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PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT III

July 2–3, 2013

Revised Edition



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

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Editors:
Jee Sun Nam
Agus Subiyanto
Nurhayati

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Editors' Note

In the international seminar on Language Maintenance and Shift III, there are some new issues. First, the committee changes the previous theme into "Investigating Local Wisdom through Indigenous Language". Through the new theme, the committee invites language practitioners to discuss the problems concerning the importance of maintaining indigenous languages because the languages function as a means of expressing local wisdom. Second, the seminar uses the new label, LAMAS, the acronym which was proposed by Prof. Dr. Bambang Kaswanti Purwo in the previous seminar, to make the participants easily remember it. Third, most of the keynote speakers come from various institutions. Those are Dr. Johnny Tjia (Summer Institute of Linguistics, Indonesia-International), Prof. Jee Sun Nam, Ph.D (Hankuk University of Foreign Studies, Korea), Prof. Dr. Mahsun, M.S. (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Prof. Dr. Bambang Kaswanti Purwo (Atma Jaya Catholic University, Jakarta-Indonesia), Prof. Dr. I Dewa Putu Wijana (Gadjah Mada University, Yogyakarta, Indonesia), Prof. Drs. Ketut Artawa, M.A., Ph.D (Udayana University, Denpasar, Indonesia), and Dr. Suharno, M.Ed. (Diponegoro University, Semarang, Indonesia).

There are 113 participants who present the papers covering various topic areas. Those are 38 papers on sociolinguistics, 14 papers on morphology, 13 papers on applied linguistics, 8 papers on anthropological linguistics, 8 papers on discourse analysis, 8 papers on cognitive linguistics, 7 papers on ethnography of communication, and 7 papers on computational linguistics.

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.

Editors' Note for Revised Edition

There are some changes in this revised edition. First, we enclose the article by Prof. Jee Sun Nam, Ph.D entitled "Retrieving Local Wisdom in Korean with the Support of Corpus Processing Software" on page 555. Second, we delete the article by Yusup Irawan 'Tiga Syarat Menuju Fonetik Modern' as he cancelled his status as a participant. These changes have an impact on the change of table of contents.

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**SCHEDULE OF THE INTERNATIONAL SEMINAR
"LANGUAGE MAINTENANCE AND SHIFT III (LAMAS III)"**

DAY 1 (July 2, 2013)

TIME	ACTIVITIES		ROOM
	NAME	TITLE	
09.30 – 10.45 WIB	REGISTRATION		PAKOEBUWONO
10.45 – 11.00 WIB	OPENING		PAKOEBUWONO
11.00 – 11.30 WIB	KEYNOTE SPEECH		PAKOEBUWONO
	Prof. Dr. Mahsun, M.S.		
11.30 – 12.30 WIB	LUNCH AND PRAY		PAKOEBUWONO
12.30 – 14.00 WIB	PLENNARY SESSION 1		PAKOEBUWONO
	Prof. Jee Sun Nam, Ph.D.	RETRIEVING LOCAL WISDOM IN KOREAN WITH THE SUPPORT OF CORPUS PROCESSING SOFTWARE	
	Dr. Johnny Tjia	ISU KEBERTAHANAN DALAM USAHA PENCAGARAN BAHASA	
	Dr. Suharno, M.Ed.	INCORPORATING LOCAL WISDOM INTO ENGLISH LANGUAGE TEACHING (ELT)	
	Moderator : J. Herudjati Purwoko, Ph.D		
14.00 – 15.30 WIB	PARRALEL SESSION 1 A		PAKOEBUWONO
	Kahar Dwi Prihantono	PENATAAN ULANG KAMUS DIALEK BANYUMASAN; SEBUAH SUMBANGAN LEKSIKOGRAFIS BAGI UPAYA PEMERTAHANAN DIALEK (RE-ORGANISATION OF BANYUMAS DIALECT DICTIONARY; LEXICOGRAPHIC CONTRIBUTION TO DIALECT PRESERVATION)	
	Mualimin	KO AND RIKA IN JAVANESE OF TEGAL	
	Rukni Setyawati	PEMERTAHANAN BAHASA DAERAH SEBAGAI UPAYA MENINGKATKAN KETAHANAN BUDAYA	
	Retno Wulandari Setyaningsih	PENGASINGAN RAMBU PETUNJUK DI PUSAT-PUSAT PERBELANJAAN DI SURABAYA	
14.00 – 15.30 WIB	PARRALEL SESSION 1 B		PAKOEBUWONO
	Herudjati Purwoko	MUATAN SOSIO-KULTURAL DAN POLITIS DALAM BAHASA DARI SEGI ETNOGRAFI	
	Syahron Lubis	LOSS OF WORDS IN MANDAILINGNESE	
	M. Suryadi	GENERASI MUDA JAWA PERKOTAAN KAGOK DENGAN BAHASA JAWANYA SENDIRI	
	Fatchul Mu'in	PENGGUNAAN BAHASA DALAM RANAH JUAL BELI DI PASAR TERAPUNG LOK BAIN TAN KABUPATEN BANJAR KALIMANTAN SELATAN	

