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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 | | | |
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| 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 |
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| | 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 |
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| | 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 |
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| | 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 |
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| | 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 | |
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| | Johanes Sutomo | INTRODUCING JAVANESE WEBLOGS ENHANCES PARTICIPATION TOWARDS JAVANESE DISCOURSE | |
| | Khairi Zaglom | USE OF COHESIVE FEATURES IN ESL STUDENTS' E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY | |
| | Kharisma Puspita Sari | SPEECH LEVEL PATTERN AND REFERENCE/ DEIXIS BASED ON SOCIAL STATUS CLASSIFICATION OF JAVANESE LANGUAGE USING (A STUDY ABOUT TRADITION AS INFLUENCE IN ISLAMIC ANCIENT BOARDING SCHOOL/PONDOK PESANTREN SALAFI LANGUAGE STYLE) | |

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| | Machalla Megaiab Abdullah | DESIGNING WRITING TEST | |
| | Maria Theresia Priyastuti | PROSES ADAPTASI PENYERAPAN KOSAKATA BAHASA INGGRIS KE DALAM BAHASA INDONESIA : SEBUAH KAJIAN MORFOLOGI | |
| | Maria Yosephin Widarti Lestari | INFLECTIONAL MORPHEMES IN ENGLISH COMPARED WITH BAHASA INDONESIA AND BASA SUNDA | |
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| | Meka Nitrit Kawasari | 'NGURI – NGURI BUDAYA JAWA' MELALUI PEMERTAHANAN PENGGUNAAN BAHASA JAWA DI MEDIA MASSA | |
| | Milad Ali Milad Addusamee | LANGUAGE CHOICE IN CODE-MIXING AND CODE-SWITCHING APPROACH, A CASE OF STUDY IN SOCIOLINGUISTICS REFERS TO THE EFFECTIVENESS OF USING MULTIPLE-LANGUAGE IN TEACHING METHOD | |
| | Nurul Adhalina | JAVANESE VS. ENGLISH: POSITIVE AND NEGATIVE CONSEQUENCES ON LEARNERS | |
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| | 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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|----------------------|---|---|-------------|
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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) | |
| 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 | |

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| 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 |

JAVANESE VS. ENGLISH: POSITIVE AND NEGATIVE CONSEQUENCES ON LEARNERS

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Abstract

Nowadays, Javanese people lives between domestic and universal culture which causes the universal one becomes merger culture or well-known as cultural domination in which they should adapt with it. Multilingualism is one of the results of Javanese's adaptation. Javanese language coexists with other languages; people of Javanese have to be able speak in Indonesian (as national language) even in international language, such as English. This article discusses the existence of Javanese speakers who prefer studying English to Javanese language which may result some consequences for themselves. These consequences are seen from my point of view as a part of Javanese community and as a learner who is studying and learning English.

Key words: *Merger Culture, Multilingualism, Javanese, English, Consequences*

I. Introduction

At this time, we live in the twenty first century or globalization era where science and communication develop very rapidly. By these developments, the flow of globalization feels strong, so that the world also feels so flat (Friedman, 2005). This led us to the boundary of a country become vague and eventually lost. The pressure of globalization attacks developing countries such as Indonesia, also effects transformation changes faster and broader in various aspect of life. This condition makes the competition among region becomes higher too. Those who can control communication, they will rule the world. We know that language is a means of communication in the world. Hence, its existence in the middle of current global needs to be observed.

The existence of language in human life has a very important role. However, it is sometimes less so understood by its speakers, so that it doesn't seem a civilization can be changed by the presence of a language. Here, the factors determine the existence of language in human life. This is also related to the existence of the Javanese language which is heavily dependent upon its speakers, who speak the mother language of Java, in daily communication. The development of science, technology, and the arts bring speakers inevitably must deal with other languages, such as English.

Talking about English in the modern era, we know that this kind of language is the most powerful language in the world or well-known as International language. The increasing use of English makes this language getting deeper roots in every society. It cannot be denied, English has broken out violently in our country. We can take a look at movie titles, title of the book, a song, even brands of domestic product use English as its language. And it is not surprising, if people feel so proud if they smoothly speak in this language.

