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PROCEEDINGS

International Seminar LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 6

“Empowering Families, Schools, and Media
for Maintaining Indigenous Languages”

August 9—10, 2016



Compiled by
Agus Subiyanto, Suharno, M. Suryadi,
Wuri Sayekti, and Tohom Marthin Donius Pasaribu

Master Program in Linguistics, Diponegoro University
in Collaboration with
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NOTE

This international seminar on Language Maintenance and Shift 6 (LAMAS 6 for short) is a continuation of the previous LAMAS seminars conducted annually by the Master Program in Linguistics, Diponegoro University in cooperation with *Balai Bahasa Jawa Tengah*.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this compilation of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics, Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists 107 papers and abstracts presented at the seminar. Some of the papers have been selected to be published in *Parole: Journal of Linguistics and Education*, and for these papers only the abstracts are published in the proceeding.

Of the papers, 4 papers were presented by invited keynote speakers. They are Peter Suwarno, Ph.D. (Arizona University, USA), Mukhlis Abu Bakar, M.A., Ph.D., (National Institute of Education, Singapore), Dr. Agus Subiyanto, M.A. (Diponegoro University, Indonesia), Hywel Coleman, M.A., OBE (University of Leeds, UK).

The topic areas of the papers cover Sociolinguistics (16 papers), Discourse Analysis (14 papers), Language Acquisition (1 paper), Language & Culture (5 papers), Linguistics in Education (10 papers), Language in Politics (1 paper), Pragmatics (21 papers), Psycholinguistics (3 papers), Semantics (12 papers), Phonology (2 papers), Morphology (1 paper), and Syntax (11 papers).

SCHEDULE OF THE INTERNATIONAL SEMINAR ON LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 6

August 9—10, 2016 in Pascasarjana, Diponegoro University (Imam Bardjo, S.H. No.3-5 Street, Semarang, Indonesia)

