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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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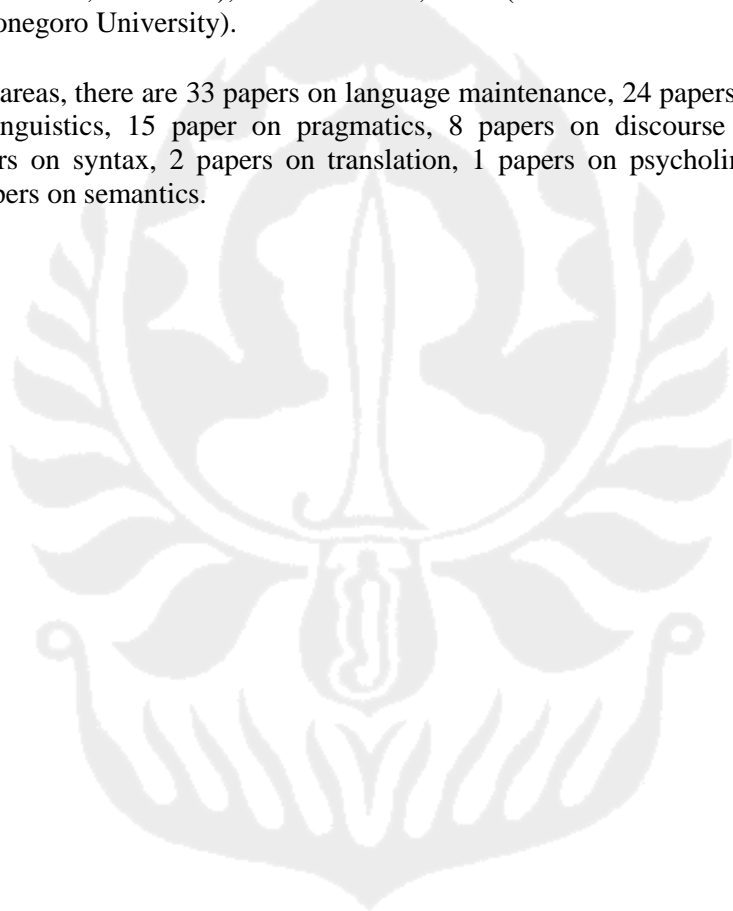
Editors' Note

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.



CONTENTS

| | |
|--|----|
| Editor's note | |
| BAHASA DAERAH PADA ERA GLOBALISASI PELUANG DAN TANTANGANNYA <i>Hanna</i> | 1 |
| PENANGANAN BAHASA DAERAH: SEBUAH TANTANGAN <i>Sugiyono</i> | 9 |
| LINGUISTIC DOMAINS: KEYS TO THE MAINTENANCE OF JAVANESE <i>Herudjati Purwoko</i> | 16 |
| REVITALISASI BUDAYA NGA-DONGENG LEWAT TEKNOLOGI INFORMASI SEBAGAI UPAYA PELESTARIAN BUDAYA TUTUR (SASTRA LISAN) DIKALANGAN KELUARGA SUNDA MODERN <i>Asih Prihandini & Denny Nugraha</i> | 28 |
| MENGURAI DILEMA BAHASA KAILI DITENGAH ARUS GLOBALISASI <i>Deni Karsana</i> | 33 |
| THE IMPORTANCE OF POSITIVE LANGUAGE ATTITUDE IN MAINTAINING JAVANESE LANGUAGE <i>Dwi Wulandari</i> | 39 |
| LANGUAGE ATTRITION IN JAVA (SOME NOTES ON THE PROSES OF JAVANESES LANGUAGE LOSS) <i>Hendarto Supatra</i> | 44 |
| PEMERTAHANAN BAHASA IBU DI DAERAH TERTINGGAL <i>Hidayatul Astar</i> | 51 |
| PERANAN BAHASA-BAHASA DAERAH DALAM PERKEMBANGAN BAHASA GAUL REMAJA INDONESIA <i>I Dewa Putu Wijana</i> | 55 |
| KARONESSE INTERFERENCE IN INDONESIAN AS THE REFLECTION OF KARONESSE MAINTENANCE <i>Indah Arvianti</i> | 58 |
| PERGESERAN BAHASA SUNDA DAN BAHASA CINA DI JAWA BARAT: ANALISIS KOMPARATIF <i>M. Abdul Khak</i> | 62 |
| KERAPUHAN PENGGUNAAN BAHASA JAWA PADA KELUARGA MUDA JAWA PERKOTAAN <i>M. Suryadi</i> | 68 |
| PANDANGAN WONG USING BANYUWANGI TERHADAP BAHASA USING: KAJIAN PEMERTAHANAN BAHASA <i>M. Oktavia Vidiyanti</i> | 73 |
| SASAK LANGUAGE AND TINDIH MAINTAINING <i>Muhammad</i> | 78 |

