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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

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

## **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	<b>PARRALEL SESSION 1 C</b>		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	<b>PARRALEL SESSION 1 D</b>		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	<b>PARRALEL SESSION 1 E</b>		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 SOCIOLINGUISTICS)	
	Anandha	FENOMENA SOSIOLINGUISTIK BAHASA JAWA PESISIR SEBAGAI CERMIN KEARIFAN LOKAL	
15.30 – 16.00 WIB	<b>BREAK AND PRAY</b>		PAKOEJUWONO

TIME	NAME	TITLE	ROOM
16.00 – 17.30 WIB	<b>PARRALEL SESSION 2 A</b>		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	<b>PARRALEL SESSION 2 B</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	<b>PARRALEL SESSION 2 C</b>		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	<b>PARRALEL SESSION 2 D</b>		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	

<b>TIME</b>	<b>NAME</b>	<b>TITLE</b>	<b>ROOM</b>
16.00 – 17.30 WIB	<b>PARRALEL SESSION 2 E</b>		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	<b>BREAK AND PRAY</b>		PAKOEBUWONO
18.30 – 19.30 WIB	<b>PARALLEL SESSION 2 F-1</b>		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	<b>PARALLEL SESSION 2 F-2</b>		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	<b>PARALLEL SESSION 2 F-3</b>		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	<b>PARALLEL SESSION 2 F-4</b>		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	<b>PARALLEL SESSION 2 F-5</b>		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	<b>PARRALEL SESSION 3 A</b>		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	<b>PARRALEL SESSION 3 B</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	<b>PARRALEL SESSION 3 C</b>		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	<b>PARRALEL SESSION 3 D</b>		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	<b>PARRALEL SESSION 3 E</b>		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	<b>PARRALEL SESSION 4 A</b>		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	<b>PARRALEL SESSION 4 B</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	<b>PARRALEL SESSION 4 C</b>			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	<b>PARRALEL SESSION 4 D</b>			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	<b>PARRALEL SESSION 4 E</b>			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	<b>BREAK</b>			ANGGREK

<b>TIME</b>	<b>NAME</b>	<b>TITLE</b>	<b>ROOM</b>
10.00 – 11.30 WIB	<b>PLENNARY 2</b>		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 TEREKSEKSI DALAM WACANA TEKA-TEKI	
	Prof. Drs. Ketut Artawa, MA., Ph.D.	KEARIFAN LOKAL: PERTARUNGAN ANTARA TEKS IDEAL DAN TEKS SOSIAL	
	<b>Moderator</b> : Dr. Agus Subyanto, M.A.		
11.30 – 12.00 WIB	<b>CLOSING</b>		ANGGREK

## DISCOURSE CONNECTORS IN ARGUMENTATIVE WRITINGS PRODUCED BY INDONESIAN EFL UNIVERSITY STUDENTS

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### Abstract

*In producing a good paragraph, there are two main characteristics in common – coherence and cohesion (Boardman, C.A & Frydenberg, J., 2002). McDonough, S. (2002) defines cohesion as a general name for linguistic devices which signal the textual structure which represents the coherence of the message encoded. To adopt the taxonomies of Halliday and Hasan (1976) and Halliday & Matthiessen (2004) to account for the semantic and syntactic functions of discourse connectors, this study aimed to investigate the use of discourse connectors employed by university students in their argumentative writings. The subjects of the study were the argumentative writings composed by English-major undergraduate students. Out of 56 compositions, 30 were chosen as the sample. The data were analyzed quantitatively. The findings revealed that the students were able to use a variety of discourse connectors in their writing. Moreover, among a wide range of discourse connectors; and, or, because (of), but, and so were mostly found in the compositions. The paper was concluded with some recommendations and suggestions that should inform EFL writing instruction in this part of the world and in other similar context.*

**Keywords:** Discourse Connectors, Text Cohesion, argumentative writing, Indonesian EFL university students

### 1. Introduction

A good paragraph should consist of coherence and cohesion (Boardman, C.A & Frydenberg, J., 2002). According to Richards and Schmidt (2002), coherence is the relationships which link the meanings of utterances in a discourse or of the sentence in a text. In other words, in written texts, coherence refers to the way a text makes sense to the reader through the organization of its context, and the relevance and clarity of its concepts and ideas. Thus, a paragraph generally has coherence if it is a series of sentences that develop a main idea with, for instance, a topic sentence and supporting sentences which relate to it.