TUESDAY, AUGUST 9, 2016 (FIRST DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.00 – 08.00	REGISTRATION		LOBI HALL, TTB A, 6th FLOOR	COMMITTEE
08.00 – 08.05	INDONESIA RAYA ANTHEM		CONVENTION HALL, TTB A, 6th FLOOR	NAILA (COMMITTEE)
	SPEECH FROM THE COMMITTEE			KETUA COMMITTEE
08.05 – 08.15	OPENING			DEKAN FIB UNDIP
08.15 – 11.15	PLENARY SESSION 1			Dr. Deli Nirmala, M.Hum
	Hywel Coleman, M.A., OBE	<i>FLUCTUATIONS IN LANGUAGE-IN-EDUCATION POLICY AND PRACTICE IN INDONESIA, 1901-2015</i>		
	Mukhlis Abu Bakar, Ph.D.	<i>BILINGUALISM AND THE MAINTENANCE OF THE MOTHER TONGUE IN MULTILINGUAL SINGAPORE</i>		
PARALLEL SESSION 1			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
11.15 – 12.45	Nurhayati	<i>DISCOURSE AGAINST LGBT</i>	CLASS B301	COMMITTEE
	Yasir Mubarak	ANALISIS WACANA KRITIS REPRESENTASI PEREMPUAN KORBAN PEMERKOSAAN DI SITUS BERITA ONLINE		
	Ajeng Dianing Kartika	CITRA PENGUNGSI DAN PENCARI SUAKA DI JERMAN; KAJIAN WACANA KRITIS PADA KOMENTAR PEMBACA SURAT KABAR ONLINE ZEIT		
	Norfaizah Abdul Jobar & Anida Sarudin	REPRESENTASI 'PROSES' DALAM WACANA UNIT PENDAHULUAN PENULISAN KARANGAN		
11.15 – 12.45	Sa'adiyah Ma'alip & Rahilah Omar	PEMILIHAN BAHASA MASYARAKAT CHETTI DI MELAKA NAME/NAMA	CLASS B302	COMMITTEE
	Pardi Suratno	BAHASA SEBAGAI REPRESENTASI KEKUASAN KOLONIAL TERHADAP MASYARAKAT PRIBUMI (STUDI PADA NOVEL JAWA PRAKEMERDEKAAN TERBITAN BALAI PUSTAKA)		
	Riza Sukma	SITUASI PSIKOLOGIS DALAM PEMILIHAN BAHASA OLEH PENUTUR BAHASA BETAWI DI JAKARTA: KAJIAN SOSIOLINGUISTIK		
	Yulia Mutmainnah	<i>'WARTEG' FOOD SELLERS' LANGUAGE ATTITUDES TOWARD TEGAL DIALECT OF JAVANESE LANGUAGE IN SEMARANG</i>		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.15 – 12.45	Sri Rejeki Urip & Ayudhia Ratna Wijaya	EVALUASI BUKU PANDUAN DEBAT “DEBATING” DAN “PANDUAN DEBAT KOMPETITIF” DALAM RANGKA PENGEMBANGAN BUKU PANDUAN DEBAT DALAM BAHASA PRANCIS	CLASS B303	COMMITTEE
	Tubagus Chaeru Nugraha	PERISTILAHAN POLITIK ARAB DALAM BAHASA SUNDA: KAJIAN SEMIOTIK BAHASA BIDANG POLITIK		
	Wening Sahayu	SEKARANG ANDY GOES TO SCHOOL BESOK ANDY GEHT IN DIE SCHULE: FENOMENA PERKEMBANGAN BAHASA DAN BUDAYA NAMA DIRI DI INDONESIA		
	Trisnowati Tanto	THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE’S PERCEPTION: A		
11.15 – 12.45	Suwandi & Sri Wahyuni & Th. Cicik Sophia B	<i>THE NON-ENGLISH LECTURERS’ READING COMPETENCE IN READING ENGLISH TEXT AT HIGHER EDUCATION IN CENTRAL JAVA</i>	CLASS B304	COMMITTEE
	Uswatunnisa	<i>THE INFLUENCE OF BAHASA MANDAR TOWARDS STUDENTS’ ENGLISH PRONUNCIATION (CASE STUDY ON STUDENTS OF JUNIOR HIGH SCHOOL 1 TINAMBUNG, POLEWALI MANDAR)</i>		
	Yohana Ika Harnita Sari	<i>LETTER NAME (ALPHABET) AND LETTER SOUND (A FIELD STUDY AT KINDERSTATION PRESCHOOL (TK CAHAYA BANGSA UTAMA) YOGYAKARTA)</i>		
	Nia Kurniawati	<i>THE PRE-SCHOOL TEACHERS’ UNDERSTANDING ON EARLY LITERACY: IMPLEMENTATION AND OBSTACLES IN TEACHING-LEARNING ACTIVITIES</i>		
11.15 – 12.45	Hubbi Saufan Hilmi & Fabio Testy Ariance Loren	BENTUK DAN PENGGUNAAN PRONOMINA PERSONA PADA BAHASA SASAK DIALEK NGENO-NGENE DI DUSUN MONTONG MEONG DESA LABUHAN HAJI KABUPATEN LOMBOK TIMUR	CLASS B308	COMMITTEE
	Husni Syukri Khotami & Ageng Sutrisno	<i>BANJARHARJO IS TRULY SUNDANESE</i>		
	Prihantoro	<i>THE DYNAMICS OF LOANWORD PROSODY: A CASE STUDY OF ‘JAMAAH’ IN INDONESIAN</i>		
	Agni Kusti Kinasih	<i>LINGUISTIC FEATURES OF SINGAPORE COLLOQUIAL ENGLISH FOUND IN A LOCAL ENGLISH-LANGUAGE MOVIE ENTITLED SINGAPORE DREAMING</i>		
12.45 – 13.45	LUNCH BREAK (ISHOMA)		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL SESSION 2			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