| | |
|--|-----|
| MAINTAINING JAVANESE LANGUAGE AND CULTURE TO SUPPORT CHARACTER EDUCATION IN GLOBALIZATION ERA <i>Ngadiso</i> | 83 |
| ON MONITORING LANGUAGE CHANGE WITH THE SUPPORT OF CORPUS PROCESSING <i>Prihantoro</i> | 86 |
| ASPEK SOSIAL BUDAYA, DAN KEPERIBADIAN INDIVIDU SEBAGAI JEMBATAN PEMERTAHANAN BAHASA IBU <i>Rukni Setyawati</i> | 95 |
| 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) <i>Swany Chiakrawati</i> | 101 |
| THE DYING PHENOMENON OF JAVANESE LANGUAGE USE IN ITS SPEECH COMMUNITY <i>Teguh Sarosa</i> | 105 |
| PEMERTAHANAN BAHASA VS PERUBAHAN BAHASA PADA CAKAP KARO DI TANAH KARO, SUMATERA UTARA <i>Yune Andryani Pinem</i> | 109 |
| AM I A TROUBLE MAKER? FILLER WORDS IN SPONTANEOUS SPEECH; STRATEGIES OR INTERFERENCE (PRELIMINARY STUDY) <i>Arapa Efendi</i> | 116 |
| TEACHING RHETORICS THROUGH LANGUAGES IN ADVERTISEMENTS <i>Isry Laila Syathroh</i> | 121 |
| BUKA PINTU: BUHUN YANG TIDAK SELALU TERISTIMEWAKAN <i>Juanda & Nungki Heriyati</i> | 124 |
| THE FLOWS OF IDEAS OF ENGLISH ARGUMENTS BY INDONESIAN WRITERS FOUND IN THE OPINION FORUM OF THE JAKARTA POST: AN INDICATION OF LANGUAGE SHIFT <i>Katharina Rustipa, Abbas Achmad Badib, Djoko Sutopo</i> | 130 |
| REQUESTS IN JAVANESE: A CASE STUDY ON READERS FORUM OF PS MAGAZINE <i>Mualimin</i> | 135 |
| ENGLISH LANGUAGE LEARNING THROUGH THE CULTURE OF LEARNER'S INDIGENOUS LANGUAGE <i>Lalu Ari Irawan</i> | 140 |
| ENGLISH LEARNING STRATEGIES FOR TOURISM MANAGEMENT STUDENTS WITH MULTI CULTURAL BACKGROUND AT BANDUNG INSTITUTE OF TOURISM <i>Naniek Kuswardhani and Retno Budi Wahyuni</i> | 146 |
| <i>SPEECH PLANNINGS IN THE STUDENTS' COVERSATION (A CASE STUDY OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT DIAN NUSWANTORO UNIVERSITY)</i> <i>Sri Mulatsih</i> | 151 |

| | |
|---|-----|
| BUILDING CROSS – CULTURAL COMPETENCE TO IMPROVE ENGLISH EFFECTIVE COMMUNICATION <i>Sri Murtiningsih</i> | 156 |
| CITATION AND TENSE FOR REVIEWING PREVIOUS RESEARCH IN THE INTRODUCTION SECTION OF ENGLISH SCIENCE JOURNALS BY NON-NATIVE SPEAKERS. <i>Suharno, Abbas A. Badib, and Joko Sutopo</i> | 160 |
| 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) <i>Syaifur Rochman</i> | 164 |
| DECONSTRUCTION OF IDEOLOGICAL HEGEMONY OF LANGUAGE-CULTURE MAINTENANCE IN SUNDANESE MEDIA <i>Retno Purwani Sari</i> | 169 |
| KATA BERINFIKS DALAM BAHASA INDONESIA <i>Prima Hariyanto</i> | 173 |
| UNIVERSAL NASAL ASSIMILATIONS IN MONOMORPHEMIC AND POLYMORPHEMIC WORDS ACROSS LANGUAGES <i>Surono</i> | 177 |
| AMBANG KONTRAS AKUSTIK INTONASI KALIMAT DEKLARATIF-INTEROGATIF DALAM BAHASA SUNDA <i>Yusup Irawan</i> | 184 |
| ANALISIS PRAGMATIK TEKS HUMOR POLITIK PADA SITUS WWW.KETAWA.COM <i>Ajeng Dianing Kartika</i> | 191 |
| ANALYZING THE WORD CHOICE IN RELATION TO THE SEMANTIC ADJUSTMENT IN THE ENGLISH-INDONESIAN TRANSLATION OF DISNEY’S DONALD DUCK SERIAL COMIC BOOK <i>Dahlya Indra Nurwanti</i> | 195 |
| THE RHETORICAL STRUCTURE AND COMMUNICATIVE STRATEGIES OF THE STUDENTS’ REQUESTS IN THE WEB DISCUSSION FORUM <i>Daniel Ginting</i> | 202 |
| EMBODIED EXPERIENCES IN METAPHORS IN BAHASA INDONESIA <i>Deli Nirmala</i> | 207 |
| KOSAKATA WARNA DALAM BAHASA SUNDA KANEKES <i>Hyunisa Rahmanadia</i> | 212 |
| THE IMPLICATURE AND VIOLATIONS OF CONVERSATIONAL MAXIMS IN INDONESIAN ADVERTISEMENTS <i>Muhamad Ahsanu</i> | 217 |
| JAVANESE AFFECTIVE WORDS IN TERM OF ADDRESS <i>Oktiva herry Chandra</i> | 225 |