TIME	NAME	TITLE	ROOM
14.00 – 15.30 WIB	PARRALEL SESSION 1 C		CEMPAKA
	Neli Purwani	PENGGUNAAN BAHASA INGGRIS DALAM IKLAN MAKANAN DAN MINUMAN: PELUANG ATAUKAH ANCAMAN?	
	Ikmi nur Oktavianti	SEMANTIC SHIFT ON MALAY WORDS IN CLASSICAL MALAY TEXT HIKAYAT HANG TUAH COMPARE TO MODERN MALAY (INDONESIAN LANGUAGE) AND THE RELATION TO CULTURAL CONTEXT	
	Nunung Supriadi	PENGARUH DIALEK LOKAL TERHADAP BAHASA MANDARIN YANG DIGUNAKAN MASYARAKAT TIONGHUA DI PURWOKERTO	
	Agustina Lestary	DO BANJARESE WOMEN AND MEN SPEAK DIFFERENTLY?	
14.00 – 15.30 WIB	PARRALEL SESSION 1 D		MELATI
	Esther Hesline Palandi	KATA SERAPAN DALAM BAHASA JEPANG: UPAYA BANGSA JEPANG DALAM PEMELIHARAAN BAHASA DAN TERJADINYA PERGESERAN BAHASA SESUAI BUDAYA LOKAL	
	Maria Yosephin Widarti Lestari	THE FEATURES OF JAVANESE WOMEN SPEECH: A SOCIOLINGUISTICS STUDY BASED ON LAKOFF'S THEORY	
	Meti Istimurti	PEMERTAHANAN DAN REVITALISASI BAHASA JAWA DIALEK BANTEN	
	Retno Purwani Sari Dan Tatan Tawami	THE STRATEGY OF THE TEXT AND THE STRUCTURAL RELATIONS TO EXERCISE SUNDANESE CRITICS' IDEOLOGICAL HEGEMONY	
14.00 – 15.30 WIB	PARRALEL SESSION 1 E		BOUGENVILLE
	Layli Hamida	SOSIALISASI DAN KEBIJAKAN ATAS KEBERAGAMAN BAHASA PADA MASYARAKAT TENGGER JAWA TIMUR: SEBUAH FENOMENA KEARIFAN LOKAL	
	Dwi Wulandari dan Wiwik Sundari	SANTRI'S LANGUAGE ATTITUDE TOWARD JAVANESE LANGUAGE ON PESANTREN TEACHING WITHIN THE CONTEXT OF JAVANESE LANGUAGE MAINTENANCE	
	Kharisma Puspita Sari	STYLE AND REGISTER USED AT PONDOK PESANTREN (A DIMENSION OF SOSIOLINGUISTICS)	
	Anandha	FENOMENA SOSIOLINGUISTIK BAHASA JAWA PESISIR SEBAGAI CERMIN KEARIFAN LOKAL	
15.30 – 16.00 WIB	BREAK AND PRAY		PAKOEJUWONO

TIME	NAME	TITLE	ROOM
16.00 – 17.30 WIB	PARRALEL SESSION 2 A		PAKOEBUWONO
	Surono	SOLIDARITAS (TU) DAN KESOPANAN (VOUS) DALAM BAHASA JAWA SEBAGAI WUJUD KEARIFAN LOKAL	
	Riadi Darwis	SIKAP BERBAHASA PARA SISWA SEKOLAH DASAR ISLAM TERPADU KABUPATEN BANDUNG DALAM KONTEKS MULTIBAHASA	
	Fandy Prasetya Kusuma	PERGESERAN BAHASA HOKKIAN DALAM UPACARA TE PAI DI INDONESIA	
	Elisa Carolina Marion	PERGESERAN PENGGUNAAN KEIGO KHUSUSNYA PADA PENGGUNAAN HONORIFIC TITLE (呼称) DAN PERUBAHAN HUBUNGAN ATASAN DAN BAWAHAN YANG TERJADI PADA PERUSAHAAN JEPANG	
16.00 – 17.30 WIB	PARRALEL SESSION 2 B		PAKOEBUWONO
	Dian Swastika	JAVANESE EXPRESSIONS AS LOCAL WISDOM MANIFESTATION	
	Meka Nitrit Kawasari	PENGGUNAAN BAHASA JAWA PADA UPACARA TUMURUNING KEMBARMAYANG SEBAGAI CERMINAN KEARIFAN BUDAYA JAWA	
	Endang Setyowati	CONTRASTIVE ANALYSIS OF PROVERBS IN INDONESIAN AND ENGLISH: AN ANTHROPOLOGICAL LINGUISTIC STUDY	
	Prayudha	METAFORA SEBAGAI NASIHAT DALAM HOROSKOP JAWA: STUDI LINGUISTIK ANTROPOLOGIS	
16.00 – 17.30 WIB	PARRALEL SESSION 2 C		CEMPAKA
	Sri Sulihingtyas D.	PANTUN BUKA PALANG PINTU: KEARIFAN LOKAL DALAM PERNIKAHAN ADAT BETAWI	
	Hatmiati	TUTURAN PAMALI DALAM TRADISI LISAN MASYARAKAT BANJAR	
	Atin Kurniawati	JAVANESE VIEW ON EDUCATION: AN ETNOLINGUISTIC STUDY	
	Muhammad	A SOCIAL CONTEXT OF SASAK PERSONAL PRONOUNS	
16.00 – 17.30 WIB	PARRALEL SESSION 2 D		MELATI
	Habiba Al Umami	PRESUPPOSITION ANALYSIS OF THE QUESTION IN MATA NAJWA "POLITIK SELEBRITI" EPISODE	
	Muhammad Rohmadi	TINDAK TUTUR PERSUASIF DAN PROVOKATIF DALAM WACANA SPANDUK KAMPANYE PILKADA JAWA TENGAH TAHUN 2013	
	Endro nugroho wasono aji	PERUBAHAN KATA GANTI ORANG KEDUA DALAM BAHASA JAWA	
	Yenny budhi listianingrum	PEMILIHAN BAHASA KELUARGA MUDA DI DESA KLOPODUWUR CERMIN PEMERTAHANAN IDENTITAS DAN EKSISTENSI BAHASA	