The situation of two languages described above shows that there has been contact between Javanese with English. According to Chaer and Agustina (2004: 84), such language contact can cause a variety of literary phenomena, such as bilingualism, diglossia, code, interference, convergence, language shift, and language maintenance.

II. Discussion

II.1 Javanese vs. English

Javanese is a cultural society with big quantity and having the greatest amount of speakers; that is eighty thousand people or about 40% from all Indonesian people (Oglobin, 2005). Javanese language has function as identity of Javanese people, some include as esthetic function (Javanese art), politeness function (level of Javanese), and practical function (daily Javanese conversation). Among those functions,

Javanese language emerges as a structural aspect which must be obeyed internally by Javanese people; either habit, custom, law, value, social organization, religious, technology, or Javanese language itself.

At the present, Javanese people lives between domestic and universal culture resulting the universal one becomes merger culture or well-known as cultural domination in which they should adapt with it. Multilingualism is one of the results of Javanese people's adaptation. Now, Javanese language begins border on other languages; people have to be able speak in Indonesian (as national language) even international language, such as English. As stated by Gumperz (1964:15), "multilingualism as interaction source within community which have a language with different variation duty along applied in society". It is clear that multilingualism forces Javanese people to be able in giving language performance that is different from its original culture, so that each person will be intent practically using a language from dominated-culture because of activity shift which causes language shift.

Javanese community who basically uses Javanese language, lately they are reluctant to use it. Javanese has been marginalized; this mother tongue shifted by the attendance of Indonesia and especially foreign language, English. This kind of foreign language considered to be more elite rather than language of Java. It often happens, parents introduce English to their children since they were little in order they will not lose in global competition. What about Javanese language? They just say "*kapan-kapan sajalah....*" Javanese language is also judged as an old-fashioned thing. People of Javanese tend to stay away, not understand, even not be able speak in Javanese in their daily life. If it is used in communication activity, it has been mixed by other language.

The phenomenon above can cause Javanese language shift. Language shift and language maintenance phenomena have been happened since languages began to make a contact with other languages (Grosjean, 1982). The contact of two tribes which bring their own languages will cause language competition sooner. Usually, there are language phenomena in language competition that are begun by bilingualism, diglossia, code switching or code mixing, interference, and language shift and also maintenance. If one language is more dominant, prestige, modern, or even superior to other languages, that language will survive, whereas the others will be leaved by its speakers in the next generation. A language which is let by its speaker will cause language death (Dorian, 1982).

In addition, in schools which have International standard, there is a regulation that requires students and all staff to use English in communication in a certain day each week. This activity aims to make people, especially students to be mastered in English. This situation cannot be denied, because in fact English has important role in this life. A good chance outside there, have intervention from this language. That is why, amount of people compete to be able in English. I myself, as a part of Javanese community and a student, very regret watching the phenomenon of two languages at this time. Even though, now I am studying and learning English, I still use my Javanese language in our daily life. I always try to put myself in which I have to speak English and Javanese language.

In my opinion, language speakers' especially Javanese speakers' do not have to sacrifice their mother tongue when they need to learn another language. If they can see the essential function of it deeply, actually Javanese language with its culture have also play role in globalization era, that is they can use them to accompany young generation in learning knowledge from any fields. Moreover, Javanese language and its culture can be used as a filter to strain foreign culture coming to this country.

II.2 Consequence on Learners

Generally in Indonesia, English is taught as foreign language. In teaching-learning process, the term 'foreign language' has different meaning from 'second language'. Foreign language is a language which is not used as communication tool in a country where that language is taught. Meanwhile, second language is not a main language but it is used as another language that is commonly spoken in a country. For example, English in Singapore is used as the second language. Mass media, communication, and daily activities in that country use English as language communication. In the other hand, foreign language is usually taught as one of lessons in school which functions as basic communication and also students are able in four language skills in certain capacity (such as reading, writing, speaking, and grammar). In our country, the policy of teaching English as foreign language is changed as far as time goes. This policy is most influenced by economic and politic aspect. In some big cities in Indonesia like Jakarta, Bandung, Semarang, and the others, English is introduced since pre-school level. Furthermore, there are many schools of "Bilingual" or "Two Languages"; Indonesian and English. In these schools, teaching English is more emphasized and have more attention from teachers and students.