Another characteristic of a good paragraph is cohesion. McDonough, S. (2002) defines cohesion as a general name for linguistic devices which signal the textual structure which represents the coherence of the message encoded. Also, this may be the relationship between different sentences or between different parts of a sentence (Richards and Schmidt, 2002). Similarly, according to Boardman, C. A & Frydenberg, J., (2002), when a paragraph has cohesion, all the supporting sentences stick together in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices.

Furthermore, there are many cohesive devices which fix the links between ideas in the text. Boardman, C.A & Frydenberg, J., (2002) explain that the most influential inventory to most language teachers is Halliday and Hasan's Cohesion in English (1976). Specifically, cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns and synonyms. However, from those aspects, the linking words are considered the most influential aspect within a text as they functions to link the elements of sentences or paragraphs (Schiffrin, 1987 cited in Boardman, C.A & Frydenberg, J., 2002). In fact, the linking words have been referred to the literature by several terms such as cohesive elements (Halliday & Hasan, 1976), conjunctions (Halliday & Matthiessen, 2004), discourse markers (Schiffrin, 1987), pragmatics markers (Fraser, 1990), discourse operators (Redeker, 1991), conjunctive adverbials (Celce-Murcia & Larsen-Freeman, 1999), linking words (Boardman, C.A & Frydenberg, J., 2002), logical connectors (Quirk et al., 1985), linking adverbials (Biber et al., 1999), and discourse connectors (Cowan, 2008). In the present study, the term of *discourse connectors* (henceforth DCs) refers to those various terms. The primary function of DCs is to explicitly signal the relationship between units of the text (Biber et al., 1999 cited in Prommas, 2011). In this way, DCs occur to maintain the unity of an idea of a text. Hence, without sufficient DCs, a whole unit of thought seems not to be fully constructed, coherent and united. Moreover, the misuse of DCs may affect or even break the coherence of a text. A study

conducted by Prommas, (2011) shows that the occurrence of DCs is necessary since the DCs used in essays are mostly transitional words which are the easiest and the most obvious devices to show relationship of ideas. To sum up, it is clear that DCs play an important role in the cohesion of a text.

Moreover, research studies on DCs have already covered some dimensions regarding the use of DCs by native and non-native English speakers. There have been a lot of studies of DCs conducted in Western settings, most of which compare the use of DCs among the native English speakers (Christodoulidou, M., 2011; Vickers, C. & Goble, R., 2011). Additionally, many studies have also been conducted in Asian contexts in which the use of DCs conducted by English nonnative and native speakers is compared (Gurkan & Yuksel, 2012; Fung, L. 2011; Prommas, P., 2011; Jung, J., 2009; Ying, S., 2009). Also, there have been several studies investigating the use of DCs among the nonnative speakers (Yang, W. & Sun, Y., 2012; Yang, S., 2011; Wang, Y., Tsai, P., & Yang, Y., 2010; Wang, Y. & Tsai, P., 2007). However, only a few research studies have been conducted to find out the use of DCs in Indonesia (Priyatmojo, A.S., 2011; Budiharso, 2006; Fadlilatur, 2010). Therefore, it would be interesting to investigate the use of DCs produced by university EFL learners. The understanding of these findings can lead to lessons that can be shared to improve the linguistic skills of EFL learners.

Considering that EFL learners should be able to produce good writings, they need to know better the components of cohesive devices, particularly DCs. The knowledge of DCs will also help them to compose writings. According to Halliday & Hasan (1976) and Halliday & Mattiessen (2004), research studies about DCs contributing to textual coherence and cohesion are considerable. In this regard, the present study will examine the use of English DCs in the argumentative writings, the kind of writing that relies rather heavily on DCs for its logical quality, produced by Indonesian EFL learners.