TIME	NAME	TITLE	ROOM
16.00 – 17.30 WIB	PARRALEL SESSION 2 E		BOUGENVILLE
	Sri wahyuni	PERUNDUNGAN BAHASA DAERAH MELALUI PENGGUNAAN LOGAT DIALEK DALAM TAYANGAN SINETRON DI TELEVISI	
	Lalu erwan husnan	LINGUISTIC ADAPTATION OF BAJO IN SUMBAWA ISLAND: A PRELIMINARY STUDY FOR SOCIAL MOTIVATION OF LANGUAGE CHANGE	
	Tubiyono	COMPANY'S PARTICIPATION IN THE LOCAL LANGUAGE RETENTION	
	Endang sri wahyuni dan khrishandini	VARIASI BAHASA DALAM SINETRON TUKANG BUBUR NAIK HAJI (TBNH) KAJIAN ETNOGRAFI KOMUNIKASI	
17.30 – 18.30 WIB	BREAK AND PRAY		PAKOEBUWONO
18.30 – 19.30 WIB	PARALLEL SESSION 2 F-1		PAKOEBUWONO A
	Rini Esti Utami	BAHASA JAWA DALAM SLOGAN-SLOGAN CALON GUBERNUR DAN WAKIL GUBERNUR JAWA TENGAH TAHUN 2013	
	Miza Rahmatika Aini	KESENIAN JARANAN SEBAGAI BENTUK PEMERTAHANAN BAHASA JAWA	
	Putu Utama	PELESTARIAN BAHASA BALI DALAM PENDIDIKAN FORMAL: PERSPEKTIF POLITIK DAN REGULASI	
	Leksito Rini	TARLING MUSIC AS A MEANS OF MAINTAINING INDIGENOUS JAVANESE LANGUAGE AT NORTHERN COAST (PANTURA) IN THE PROVINCES OF WEST JAVA AND CENTRAL JAVA	
	Enita Istriwati	PENGENALAN UNGKAPAN-UNGKAPAN BAHASA JAWA: SUATU UPAYA PEMERTAHANAN BANGSA	
	Icuk Prayogi	PERGESERAN PEMAKAIAN PRONOMINA PERSONA DALAM BAHASA INDONESIA INFORMAL REMAJA: STUDI KASUS FILM TANGKAPLAH DAKU KAU KUJITAK (1987) DAN BANGUN LAGI DONG, LUPUS (2013)	

TIME	NAME	TITLE	ROOM
18.30 – 19.30 WIB	PARALLEL SESSION 2 F-2		PAKOEBUWONO B
	Ikha Adhi Wijaya	PRANOTOCORO AS ONE OF THE SYMBOL OF JAVANESE CULTURE THAT BECOMES DIMINISH FROM DAY TO DAY	
	Siti Suharsih	LANGUAGE MAINTENANCE AND SHIFT: HOW JAVANESE PRESERVED AND SHIFTED IN INDUSTRIAL AREA CASE STUDY IN NIKOMAS COMPANY	
	Sang Ayu Isnu Maharani dan I Komang Sumaryana Putra	LANGUAGE MAINTENANCE OF BALINESE MOTHER TONGUE THROUGH THE TRADITIONAL STORY TELLING (MESATUA) IN BATU BULAN VILLAGE, GIANYAR	
	Sutarsih	LANGUAGE AND SAFETY	
	Anang Febri Priambada	ALIH KODE DAN CAMPUR KODE PADA CERAMAH BUDAYA EMHA AINUN NAJIB	
	Didik Santoso	PEKALONGAN DIALECT IN RAPROX BAND LYRICS	
	Maria Christiani sugiarto	A REFLECTION OF LANGUAGE ATTITUDE TOWARD KID CARTOONS: A CASE STUDY OF FIRST GRADERS IN MARSUDIRINI ELEMENTARY SCHOOL	
18.30 – 19.30 WIB	PARALLEL SESSION 2 F-3		PAKOEBUWONO C
	Asih Prihandini dan N. Denny Nugraha	KEARIFAN LOKAL MITIGASI BENCANA DALAM TRADISI SASTRA LISAN NUSANTARA	
	Yozar Firdaus Amrullah	MOTHER'S TONGUE INFLUENCE TOWARDS NAMING IN KEBONADEM VILLAGE	
	Muhammad Zulkarnain Ashya hifa	THE USE OF PERSONAL NAMES IN NAMING PRODUCTS	
	Ida Hendriyani	THE ETHNOGRAPHY OF COMMUNICATION APPROACH TOWARDS THE MOTIVATORS' SPEECH IN ORIFLAME	
	Bambang Hariyanto	THE IDENTITY OF JAVANESE PEOPLE (A STUDY ON SELAMATAN IN EAST JAVA, ETHNOLINGUISTICS PERSPECTIVE)	
	Abadi Supriatin	BAHASA PERMOHONAN DI DALAM TRADISI KLIWONAN DI "SUMUR BERKAH" DESA WONOYOSO KABUPATEN PEKALONGAN	
	Mastuti Ajeng Subianti	THE ANALYSIS OF FACE WANTS AS SELF IMAGE USED BY AGNES MONICA IN KICK ANDY SHOW	