In other case, the tendency of speakers is also influenced by habitual and teaching model at their home and the environment around. Parents who do not accustom children to speak in Javanese language

will form them to prefer speaking in Indonesian or English rather than Javanese one. Besides, Javanese families who move to city with heterogenic community become rarely speak in their own mother tongue, so that their children have less moral values. Now, children prefer watching television or playing game to listening to short story or fairy tale. Parents are too busy and have no time for caring them that is why they go out finding their happiness. The use of Javanese in family is not common like the previous time. Therefore, it will be strange if there is a person who speaks Javanese language in family.

However, everything in this world has two different sides; positive and negative side. The attendance of learning English in Indonesia gives effects for Indonesian people's communication, particularly for Javanese community. Based on my experience and what I see in reality, from my point of view as a Javanese and as a student, I conclude the consequences which may be gotten by Javanese people who have passion more in learning English than Javanese language:

a. Positive Consequence

1. Saving Time and Money

The preference in learning English than Javanese language will save their time and money. If they learn those two languages, they will spend more time and money. English which basically is needed in present communication will take a lot of attention from learners who want to master in it. Therefore, if they only focus on this language, time and money will be spent in a few.

2. Prestigious

In people point of view, English has more prestigious than Javanese language. It is because this kind of language comes from western country which now it becomes orientation for some Indonesian people. Therefore, for those who are excellent in English may be more respected by people around the world, because of the prestige they have.

3. Modernization

Learning English means following trending mode and leading to modernization, because as we know communication, technology, and knowledge are now dominated by English. So, they who are learning English will seem like they are modern people.

4. Acceptable in the world

Javanese language is regional one which may be understood by regional people too, whereas English is international language that surely more understandable. For those who master in English, their existence will be considered as well as possible. Meanwhile, for those who only master one language; Javanese or Indonesian, their position will be difficult in globalization period like now.

5. Readiness in facing global competition

At the present, people face globalization time. It means that they also have to face competition within it. By learning and understanding English, a person will be ready in facing global competition, because English has been used for International communication and holds first position around the world. In other words, someone who is good in English can be considered as a ready one to compete with others.

b. Negative Consequence

1. Language shift

Giving more attention to only one language (English) without any cares to another (Javanese) will cause language shift. This can occur slowly and gradually, so that Javanese language may die later. We know that language can be identity of a group. When a language shifts means that the identity of its community also shifts.

2. Bad behavior

Javanese language is unique and interesting. It embodied the values of philosophical culture of Javanese people. There is a reflection of the attitude of the sublime them when dealing with natural surroundings; attitude towards our fellow human beings as well as attitudes towards other creatures of God. Nevertheless, nowadays it is difficult to find Javanese people who act like they should be. This happens because their tendency to adopt foreign culture which comes with its language in Indonesia. If each individual can be consistent to their own culture, that will also implicate to their act within society. They will respect each other and also can be harmonizing in life.