| | |
|--|-----|
| KONSEP WANGI DALAM JANGJAWOKAN MINYAK SEUNGIT: KAJIAN ANTROPOLINGUISTIK DI DESA JATISARI, KECAMATAN JATISARI, KABUPATEN CIANJUR <i>Rizki Hidayatullah dan Septi Mustika Sari</i> | 233 |
| MENDADAK "BAHASA INDONESIA": DAYA ILOKUSIONER DALAM TUTURAN M. TABRANI IHWAL USULAN NAMA BAHASA PERSATUAN <i>Syihabul Irfan</i> | 237 |
| THE CHARACTERISTICS OF BANYUMASAN CONVERSATIONAL IMPLICATURES <i>Chusni Hadiati</i> | 246 |
| A RELEVANCE-THEORETIC ANALYSIS OF PARALLELISM IN MUSTOFA BISRI'S "SIAPA MENYURUH" <i>Mytha Candria</i> | 250 |
| FROM MARTO TO MARFELINO, A SHIFT IN NAMING IN GOTPUTUK VILLAGE <i>Nurhayati</i> | 254 |
| PEMERTAHANAN LOGAT BAHASA IBU DI WILAYAH KOTA KENDAL <i>Yovita M. Hartarini</i> | 260 |
| PERSON DIEXIS DALAM BODORAN SUNDA (STUDI KASUS PADA BODORAN SUNDA CANGEHGAR EPISODE "BASA CINA" DAN "ASAL-USUL") <i>Zubaedah Wiji Lestari & Muhamad Qushoy</i> | 269 |
| POLA PILIHAN BAHASA DALAM JUAL BELI DI PASAR TRADISIONAL (STUDI KASUS DI PASAR WINONG, KABUPATEN PATI) <i>Agus Sudono</i> | 275 |
| CAMPUR KODE BAHASA BETAWI DAN BAHASA INDONESIA DALAM KOLOM "ALI ONCOM" PADA SURAT KABAR HARIAN POS KOTA: KAJIAN SOSIOLINGUISTIS <i>Devina Christania & Pradipta Wulan Utami</i> | 280 |
| JAVANESE CULTURE DEPICTED IN THE USE OF KINSHIP ADDRESS TERMS <i>Evynurul Laily Zen</i> | 284 |
| MEMANFAATKAN DATA-DATA BAHASA YANG HILANG DALAM REKAMAN HUMOR MAKING USE THE RECORDED LANGUAGE RELICS IN HUMOR PIECES <i>Khristianto & Widya Nirmalawati</i> | 288 |
| WACANA MOB PAPUA: KAJIAN EKOLINGUISTIK DIALEKTIKAL <i>Maryanti E. Mokoagouw</i> | 296 |
| KAJIAN BAHASA PERHUBUNGAN MASYARAKAT DI SEMPADAN MALAYSIA-THAILAND: ANALISIS PILIHAN BAHASA <i>Mohammed Azlan Mis, Mohammad Fadzeli Jaafar, Norsimah Mat Awal, Hayati Lateh</i> | 302 |
| SALAM DALAM BEBERAPA BAHASA DI DUNIA <i>Sonezza Ladyanna</i> | 305 |
| INDUSTRI KREATIF, ANAK MUDA, DAN BASA SUNDA <i>Taufik Mulyadin</i> | 311 |
| ANALISIS DIALEK A DAN DIALEK O BAHASA LAMPUNG: KAJIAN FONOLOGI <i>Veria Septianingtias</i> | 316 |