TIME	NAME	TITLE	ROOM
18.30 – 19.30 WIB	PARALLEL SESSION 2 F-4		PAKOEBUWONO D
	Wuwuh Andayani	DISCOURSE CONNECTORS IN ARGUMENTATIVE WRITINGS PRODUCED BY INDONESIAN EFL UNIVERSITY STUDENTS	
	Muhammad Nanang Qosim	PEDAGOGONOLOGIS SEBUAH KAJIAN FONOLOGI DAN ILMU PENDIDIKAN	
	Juanda dan M. Rayhan Bustam	THE CREATION OF LANGUAGE THROUGH MOTTO (THE STUDY OF LANGUAGE AND ENTREPRENEURSHIP IN A MOTTO OF ACADEMIC INSTITUTION)	
	Fitriansyah	PENDEKATAN EMIK-ETIK TERHADAP UPACARA PASAK INDONG SUKU TIDUNG DI DESA SALIMBATU, KECAMATAN TANJUNG PALAS TENGAH, KALIMANTAN UTARA KAJIAN LINGUISTIK ANTROPOLOGI	
	Sogimin	METAFORA YANG DIGUNAKAN OLEH DALANG DALAM MELAKONKAN WAYANG KULIT	
18.30 – 19.30 WIB	PARALLEL SESSION 2 F-5		PAKOEBUWONO E
	Henny Krishnawati dan Defina	KESALAHAN DALAM PENENTUAN JENIS KALIMAT DALAM BAHASA INDONESIA: STUDI KASUS MAHASISWA TPB IPB	
	Emilia Ninik Aydawati	STUDENTS' DERIVATION MASTERY AND THEIR ABILITY IN ANSWERING READING QUESTIONS	
	Masitha Achmad Syukri	STRATEGI INTERAKSI EKSTRA-TEKSTUAL GURU UNTUK MENINGKATKAN PEMAHAMAN TEKSTUAL SISWA TUNA GRAHITA	
	Titi Rokhayati	A STUDY ON STUDENTS' ABILITY IN CONDUCTING CONVERSATION WITH NATIVE SPEAKERS: CROSS CULTURAL ASPECT AND ADJUSTMENT	
	Sari Kusumaningrum	THE USE OF COHESIVE DEVICES IN RELATION TO THE QUALITY OF THE STUDENTS' ARGUMENTATIVE WRITING	
19.30 – 21.00 WIB	PARRALEL SESSION 3 A		PAKOEBUWONO
	P. Ari Subagyo	NAFAS BAHASA JAWA DI JAGAT MAYA	
	Sri Andika Putri	REFLEKSI KEDUDUKAN PEREMPUAN MINANG DALAM PITARUAH AYAH	
	Erlita Rusnaningtias	BENTUK DAN FUNGSI KALIMAT TANYA DALAM TALK SHOW "INDONESIA LAWYERS CLUB"	
	Ninuk Krismanti	BANJARESE IDEOLOGIES PORTRAYED IN SI PALUI	

TIME	NAME	TITLE	ROOM
19.30 – 21.00 WIB	PARRALEL SESSION 3 B		PAKOEBUWONO
	Nungki Heriyati	WOMEN, LANGUAGE AND CULTURAL CHANGE	
	Nurhayati	(RE)-READING A KARTINI'S LETTER USING CRITICAL DISCOURSE ANALYSIS	
	Wiwik Wijayanti	ANALISIS WACANA PERCAKAPAN SIARAN "ON AIR" RADIO DANGDUT INDONESIA: PENDEKATAN PRAGMATIK	
	Yenny Hartanto	RHETORICAL STRATEGIES IN FLOUTING GRICE'S MAXIMS AS FOUND IN "PYGMALION".	
19.30 – 21.00 WIB	PARRALEL SESSION 3 C		CEMPAKA
	Deli Nirmala	LOCAL WISDOM IN JAVANESE PROVERBS (A COGNITIVE LINGUISTIC APPROACH)	
	Ratih Kusumaningsari	TINJAUAN RELATIVITAS BAHASA DALAM LAGU KERONCONG	
	Aan Setyawan	THE WEALTH CONCEPT OF JAVANESE SOCIETY: ANTHROPOLOGICAL LINGUISTICS APPROACH IN CUBLAK-CUBLAK SUWENG FOLKSONG	
	Tatie Soedewo	THE LOSS OF IDENTITY OF SOME SUNDANESE CHILDREN IN BOGOR CITY DUE TO LACK OF EXPOSURE TO SUNDANESE LANGUAGE	
19.30 – 21.00 WIB	PARRALEL SESSION 3 D		MELATI
	Ridha Fadillah	IMPLEMENTATION OF ENGLISH LEARNING MODEL BASED ON NEGATIVE ANXIETY REDUCTION THROUGH CONSTRUCTIVISM THEORY IN BANJARBARU SENIOR HIGH SCHOOLS	
	Kundharu Saddhono	MODEL PEMBELAJARAN KOOPERATIF TEKNIK STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) UNTUK MENINGKATKAN KETERAMPILAN MENULIS NARASI MAHASISWA ASING DI UNIVERSITAS SEBELAS MARET	
	Farikah	USING THEMATIC PROGRESSION PATTERNS WITH COOPERATIVE LEARNING METHOD (TP-CL) TO IMPROVE THE WRITING SKILL OF THE ENGLISH DEPARTMENT STUDENTS OF UTM IN THE ACADEMIC YEAR 2011/2012	
	Amrih Bkti Utami	THE IMPORTANCE OF NOTICING IN IMPROVING EFL STUDENTS' WRITING SKILLS	