## **2. Purpose of this Study**

The analysis of cohesion in this study emphasizes on the DCs (conjunctions) (Halliday & Mattiessen, 2004). The purpose of the study is to describe the frequency of each category used in the student compositions. It is expected that the study might lead a better understanding of cohesion, especially of DCs.

## **3. Research Method**

### **3.1 Subjects**

On the basis of simple random sampling, the participants of this study are 56 chosen third-year English learners at Yogyakarta State University. The reason of the purposive selection of the participants is that the third-year students have previously taken English courses such as *Writing I, II, III, IV*. Therefore, it is assumed that they have been exposed to formal writing instruction in class and to have attained level of proficiency high enough to produce extensive and meaningful compositions for the analysis of their use of DCs.

### **3.2 Writing prompt**

All students wrote their compositions in response to writing prompt, which asked them to produce a 400-500- word argumentative essay, in the similar conditions. The prompt was designed to have them express their opinions toward a topic given to them.

### **3.3 Data collection**

Out of 56 sample compositions, 30 compositions were selected. The remaining 30 compositions were analyzed and relevant data were collected.

### **3.4 Data analysis**

On the basis of Halliday and Hasan's (1976) and Halliday & Mattiessen's (2004) taxonomies, the collected data were analyzed to find out the frequency of the use of DCs in students' compositions. The DCs were classified into four categories as follows.

- 1) **Addition**: adding information to what comes before and showing information as parallel to preceding information  
*and, furthermore, moreover, in addition, additionally, similarly, that is, in other words, for example, by the way, I mean, to put it another way, for instance, to illustrate, also, nor, likewise, in a different way, in the same manner*
- 2) **Concession and contrast**: introducing information that is somewhat surprising or unexpected in light of previous information; linking information that is viewed as straight contrast

*but, yet, though, however, while, on the other hand, on the contrary, in fact, actually, instead, nevertheless, nonetheless, on the other hand, apart from that, except for that, or (else), alternatively*

- 3) **Cause and result:** introducing information that is a result or consequence of preceding information  
*so, because (of), as, for, since, in view of, hence, therefore, as a result, consequently, that’s why, otherwise, there, as to that, in that respect, in other respects, elsewhere, on account of this, for that purpose, then, in that case, if not, still*
- 4) **Enumeration and ordering:** signaling the order of main points that speakers or writers want to make and indicate a sequence of steps in a process  
*(and) then, after, later, as long as, until, after that, at the same time, meanwhile, first, next, finally, when, to sum up, at least, or rather, to be more precise, by the way, incidentally, in any case, anyway, leaving that aside, in particular, more specially, to resume, as I was saying, in short, briefly, actually, verificative, next, just then, previously, secondly, here, now, up to now, lastly, at once, thereupon, soon, after a while, next time, next day, that morning, at that time, until then, at this moment*

#### 4. Findings and Discussions

At first, there were 56 EFL learners asked to write argumentative essays. Most of them had succeeded to produce a >400 word-essay. Then, the compositions of the learners who participated in this study were looked to find out about the kind of DCs they have used in their essay writings. Based on the findings, the learners seemed to be used to employ DCs in their writing. They have made use of addition, concession and contrast, enumeration and result, and cause and result connectors. Apparently, they used addition DCs (210) and this is also reflected in the percentage based on total number of DCs (38.60%) shown in table 1 below. The overuse of addition connectors might have been triggered by the nature of the writing task the learners got involved in which is argumentative writing. Then, it is followed by concession and contrast (150) with its percentage of 27.57%, cause and result (102) with its percentage of 18.75%, and enumeration and order (82) with its percentage of 15.07%.

**Table 1. Percentage of DCs Used**

Type of DCs	Addition	Concession and contrast	Enumeration and order	Cause and result	Total number of DCs
Frequency	210	150	82	102	544
Percentage based on total number DCs	38.60%	27.57%	15.07%	18.75%	100%

According to the findings, the occurrence of the connector ‘*and*’ is evidently noticeable in the data (166). Next, the other connectors mostly employed by the learners were ‘*or*’, then followed by ‘*because (of)*’, ‘*but*’, and ‘*so (that)*’ as shown in the table 2 below. These particular DC is widely used in the spoken as well as written Bahasa. Therefore, the overuse of these five commonly used-connectors might have been triggered by the learners’ reliance on their L1.