| | |
|---|-----|
| INTEGRASI BAHASA CINA DIALEK HAKKA PADA REGISTER PENAMBANGAN TIMAH INKONVENSIIONAL DI BANGKA <i>Yuni Ferawaty</i> | 321 |
| THE POTENTIAL LOSS OF SASAK SPEECH LEVEL: A SURVEY OF LANGUAGE USE AMONG SASAK YOUTHS IN WEST LOMBOK <i>Sudirman Wilian</i> | 327 |
| AFASIOLOGI: PERSPEKTIF LINGUISTIK <i>Luita Aribowo</i> | 331 |
| KONTRASTIF BAHASA MINANGKABAU DENGAN BAHASA INDONESIA DI TINJAU DARI SEGI PREPOSISI <i>Yuliarni</i> | 336 |
| LEXICAL MEANING AND ITS LOSS AND GAIN OF INFORMATION IN TRANSLATION <i>Frans I Made Brata</i> | 346 |
| PHONOLOGICAL PROCESS IN INDONESIAN SPEECH (CASE OF ASSIMILATION AND ELISION IN INDONESIAN) <i>Agus Hari Wibowo</i> | 352 |
| PATTERNS OF LANGUAGE CHOICE IN SEMARANG SOCIETY: A CASE STUDY ABOUT LANGUAGE SHIFT AND MAINTENANCE IN THE SUB DISTRICT OF SOUTH SEMARANG <i>Aan Setyawan</i> | 358 |
| PENGUNAAN KOSA KATA DALAM BAHASA TEGAL <i>Abadi Supriatin</i> | 364 |
| PRESERVING AND MAINTAINING NATIVE TONGUE THROUGH CULTURAL EXPOSURE <i>Agnes Widyaningrum</i> | 369 |
| THE EFFECTIVENESS OF JAVANESE AS A COMPULSORY LOCAL CONTENT SUBJECT IN THE PRIMARY EDUCATION CURRICULUM TO MAINTENANCE THE JAVANESE LANGUAGE IN JAVA <i>Andi Rizki Fauzi</i> | 375 |
| THE IMPLICATION OF BEHAVIOURISM THEORY IN TEACHING GRAMMAR FOR ELEMENTARY STUDENTS <i>Anggi Riris Pawesty</i> | 380 |
| LANGUAGE CHOICE IN MULTILINGUAL COMMUNITIES <i>Anik Widyastuti</i> | 383 |
| INTRODUCING TRANSLATION ACTIVITY: AN IMPLEMENTATION OF LANGUAGE MANTAINENCE IN CLASSROOM <i>Barans Irawan Palangan</i> | 387 |
| USING CONSTRUCTIVIST METHOD TO TEACH HORTATORY EXPOSITION FOR GRADE 8 OF JUNIOR HIGH SCHOOL STUDENTS <i>Bening Angga Dita</i> | 392 |
| THE ROLE OF KYAI IN JAVANESE LANGUAGE MAINTENANCE <i>Casiyah</i> | 397 |

| | |
|--|-----|
| LAGU DOLANAN ANAK ALTERNATIVE SONGS IN TEACHING JAVANESE LANGUAGE FOR CHILDREN <i>Dewi Puspitasari</i> | 401 |
| TEACHING ENGLISH AS A FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL USING CONSTRUCTIVISM APPROACH <i>Didit Kurniadi</i> | 406 |
| RAGAM BAHASA DALAM UPACARA PRA-NIKAH ADAT SUNDA “NGEUYEUK SEUREUH” <i>Euis Kurniasih</i> | 411 |
| POLITENESS STRATEGIES <i>Fider Saputra T</i> | 416 |
| LANGUAGE MAINTENANCE AND SHIFT <i>Hamza Aabeed .Khalfalla</i> | 420 |
| PRESERVING INDIGENOUS LANGUAGES THORUGH A MORE INTEGRATED NATIONAL CULTURAL STRATEGY <i>Hazairin Eko Prasetyo</i> | 423 |
| NARRATIVE DISCOURSE: HYBRID CONSTRUCTION AND DOUBLED VOICE IN EUDORA WELTY’S THE OPTIMIST’S DAUGHTER <i>I. M. Hendrarti</i> | 428 |
| WOMAN REPRESENTATION AT BUMPER STICKERS ON THE BACKS OF DUMP TRUCKS <i>Hetty Catur Ellyawati & Muhammad Arief Budiman</i> | 434 |
| THE LETTER OF SECURITY COUNCIL ON “NO FLYING ZONE” IN THE POINT OF VIEW OF METHAPORIC ANALYSIS <i>Ignatius Maryoto</i> | 437 |
| TRANSITION THROUGH ACCULTURATION AMONG ENGLISH AND INDONESIAN LANGUAGE, AND HOW IS ABOUT OUR IDENTITY ? <i>Ikha Adhi Wijaya</i> | 443 |
| LOCAL LANGUAGE MAINTAINCE: CASE STUDY IN A. HADIWIDJAJA FAMILY <i>Indriani Triandjojo</i> | 447 |
| THE LEARNERS’ ATTITUDE TOWARD JAVANESE LANGUAGE SUBJECT AS ONE OF JAVANESE’S LANGUAGE MAINTENANCE EFFORT <i>Izzati Gemi Seinsiani</i> | 452 |
| INTRODUCING JAVANESE WEBLOGS ENHANCES PARTICIPATION TOWARDS JAVANESE DISCOURSE <i>Johanes Sutomo</i> | 456 |
| USE OF COHESIVE FEATURES IN ESL STUDENTS’ E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY <i>Khairi Alarbi Zaglom</i> | 460 |