TIME	NAME	TITLE	ROOM
19.30 – 21.00 WIB	PARRALEL SESSION 3 E		BOUGENVILLE
	Yudha Thianto	THE EVOLUTION OF A CHRISTIAN TEXT FROM SEVENTEENTH-CENTURY MALAY TO MODERN-DAY INDONESIAN: A HISTORICAL LINGUISTICS STUDY FROM THE PERSPECTIVE OF TRANSFORMATIONAL-GENERATIVE MODEL	
	Suparto	INDONESIAN NOUN PHRASE=NOUN+NOUN: A SEMANTIC PERSPECTIVE	
	Won-Fill Jung, Eunchae Son, Jaemog Song Dan Jeesun Nam	SYNTACTICO-SEMANTIC CLASSIFICATION OF SENTIMENT WORDS IN THE ELECTRONIC DICTIONARY DECO	
	Sai-Rom Kim, Jeesun Nam Dan Hae-Yun Lee	ANALYSIS OF IDIOMATIC EMOTION EXPRESSIONS DETECTED FROM ONLINE MOVIE REVIEWS	

DAY 2 (July 3, 2013)

TIME	ACTIVITIES		ROOM
	NAME	TITLE	
08.00 – 09.30 WIB	PARRALEL SESSION 4 A		ANGGREK 1
	Diyah Fitri Wulandari	THEMATIC STRUCTURE SHIFT FOUND IN ENGLISH - INDONESIAN TRANSLATION OF OBAMA'S SPEECH IN INDONESIA UNIVERSITY	
	Retno Hendrastuti	KAJIAN PENERJEMAHAN IDEOLOGI DENGAN PENDEKATAN APPRAISAL	
	Dyka Santi Des Anditya	THE TRANSLATION OF SHALL IN THE INDONESIAN VERSION OF ASEAN CHARTER: A PRELIMINARY RESEARCH ON PATTERNS AND CONSEQUENCES OF MODAL TRANSLATION	
	Baharuddin	TRANSLATION UNIT IN THE TRANSLATION OF AL-QURAN INTO INDONESIA	
08.00 – 09.30 WIB	PARRALEL SESSION 4 B		ANGGREK 2
	Mulyadi	VERBA "MIRIP TAKUT" DALAM BAHASA MELAYU ASAHAN	
	Agus Subiyanto	MOTION-DIRECTION SERIAL VERB CONSTRUCTIONS IN JAVANESE: A LEXICAL FUNCTIONAL APPROACH	
	Siti Jamzaroh	TIPOLOGI SINTAKSIS: URUTAN KATA DAN FRASA BAHASA BANJAR DAN IMPLIKASINYA	
Mulyono	GEJALA INKORPORASI PADA BAHASA MEDIA CETAK		

TIME	NAME	TITLE	ROOM
08.00 – 09.30 WIB	PARRALEL SESSION 4 C		ANGGREK 3
	Mytha Candria	A FEMINIST STYLISTIC READING OF TRIYANTO TRIWIKROMO'S "TUJUH BELAS AGUSTUS TANPA TAHUN"	
	Ariya Jati	A LYRIC'S WORTH IN GESANG'S "CAPING GUNUNG"	
	Agus Edy Laksono	TINDAK ILOKUSI PROPAGANDA CAGUB-CAWAGUB JAWA TENGAH PERIODE 2013-2018	
	Ade Husnul Mawadah	PENGGUNAAN BAHASA DAERAH DALAM IKLAN LAYANAN MASYARAKAT SEBAGAI ALAT PEMERTAHANAN BUDAYA BANGSA (STUDI KASUS DI KOTA SERANG PROVINSI BANTEN)	
TIME	NAME	TITLE	ROOM
08.00 – 09.30 WIB	PARRALEL SESSION 4 D		MELATI
	Christina	THE INFLUENCE OF TRADITIONAL MAIDS' JAVANESE TO CHILDREN'S LANGUAGE (A CASE STUDY AT KAMPUNG KENTENG, KEJIWAN, WONOSOBO)	
	Bernadetta Yuniati Akbariah	METAPHORICAL SWITCHING: A LINGUISTIC REPERTOIRE OF MUSLIM JAVANESE PRIESTS	
	Swany Chiakrawati	CONFORMITY TOWARDS LOCAL WISDOM AMONG THE SAME INDIGENOUS LANGUAGE SPEAKERS	
	Syaifur Rochman	A SURVEY ON MOTIVATIONAL ORIENTATION IN LEARNING EFL OF PUBLIC ADMINISTRATION POST GRADUATE STUDENTS OF JENDERAL SORDIRMAN UNIVERSITY	
	Syamsurizal	ANALISIS KESANTUNAN BERBAHASA PADA KASET PASAMBAHAN ADAT ALEK MARAPULAI BALERONG GRUP JAKARTA: SEBUAH KARAKTERISTIK KEARIFAN LOKAL ETNIS MINANGKABAU	
08.00 – 09.30 WIB	PARRALEL SESSION 4 E		BOUGENVILLE
	Agnes Widyaningrum	MULTICULTURAL ENGLISH CURRICULUM ACCOMODATATING LOCAL WISDOM	
	Ruth Hastutiningsih	ICT (WEB. DESIGN) AND JAVANESE LANGUAGE LEARNING IN INDONESIA: REVITALIZATION INDIGENOUS LANGUAGES	
	Prihantoro	ANNOTATION MODEL FOR LOANWORDS IN INDONESIAN CORPUS: A LOCAL GRAMMAR FRAMEWORK	
	Sirajul Munir	DEVELOPING ISLAMIC-CONTENT BASED READING COMPREHENSION MATERIALS FOR ISLAMIC HIGHER EDUCATION	
09.30 – 10.00 WIB	BREAK		ANGGREK