In that case, this can be due to certain factors that have to do with the fact that the learners’ repertoire of DCs is rather limited and the study clearly revealed that their use of DCs is rather restricted. Moreover, they tended to make use of DCs that they are pretty sure of how to use them and would not take risk of trying to use some of the unfamiliar ones. Also, some learners are afraid of making mistakes so they feel reluctant to adventure with DCs that are unfamiliar to them. Additionally, it seems that DCs are not given the due importance they deserve by writing instructors and EFL teachers in general. Thus, one can come up to the conclusion that DCs are not sufficiently tackled by the EFL program. Moreover, it is common thing that the EFL teachers do not emphasized on this particular discussion of DCs as they mostly focus on main sub-skills of English.

Furthermore, the findings revealed that there are some students differently employed other DCs such as *in conclusion, in the end, in some ways, conversely, whereas, even though, besides, indeed, with the fact, in the other case*, etc. It shows that out of various DCs under Halliday and Hasan’s (1976) and Halliday and Mattiessen’s (2004) taxonomies, there were other DCs used by the learners. With this fact, it shows that some learners have better knowledge of DCs, as well as better ability in writing skill.

**Table 2. Distribution of DCs**

Type of DCs	Frequency
<i>and</i>	166
<i>or</i>	71
<i>because (of)</i>	45
<i>but</i>	30
<i>so (that)</i>	28

The excerpts given below are obtained from the learners’ essays and are intended to show how these particular EFL writers use DCs in their compositions:

The following excerpt is extracted from the essay produced by S27. It shows how learners heavily and exclusively overuse ‘*and*’ in the writing.

*This conclusion comes up because of the idea that people are continuously moving, may have dysfunction of speech organ **and** are sometimes required to communicate with more than one people that physically appear in different places, **and** the social media are able to facilitate them in occurring virtual stimulus **and** responses.*

This sentence shows that the writer tries to share his ideas supported by his use of DCs. Further, this sentence shows that the linguistic competence of the learner is not mature enough to be able to produce grammatically correct sentences and this is beyond the scope of the present paper.

The following excerpt is extracted from the essay produced by S17. It shows how learners use uncommon connector in the writing.

***In the end**, there are more evidences found which support the idea that social media is an effective way.*

This reveals that the learner needs to learn knowledge of DCs more. It is shown by the use of ‘*in the end*’ instead of employing ‘*however*’.

This following sentence is extracted from S15 and it shows that the writer does not aware of the importance of the use of DCs in writing. This unawareness causes learners to create sentences that are not coherently pieced together.

*It is importance to have face to face conversation. Listener can look at speaker expression to get a meaning that speaker sends. Sometimes a writer text does not give the real circumstance of the writer. The reader only believes on what the text is.*

The findings of the present study are in line with the findings of the previously conducted research that the use of DCs by EFL learners is rather limited (Modhish, A.S., 2012; Braine, G. & Liu, M., 2005; and Budiharso, T., 2006). Moreover, this study revealed the overuse of DCs produced by the EFL learners.

## 5. Conclusions and Recommendations

The findings revealed that these university EFL learners employed a variety of DCs in their English writing, and addition category had the highest percentage of CDs, followed by concession and contrast category and cause and result category, and enumeration and order category was seldom used. Among those DCs, *and*, *or*, *because (of)*, *but*, and *so (that)* had the highest percentages of occurrence. It is advisable that the EFL programs in Indonesia and in the other similar contexts treat writing as a separate skill and not to be looked as a secondary skill that is not given the attention it deserves. Then, EFL learners should be encouraged by writing instructors to adventure with the language and not to be unnecessarily cautious of making errors as this might lead learners to be rather inhibited. Furthermore, it should be emphasized once again that DMs should to be tackled inductively and deductively by English language teachers in general and EFL writing instructors in particular. Providing learners adequate exposure in L2 will certainly enable learners to pay attention to these linguistic items and become aware of the facilitating role they play in making their texts more coherent and cohesive.

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