| | |
|--|-----|
| 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) <i>Kharisma Puspita Sari</i> | 465 |
| STRATEGIES OF CONSTRUCTING APPEALS IN OBAMA'S VICTORY SPEECH <i>Luqman Hakim</i> | 470 |
| DESIGNING WRITING TEST <i>Machalla Megaiab Abdullah</i> | 474 |
| PROSES ADAPTASI PENYERAPAN KOSAKATA BAHASA INGGRIS KE DALAM BAHASA INDONESIA : SEBUAH KAJIAN MORFOLOGI <i>Maria Theresia Priyastuti</i> | 477 |
| INFLECTIONAL MORPHEMES IN ENGLISH COMPARED WITH BAHASA INDONESIA AND BASA SUNDA <i>Maria Yosephin Widarti Lestari</i> | 482 |
| HOW TO PREVENT JAVANESE FROM LANGUAGE LOSS <i>Mas Sulis Setiyono</i> | 487 |
| 'NGURI – NGURI BUDAYA JAWA' MELALUI PEMERTAHANAN PENGGUNAAN BAHASA JAWA DI MEDIA MASSA <i>Meka Nitrit Kawasari</i> | 492 |
| 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 <i>Milad Ali Milad Addusamee</i> | 497 |
| JAVANESE VS. ENGLISH: POSITIVE AND NEGATIVE CONSEQUENCES ON LEARNERS <i>Nurul Adhalina</i> | 499 |
| LINGKUNGAN SEBAGAI SARANA PEMBELAJARAN BAHASA INDONESIA <i>Peni kustiati</i> | 504 |
| KAJIAN SOSIOLINGUISTIK TERHADAP RAGAM BAHASA PERCAKAPAN PADA HARIAN SOLOPOS (KAJIAN ATAS RUBRIK "AH...TENANE") <i>Ratih Kusumaningsari</i> | 507 |
| THE IMPLICATION OF FUNCTIONAL THEORY IN TEACHING READING A DESCRIPTIVE TEXT FOR MIDDLE AGE STUDENTS (FUNCTIONAL COMMUNICATION ACTIVITIES IN LANGUAGE TEACHING) <i>Rayda Ary Ana</i> | 512 |
| BAHASA BANJAR: ITS VARIETIES AND CHARACTERISTICS (A CONCEPTUAL DESCRIPTION OF BAHASA BANJAR IN SOCIOLINGUISTICS POIN OF VIEW) <i>Rezqan Noor Farid</i> | 517 |
| THE REAL ACTIONS OF YOUNG GENERATION IN MAINTAINING JAVANESE LANGUAGE IN THE GLOBALIZATION ERA <i>Rika Rahma Anissa</i> | 522 |