TIME	NAME	TITLE	ROOM
10.00 – 11.30 WIB	PLENNARY 2		ANGGREK
	Prof. Dr. Bambang Kaswanti Purwo	ON UNDERSTANDING LOCAL WISDOM THROUGH RIDDLES IN JAVANESE, SUNDANESE, AND WOISIKA LANGUAGE	
	Prof. Dr. I Dewa Putu Wijana, S.U., M.A.	KEBANGGAN BERBAHASA SEBAGAIMANA YANG TEREFLAKSI DALAM WACANA TEKA-TEKI	
	Prof. Drs. Ketut Artawa, MA., Ph.D.	KEARIFAN LOKAL: PERTARUNGAN ANTARA TEKS IDEAL DAN TEKS SOSIAL	
	Moderator : Dr. Agus Subyanto, M.A.		
11.30 – 12.00 WIB	CLOSING		ANGGREK

IMPLEMENTATION OF ENGLISH LEARNING MODEL BASED ON NEGATIVE ANXIETY REDUCTION THROUGH CONSTRUCTIVISM THEORY IN BANJARBARU SENIOR HIGH SCHOOLS

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Abstract

This research was intended to develop learning model based on the data obtained in the previous explorative research. The developed model was English learning model based on negative anxiety reduction through constructivism theory involving syllabus, lesson plan, and evaluation system. The samples were 64 students and 2 English teachers at second grade public senior high school 3 and private senior high school Qardhan Hasana Banjarbaru, South Kalimantan. The results showed that the model was effective because it could reduce the students' English negative anxiety so the students' activeness indicated increasing in the classroom. The English classroom atmosphere became unstressed and pleasurable.

Keywords: *Constructivism theory; Dynamic discussion model; English anxiety reduction*

Introduction

Anxiety is a problem for many foreign language students. There are many studies connected with anxiety and students' outcome (Horwitz et al., 1986; Price, 1988; Aida, 1994; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Daley, 2003; Wörde, 2003; Elkhafaifi, 2005; Woodrow, 2006; Na, 2007), the results shows that foreign language anxiety is negatively correlated to outcome. Students with high anxiety will gain low outcome; on the contrary, students with low anxiety will gain high outcome. Price (1991) formulates that the role of the teacher can be both student's anxiety causer and reducer. As anxiety causer, the teacher always criticizes the student's abilities and makes stressful atmosphere in language classroom. As anxiety reducer, the teacher always gives the students more positive reinforcement, encourages them not to be afraid to make mistake in practicing the target language, and always creates the relaxed classroom situation by making student feel like friends (Horwitz, Horwitz, & Cope, 1986; Price, 1988; Horwitz & Young, 1991; Aida, 1994; Saito & Samimy, 1996; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Pappamihiel, 2002; Daley, 2003; Wörde, 2003; Elkhafaifi, 2005; Meng & Wang, 2006; Woodrow, 2006; Na, 2007; Fadillah, 2008; Tsiplakides & Keramida, 2009).

In this research, the role of teacher intended is how the teacher determines and develops the appropriate model in teaching and learning English for senior high school students to increase the students' English performance by activating them in learning process as positive effect of negative anxiety reduction. The developed model was learning model under the constructivism theory in which elements and phases in cooperative learning model were adopted. Studies by Nagahashi, 2007; Tsu, 2008; Suwantarathip and Wichadee, 2010; show foreign language anxiety is positively correlated to Cooperative Learning as one of teaching strategy/activity through constructivism theory. They prove that cooperative learning approach is appropriate to implement in English classroom in order to reduce student's foreign language anxiety.

Research Method

This research included in the category of development and evaluative research. Descriptive-qualitative research was used in this research in which interpretative analysis became the main analytical technique.

Population and Sample

The population was second grade students and English teachers in public senior high school 3 and private senior high school Qardhan Hasana Banjarbaru South Kalimantan. The sampling technique used was random sampling. The samples were 64 students and 2 English teachers in the schools.

Research Instrument

The writer developed English learning model based on negative anxiety reduction through constructivism theory involves syllabus, lesson plan, and evaluation system as draft model and research

instruments. The developed research instruments were expert judgment sheet for syllabus, expert judgment sheet for lesson plan, observation sheet, interview guide for the English teacher in responding the developed learning model, and interview guide for the student in responding the developed learning model.