3. The more expensive value

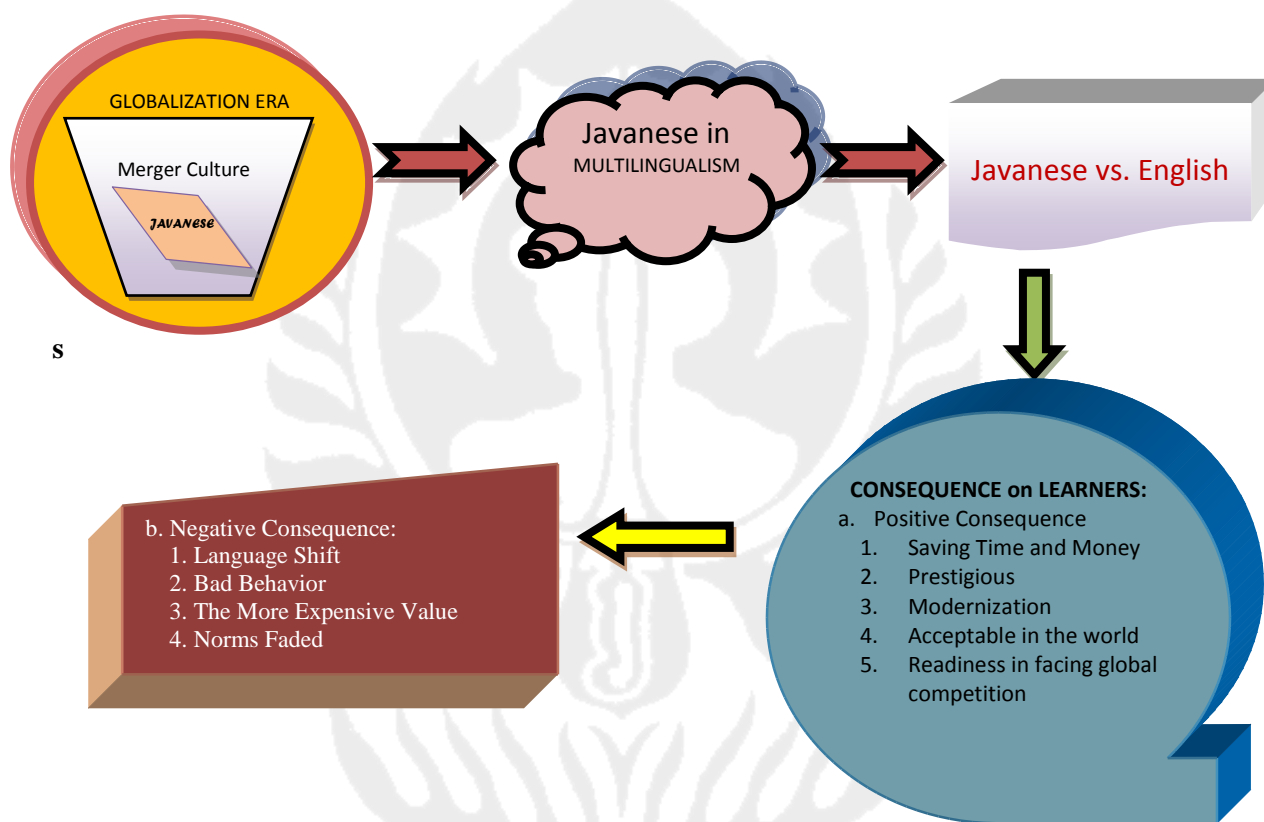
The more people do not care with Javanese culture, the more expensive its value. For instance, in a wedding party, there are still people who seek master of ceremony who speaks Javanese language (even though, his/her fee is more expensive than those who speak in Indonesian). Moreover, there are still *kerawitan* schools, *dalang* schools, and dance or master of ceremony courses. Actually, people of Javanese should not feel this kind of case; spending a lot of money just to enjoy their own culture. If they can keep their belonging, these kinds of activity can be learned without spending money.

4. Norms Faded

In addition to the code language, Javanese language also reflects manners, ethics, and norms. On the contrary, Javanese society loves English more and chooses to learn it deeply. Automatically, when they learn English, they will also learn its culture. This phenomenon can make Javanese culture and norms left behind and finally can be faded.

II.3. Illustration

The language phenomenon between Javanese and English can be also seen in this illustration below:



Conclusion

That situation described above, shows us there is a language contact between Javanese and English which result multilingualism. Javanese people attitude toward those languages will influence and determine the existence of their mother tongue; Javanese. In my point of view, as part of Javanese community and as a student who is learning English, I conclude that this language contact will make consequences on Javanese learners:

- a. Positive Consequence
 - 1. Saving Time and Money
 - 2. Prestigious
 - 3. Modernization
 - 4. Acceptable in the world
 - 5. Readiness in facing global competition
- b. Negative Consequence
 - 1. Language shift
 - 2. Bad behavior

3. The more expensive value
4. Norms Faded

Suggestion

There are still weaknesses in this article. The positive and negative consequences are only in my point of view. Actually, this article can be made in a research article by using questionnaires or interview to collect responses about these consequences, so that we can know what kind of consequences for learners in facing language phenomenon like this one. I wish, there will be a research relating to this topic.

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