| | |
|--|-----|
| THE PATTERNS OF CODE SWITCHING IN TEACHING AND LEARNING KITAB KUNING AND ITS IMPLICATIONS TO THE JAVANESE LANGUAGE MAINTENANCE <i>Saidatun Nafisah</i> | 526 |
| ENCOURAGING CHILDREN IN LEARNING ENGLISH COMMUNICATIVELY BY USING SOME FUN ACTIVITIES IN THE CLASSROOM <i>Sari Kusumaningrum</i> | 531 |
| DESIGNING SPEAKING TEST BETWEEN PERFORMANCE TEST AND IMITATIVE TEST FOR DEVELOPING VOCABULARY COMPETENCE <i>Setiawan Bayu Nugroho</i> | 536 |
| EMBODIMENT IN SECOND LANGUAGE LEARNING AND TEACHING <i>Solegar Anggit Prasetyo</i> | 538 |
| PEMERTAHANAN BAHASA BELANDA MELALUI UJIAN INTEGRASI <i>Sri Sulihingtyas Drihartati</i> | 543 |
| POLA PEMILIHAN BAHASA DI KALANGAN PENUTUR JAWA KOTA SEMARANG <i>Suharyo</i> | 547 |
| TWILIGHT AND INDONESIAN YOUNG ADULT FICTION TUILET': A PARODY <i>Tri Pramesti</i> | 551 |
| MENULIS MENINGKATKAN KECERDASAN LINGUISTIK <i>Umi Jaroh</i> | 556 |
| LAGU WULELE SANGGULA MENUJU KEBERTAHANAN BAHASA IBU <i>Uniwati</i> | 562 |
| THE IMPLICATION ON TEACHING EFL (ENGLISH FOREIGN LANGUAGE) READING FUN TO VARIOUS LEVELS OF INDONESIAN STUDENTS <i>Widyashanti Kunthara Anindita</i> | 567 |
| ANALISIS KONTRASTIF MONOLINGUAL BAHASA INDONESIA <i>Wiwik Wijayanti</i> | 571 |
| CAMPUR KODE PADA RUBRIK GLANGGANG REMAJA: AITI MAJALAH PANJEBAR SEMANGAT <i>Wuri Sayekti Sutarjo</i> | 574 |
| 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) <i>Yessi Aprilia Waluyo</i> | 578 |
| THE APPLICATION OF FUNCTIONAL APPROACH IN STANDAR KOMPETENSI LULUSAN (SKL) UJIAN NASIONAL SMP/MTsOF ENGLISH IN ACADEMIC YEAR 2011–2012 <i>Yohana Ika Harnita Sari</i> | 583 |

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 "BASASINA" 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 PROSESSES 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) | |

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

| 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 | |

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

| 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 |

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

| 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 |

**SPEECH PLANNINGS IN THE STUDENTS' CONVERSATION
(A CASE STUDY OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT,
DIAN NUSWANTORO UNIVERSITY)**

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Abstract

*This study is aimed at describing the speech plannings employed by the fourth semester students of English Department, Dian Nuswantoro University in making conversation with their friends. The data was collected by recording the students' conversation. The conversation lasted for about 30 minutes. The data, then, was transcribed into the written form. In analyzing the data, the writer used the framework proposed by Faerch and Kasper (1983:214). The result showed that the speech plannings the students usually attempted in making conversation are: **temporal variables** such as pause (filled), drawls ; **hesitation phenomena** such as filled pause, repetition, and correction; and **other phenomena** like slip, switch, uptake signal, and interjection. From the kinds of speech plannings mentioned above it can be said that pauses (filled) were the most attempted by the students so they could gain time for execution. In general, the speech plannings attempted by the students indicate that the students' speaking readiness is low. In other words, they often find problems in their conversation.*

Keywords: *Communication, Speech Plannings, hesitation phenomena, Students' Conversation, temporal variables.*

For English students, English is not learnt as a general subject but as their major that consists of four language skills such as listening, reading, speaking, and writing; and English elements like grammar or vocabulary. This may indicate the English they study and the activities they experience may cover both the declarative and procedural knowledge. The declarative knowledge may be useful for the students to know about language, and the procedural knowledge may enable them to use the knowledge about language for communication. This goes with Ellis (1994:699) who says that declarative knowledge consists of factual information about L2 that has not yet been integrated or automatized. While procedural knowledge is knowledge that has become proceduralized so that it is available for automatic and unconscious use (Ellis, 1994:720)

English department students of Dian Nuswantoro University can do many things to improve their procedural knowledge especially their speaking skill. However, it needs hardwork and discipline because those students live in Javanese and Indonesian environment where people use Javanese and Indonesian. This means that the inputs and exposure do not support, and thus they maybe incomprehensible nor unavailable for English learning. Therefore their procedural knowledge does not seem to show any improvement. In English communication, students still indicate some problems. They do not seem to enjoy speaking in English as they usually speak their local or national language. As a result they usually encounter many difficulties when they communicate in English. This may be caused by several factors such as the lack of linguistic, actional, socio-cultural, strategic, and even discourse competence. The optimum efforts made by them indeed show that they managed to use English for communication, though the communication is often disrupted.

Based on the statement above the writer is interested in conducting this research to know how students attempt speech plannings in their communication with their friends.