Data Collection

Participant observation, documentation and in-depth interviewing were used to collect the data.

Data Analysis

Analysis on the spot was used to analyze the collected data. Data analysis will be based on the collected data, observation and interview will be analyzed qualitatively by interpreting them.

Results and Discussion

In developing draft model and research instruments, the writer consulted them to the promoters, colleagues and English teachers. After getting responses and inputs from them, the model was ready to validated and named as draft I.

Tryout of draft I was conducted in September 2012 in two classes of second grade students at public senior high school 3 Banjarbaru. There were eight meetings in this field tryout. Reading, listening, speaking, and writing skills were implemented by using English learning model based on negative anxiety reduction through constructivism theory in Natural Sciences 2 and 3 Classes. Several changes were made in syllabus and lesson plans. In the first meeting, there was a change namely omitting column sample of instruments in learning result assessment part in syllabus. In lesson plan, there was a sharpening in the use of time namely noting the needed time on every single activity. Learning activities were noted as the activities conducted in the class by the teacher and students. The second meeting was about the implementation of revised model on reading skill. In the third meeting there was a sharpening in the use of time in lesson plan namely noting the needed time on every single activity. Learning activities were noted as the activities conducted in the class by the teacher and students. The fourth meeting was about the implementation of revised model on listening skill. In the fifth meeting there was a sharpening the use of time in lesson plan namely noting the needed time on every single activity. Learning activities were noted as the activities conducted in the class by the teacher and students. The sixth meeting was the implementation of revised model on speaking skill. In the seventh meeting there was a sharpening in the use of time in lesson plan namely noting the needed time on every single activity. Learning activities were noted as the activities conducted in the class by the teacher and students, omitting the learning material namely Present Perfect Tense and Adjective Clause, therefore, automatically there was a change in syllabus in column learning material. The eighth meeting was about the implementation of revised model on writing skill.

From the implementation of the model in that school, effectiveness of the model could be seen. The role of English teacher was very important in reducing students' negative anxiety and in motivating the students, so this learning model could be held effectively. Students' activeness in discussion increased in every meeting as positive effect of students' negative anxiety reduction in English class. The students' activeness scores were obtained by using observation sheet.

In this field tryout, the first meeting showed the lowest rating scores 60 for discussion and 60 for cooperative attitude, while the last meeting showed the highest rating: 90 for discussion and 100 for cooperative attitude. The scores were the result of evaluation and discussion between the English teacher and the writer. In this tryout, besides observation, interviews to English teacher and students in collecting data were also used. Information obtained from the interview supports the assumption that this English learning model based on negative anxiety reduction through constructivism theory is effective to be used in English learning for second grade students in senior high school. Based on the results of interview to English teachers, it could be obtained that this English learning model was very good, students were more active and their negative anxiety indicated decreased because discussion pattern in from of pair discussion, four to six students in group and class discussion could make students more prepared to discuss the learning material and they were more active because every member of group had a different task or role. This model was also very effective, students dared to use English both spoken and written. Their English anxiety indicated reduction comparing to previous English classes which did not use English learning model based on negative anxiety reduction through constructivism theory. Referring to the English class situation, it was indicated that students were more relaxed because they were prepared to

recall their background knowledge, therefore, they were more active, not afraid to make presentation, to write and practice their English.

Based on the results of interviews to two students, it could be obtained that this English learning model was good, students were not too anxious, they were more confident and more curious about English. This model was also effective in reducing English negative anxiety because the English teacher was friendly, always motivated students, was closer to the students, and the environment was more relaxed. Referring to English class situation, it was indicated that students were more active because they were prepared to recall their background knowledge, they were sharing knowledge in pairs, and then with friends in bigger groups so they had knowledge to present the results of discussion. The students agreed if with the possibility that the English teacher would apply the English learning model based on negative anxiety reduction through constructivism theory because the students felt the teacher went friendly and the model could reduce student's English negative anxiety. Comparing other discussion models, the students preferred English learning model based on negative anxiety reduction through constructivism theory because it could prepare the students and reduce their English negative anxiety. The students suggested that English teacher would always motivate them to study and practise English because of the importance of English language for future, for example to continue to study abroad.

It is obvious that from the answers, developed model was effective; it could reduce the students' English negative anxiety so the students' activeness increased in English classroom. English classroom atmosphere became unstressed and pleasurable.

The next tryout was conducted in October 2012 at private senior high school Qardhan Hasana. There were 21 students in that class. Besides the students, the English teacher from that school became the subject of this research. There were four meetings in this tryout. In the first week, reading and listening skill were implemented by using English learning model based on negative anxiety reduction through constructivism theory in this class. In the second week, there were also two meetings, speaking and writing skills were implemented by using the developed model in this class.

From the rubric of class management, it was noted that the scores obtained for four meetings were more than 45.51 as the highest category. The first meeting showed scores of 80 for discussion and 80 for cooperative attitude, while the last meeting showed the highest rating of 90 for discussion and 100 for cooperative attitude. The scores were the result of evaluation and discussion between the English teacher and the writer. The developed English learning model based on negative anxiety reduction through constructivism theory was effective. It could reduce the students' English negative anxiety so the students' activeness indicated an increase in English classroom. English classroom atmosphere became unstressed and pleasurable. Students' cooperative attitude and activeness in discussion increased in every meeting as a positive effect of students' negative anxiety reduction in English class.

