasah*, particularly in Java. Linguistics sees this form of retention brings a positive effect on the Javanese language maintenance, especially for the maintenance the old style of Javanese. Although the language is rarely used by its society nowadays, especially by young people, the language still exists and gets a space to live.

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