Speech plannings are elements of communication. Actually communication has two aspects: communication strategies and speech planning. Communication strategies are not discussed in this study, while speech plannings also known as performance features become the focus of this study. Speech plannings comprise two classes: temporal variable i.e. modification of speech along the temporal dimension and hesitation phenomena i.e. variables disturbing the smooth flow of speech (Faerch and

Kasper,1983:214). It is believed that those features color most of the communication involving English students. The argument is that those students possess discourse competence in the procedural knowledge that they need the performance features in their conversation. In other words, they attempt so as to achieve a particular communicative goal. According to Faerch and Kasper (1983:214) there are several kinds of speech planning, they are temporal variables which covers speech rate, articulation rate, pause, length of run, and draws; hesitation phenomena which includes filled pause, repetition, correction (false start, new start, self repair, other repair); and other phenomena such as slips, switch, uptake signal and interjection.

RESEARCH METHOD

The subjects of this study are three fourth semester students of English department, Dian Nuswantoro University. To collect the data which are in the form of students' conversation, the writer used tape recorder to record their conversation, and then it was transcribed for the sake of analysis. To analyze those data, the writer used the following steps: transcribing the recorded data, segmenting the recorded data into clauses, identifying the segmented clauses which indicate the existence of speech planning, classifying or categorizing the speech planning according to their types as either temporal variables, slips, or self-repair, explaining or interpreting the speech planning having been classified.

RESULT

This part presents the finding on the speech planning/performance features emerging in the students' conversation. As stated before the speech planning here are classified into several elements, they are: Temporal variables which are divided into five elements like speech rate, articulation rate, pauses (unfilled), length of run, and draws; hesitation phenomena which is divided into three elements: filled pauses (lex-voc-cord-act, gambit, cajoler), repetition (self-repeat and other), correction (false start, new start, self-repair, and other); and other phenomena like slips (phonological, grammatical, lexical), switch, uptake signal and interjection. (Faerch and Kasper,1983:214) The number of pauses (unfilled) attempted by the students is 22, drawl is 10, lex-voc-cord-act is 21, cajoler is 10, gambit is 7, self-repeat is 17, repeat others is 2, self-repair is 11, slip (grammatical) is 16, slip(lexical) is 4, switch is 2, uptake signal is 3 and interjection is 6.

Temporal variables

Speech rate, articulation rate, length of run

The speech rate, articulation rate, and length of run are ignored because they are difficult to identify or examine. The writer must measure them by the use of appropriate and sophisticated machine in laboratory, while this research just uses conventional way. The speech rate is the number of syllables per second; articulation rate is an aspect of speed delivery, which refers to the vocal speech utterances i.e. the total speaking time; and length of run is a mean number of syllables between pauses.

Pause (unfilled)

The pauses found in the conversation involving the three fourth semester students are the unfilled pauses. The unfilled pauses vary in the symbol. i.e. If it is long pause its symbol is (lp) and short pause is (sp). The writer didn't use digital clock to count it but she only predicted whether it is long or short pause. The examples of unfilled pauses emerging in the students' conversation are:

- [2] *I feel love is what is it (sp) a kind of feeling that (lp) but really need sacrifice , we don't care we (sp) he is (sp) or*
- [3] *but I think (lp) love is something cannot be forced.*
- [6] *first love is (lp) true love and second (lp) , so maybe (sp) two opinion become one.*
- [17] *I'll explain about the differences about (sp) between love and like and (sp) and (sp) friend I have friend (lp) an article about love and like from (sp) Latifa, Latifa article.*
- [32] *at the second class then first, then (lp)*

This evidence indicates that three students hesitate a lot or often encounter a lot of problems in communication. This is in line with what Faerch and Kasper (1983:215) say that unfilled pauses increase with the cognitive difficulty of task involved. The writer could say that those students are insufficient for communication because they often stayed silent/pause within their turns.

Drawls

Drawl or the lengthening of a syllable relative to a speaker's normal syllable length is also found in the students' conversation. The examples of drawl can be seen below:

- [2] *okey, okey andddd ...start from me*
- [12] *okey they can beee... a friend ,they can beee... a a family,*
- [19] *you will cheer him not follow what nottt... not but you cry with him.*
- [38] *and thennn.. afterrr.. after I after we change my class*
- [47] *then afterrr ... my first relationship (lp) I met new relationship with other friend only from*

Drawls performed by the students were used as time gaining devices for the planning of a subsequent speech unit. They typically occur in function words in order that the speaker gains time for selection of the next lexical items.