After finishing the tryout and obtaining responses and inputs from the promoters, colleagues and English teachers, English learning model based on negative anxiety reduction through constructivism theory involving syllabus, lesson plan, and evaluation system were ready to be validated. The validated model was as draft II which was named as Dynamic discussion (Dydi model).

The reasons for the results can be explored in two factors; preparing the student's preparation and the role of English teacher.

1. Preparing the student's preparation

The developed model gave an opportunity to the students to obtain the preparation of both learning material and mentally, so students could be more active in English class. According to Liu (2007) who writes that to become confident, preparation is important. Good preparation can make good results. Bad preparation results in anxiety and makes the performance worse. It is obvious that preparation could enhance students' confidence in speaking English though it might not be able to get rid of anxiety.

In this model, the writer developed the ways of discussion; pair discussion, four to six students in a group discussion, and followed by class discussion. For pair discussion, students with their couples discussed the learning material cooperatively, one student was as an asker, and the other was as an answerer, this position should be rolled in order to activate the two students and to prepare them for obtaining the early knowledge, it was expected that they could reduce their negative anxiety because they would be more confident. Then four to six students in a group discussion was the next activity. The students discussed learning material cooperatively, each student had different task or role; for example one student was as an asker, one student was as an answerer, one student was as a debater of the answerer or moderator, and one student was as a conclusion maker. In cooperative group, every student had to have a different task or role so every student would be active in learning. Results of group discussion were presented by the groups in their desks so that class discussion was formed. It was expected that students

would be active in this class discussion because they were prepared to obtain the knowledge from small scale discussion to bigger scale discussion and it was expected that their negative anxiety would be decreasing because their confidence was increasing.

This English learning model showed the students' activeness and decreased their negative anxiety because discussion pattern from pair discussion, four to six students in group and class discussion could make students more prepared to discuss the learning material and they were more active because every member of group had a different task or role. Riasati (2011) writes that teacher can make a stress-free language learning environment in which students can learn the material confidently. Teacher can employ to reduce the students' anxiety level include running pair/group work activities, removing the worry of score among students, and increasing their learning motivation. The statement is consistent with the adopting activities such as pair/group discussion as well as peer correction to motivate students' participation and generate more interaction in the classroom (Wu, 2010).

This model also showed its effectiveness, students dared to use English both spoken and written. Their English anxiety indicated reduction comparing to English classes before which did not use English learning model based on negative anxiety reduction through constructivism theory. English class situation showed that students were more relaxed because they were prepared to recall their background knowledge, therefore, they were more active, not afraid to make presentation, to write and practice their English.

2. The role of English teacher

The role of English teacher was very important in reducing students' negative anxiety and in motivating the students, so this learning model could be held effectively. Students' activeness in discussion increased in every meeting as positive effect of students' negative anxiety reduction in English class. This research finding is in line with Liu (2007) who posts English teachers should try to establish a friendly, supportive and non-threatening classroom learning environment in order to make students feel free to speak the language in class. It is important for teachers to be friendly rather than strict and critical in class, which helps to make students feel less intimidated to speak English. It is also useful for English teachers to design and organize various classroom activities to make students to be confident and active.

In this research, English teacher was as facilitator and motivator, the English teacher observed, encouraged and helped every group's activity. Teacher helped with finding the way or gave instruction if there was stagnancy in discussion process. Pair discussion, four to six students in a group discussion, and class discussion were used. From the first minute up to last minute, teacher always motivated the students. This could be seen from the six phased of cooperative learning used in this research; the first phase was conveying the ethical values, motivating the students in order to use English without anxious feeling, doing brainstorming, conveying learning objective, conveying the importance of the learning material, the second phase was explaining the concept of material, the third and fourth phases were facilitating the students with pair discussion, followed with four to six in group discussion and class discussion, the fifth and sixth phases were doing reinforcement and feedback, making conclusion, evaluating and providing recognition. Creating less anxious, unstressed and pleasurable classroom atmosphere depended on the role of English teacher. From the data in model development phase, it was found that this model was effective in reducing English negative anxiety because the English teacher was friendly, always motivated, was closer to the students, and was more relaxed in running the English class.

As student's anxiety reducer, the teacher always gives the students more positive reinforcement, encourages them not to be afraid to make mistake in practicing the target language, always creates the relaxed classroom situation by making student like friends, and designs and organizes appropriate classroom activities to reduce students' anxiety. (Horwitz, Horwitz, & Cope, 1986; Crookall & Oxford, 1991; Foss & Reitzel, 1991; Horwitz & Young, 1991; Price, 1991; Pappamihel, 2002; Ohata, 2005; Liu, 2007; Tsiplakides & Keramida, 2009; Yan, 2009; Riasati, 2011).

Conclusion

In the field tryouts conducted in two senior high schools in Banjarbaru, the effectiveness of the model could be seen. The role of English teacher was very important in reducing students' negative anxiety and in motivating the students, so this learning model could be held effectively. Students' activeness in discussion increased in every meeting as positive effect of students' negative anxiety reduction in English class. The effectiveness of the model was caused by two factors; preparing the student's preparation and the English teacher role. In this phase, the writer developed the way of discussion; pair discussion, four to six students in a group discussion, and followed by class discussion.

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