Hesitation phenomena

Filled pause

The filled pauses emerging in the students' conversation are in the form of non-lexical- vocal-cord activity like *er, em*; cajoler like *you know, I mean; what is it* and gambit like *okey, well*. The examples of filled pauses can be seen in the following clauses:

- [5] *Er em I mean that em love is relates with the feeling and how about you Arya?*
- [6] *Okey, I have many opinion about love.*
- [21] *I mean the third point what is it?*

These non lexical filled pauses reflect effective states like situational anxiety (Faerch and Kasper,1983:215). From the evidence above it can be said the English of those students is insufficient for communication because they often used non lexical filled pauses during their turns. It is certain that they are inexperienced speakers because they only used a few gambits and cajolers which are often used by experienced speakers in their conversation.

Repetition

Repetition is divided into two categories, they are self-repeat and repeat others. The finding in self-repeat is exemplified in the following clauses:

- [7] *Sorry sorry er first love is true love, can you explain that?*
- [10] *I think different I think different*
- [17] *I have friend (lp) an article about about love and like from an internet I take I take from (sp) Latifa; it's about three three point*

While repeat others is found in turn [28] *four times*, and in turn [29] *four times*.

It is often believed that repetition is performed by those students as time gaining strategy for the selection of the next lexical item. It is used as time-gaining device for planning of a subsequent speech unit.

Correction

Correction or repair consists of four categories: false start, new start, self-repair and repair others. In this research the false start and self-repair are considered the same, and they can be found in the following clauses:

- [17] *I take I take from (sp) Latifa latifa article Okey..*
- [21] *I think I can't understand with a three (sp) this point three this point I mean the third point.*
- [23] *Do you mean that the one you love is crying of course if you look at if you see your boyfriend has a problem?*
- [33] *You were still a child at that time why do you why did you?*
- [34] *but many many of my friends all of my friends maybe they have boyfriends , just only only I only me*

The new start and repair others are not found in this conversation. Repair reveals that speaker runs into some difficulty in executing her plan, or that she considers the already executed plan insufficient as a means of communicating her intended meaning. In the conversation the self repair were usually preceded by filled pause like *er em, I mean, what is it*, the psycholinguistic function of which is to gain time for planning. The false start found in the conversation tend to occur with lexical words.

Other phenomena

Slips

In the students' conversation, there were slips of the tongue (lapses, speech errors) only in grammatical and lexical intentions not in phonological. Those slips can be found in the following clauses:

- [2] We don't care we (sp) he is (sp) or **where he from** what about you Rumia.
- [5]... I mean that em **love is relates** with the feeling and how about you Arya?
- [17] **Your heart beat faster**, you know
- [26] You smile because **you happy** not fell embraced
- [41] **How long your relationship** er er your first relationship with your first boyfriend?
- [46] So back to first condition **I still happy** and enjoy my day.

From the grammatical lapses emerging in the conversation, it indicates that they do not master the grammar of English which they can use to achieve their communicative goals. While lexical lapses show that they have lack of correct words to express something.

Switch

Switch is the change of language. i.e. English to Indonesian or English to Javanese. In the conversation, there are only two switches performed by the students. one is English to Javanese and the other is English to Indonesia. They can be seen below:

- [39] **akeh!**
- [25] **ya....ya**

Those students performed these switches because they didn't realize it not because they didn't know the words in English.

Uptake signal

Uptake signal is performed when the hearer understands what is meant by the speaker. The examples of uptake signal in the conversation are:

- [15] er er **yes**
- [18] **yes** Okey **yes**
- [20] **yes...**

Interjection

Interjection is word or phrase to show surprise, anger, etc. i.e. *Oh! haa! or good heavens!* The interjections emerging in the students' conversation are:

- [29] **four times! too many! too many!**
- [31] **Junior! You had! Yeah! Oh my God!**
- [35] **How poor you are!**
- [37] **Feel jealous!**
- [41] **Oh...wao!**
- [43] **Woo ...too long!**

In the conversation, the students performed interjections because they were surprised of what they friend said.

CONCLUSION

Speech plannings usually attempted by the students in their conversation are temporal variables like pause (unfilled), drawls; Hesitation phenomena like filled pause, repetition, and correction; and other phenomena such as slip, switch, uptake signal, and interjection.

The number of pauses (unfilled) attempted by the students is 22, drawl is 10, lex-voc-cord-act is 21, cajoler is 10, gambit is 7, self-repeat is 17, repeat others is 2, self-repair is 11, slip (grammatical) is 16, slip(lexical) is 4, switch is 2, uptake signal is 3 and interjection is 6.

From the number mentioned above it can be said that pauses (filled) were the most attempted by the students so they could gain time for execution. In general, the speech plannings attempted by the students indicate that the students' speaking readiness is low. In other words, they often find problems in their conversation.

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