13.45 – 15.15	Sulis Triyono	<i>MEANINGS OF OBJEKTIVE UND SUBJEKTIVE MODALVERBEN CONSTRUCTIONS IN GERMAN SENTENCES AND THEIR EQUIVALENCES IN INDONESIAN</i>	CLASS B301	COMMITTEE
	Trisnowati Tanto	THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE’S PERCEPTION: A		
	Anisa Larassati & Nina Setyaningsih	THE KEYBOARD WARRIORS: EXPRESSING HATRED AND JUDGEMENT ON “ANOTHER” WOMAN THROUGH HATERS’ INSTAGRAM ACCOUNT		
	Anisa Zuhria Sugeha & Ika Nurfarida	PERBANDINGAN KOLOKASI KATA IBU DAN BUNDA DALAM KORPUS BAHASA INDONESIA		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
13.45 – 15.15	Agnesia Arum S. & Intan Mustika & Sarah Sumponogati & Uswatunnisa	<i>COMMISSIVE ILLOCUTIONARY ACT ACROSS LANGUAGES: JAVANESE AND MANDARESE</i>	CLASS B302	COMMITTEE
	Almira Fidela Artha & Fina Syahadatina & Okta Enggiana Pradevi	“SENYUM CEMERLANG, SENYUM PEPSODENT” ANALISIS DIAKRONIK BENTUK BAHASA IKLAN PEPSODENT DALAM 4 DEKADE: KAJIAN SOSIOPRAGMATIK		
	Azzahra Egeng & Ferina Kumala Dewi & Riza Sukma	MAKNA KATEGORI PARTIKEL DALAM IMPLIKATUR KONVENSIONAL DI TIGA BAHASA DAERAH: SEBUAH KAJIAN TEORI RELEVANSI		
	Bayu Aryanto	STRATEGI PENOLAKAN AJAKAN BAHASA JEPANG (STUDI KASUS MAHASISWA SASTRA JEPANG UNIVERSITAS DIAN NUSWANTORO DAN PENUTUR ASLI JEPANG)		
13.45 – 15.15	Agus Ridwan	GRAMATIKALISASI SATUAN BAHASA BIS ‘SAMPAI’ DALAM BAHASA JERMAN	CLASS B303	COMMITTEE
	Farikah	<i>ANALYSIS OF NOMINAL GROUP CONSTRUCTION OF THE STUDENTS’ WRITTEN TEXTS</i>		
	Indah Melisa & Ratna Juwitasari Emha	PERUBAHAN FONOLOGIS PADA DIALEK BAHASA INDRAMAYU SEBAGAI PRINSIP LEAST EFFORT DALAM BERTUTUR		
	Heny Sulistyowati & M. Syaifuddin S.	<i>SYNTAX STRUCTURE OF ADJECTIVE PHRASE COMPARISON IN JAVANESE LANGUAGE</i>		
13.45 – 15.15	Mahdi Ahmad	PEMBENTUKAN VERBA MELALUI AFIKSASI DALAM BAHASA TERNATE	CLASS B304	COMMITTEE
	Rohendi Ali Muhamad	<i>THE GENERAL STATEMENTS OF ANTECEDENT IN ENGLISH SENTENCE STRUCTURE</i>		
	M. Suryadi	BENTUK KESANTUNAN DENGAN MEMANFAATKAN KEKUATAN LEKSIKON EMOTIF-KULTURAL YANG DIMILIKI MASYARAKAT JAWA PESISIR: PEKALONGAN, SEMARANG, DEMAK		
13.45 – 15.15	Jeanyfer Tanusy	THE ANALYSIS OF LEXIS IN SUNDANESE PUPUH ‘KINANTI’	CLASS B308	COMMITTEE
	Ariya Jati	POETIC LANGUAGE IN NAZARETH’S “LOVE HURTS”		
	Fauzia	ANALYZING LANGUAGE STYLE OF VOCATIONAL HIGH SCHOOL ACCREDITATION ‘SUGGESTION AND RECOMMENDATION’ TEXT		
	Dewi Puspitasari	“MOMMY, LET’S SING THE SONG WITH ME, PLEASE...” A NARRATIVE STUDY OF A YOUNG LEARNER IN THE JAVANESSE LANGUAGE INQUIRY		
PARALLEL SESSION 3			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
15.15 – 16.45	Leonita Maharani	TRANSITIVITAS DALAM CERITA RAKYAT PAPUA (SEBUAH KAJIAN LINGUISTIK SISTEMIK FUNGSIONAL PADA TEKS CERITA RAKYAT SUKU MEE PAPUA)	CLASS B301	COMMITTEE
	Novian Denny Nugraha & Asih Prihandini	ANALISIS ALIH WAHANA MEDIUM PADA GAMES CLASH ROYALE SEBAGAI UPAYA PELESTARIAN BERBAHASA PADA KELUARGA PERKOTAAN UNTUK KEBUTUHAN BERCEKITA (STORY TELLING)		
	Anggy Denok Sukmawati	PROBLEMATIKA PENERAPAN MULOK BAHASA JAWA DI KABUPATEN PEMALANG		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
15.15 – 16.45	Anida Binti Sarudin	PENGUASAAN BIDANG BAHASA DI KALANGAN KANAK-KANAK PRASEKOLAH	CLASS B302	COMMITTEE
	Ika Inayati	KEBERPIHAKAN MEDIA PADA KASUS RAZIA WARTEG DI SERANG (STUDI KASUS PADA ARTIKEL LIPUTAN6.COM: MENTERI AGAMA TEGUR CARA SATPOL PP RAZIA WARTEG DI SERANG)		
	Halimah	PERKEMBANGAN BAHASA ANAK PERIODE PRELINGUAL (STUDY KASUS PADA BAYI USIA 8 BULAN)		
	Hazairin Eko Prasetyo	DEVELOPING AN INDONESIAN HIGH SCHOOL CURRICULUM OF ELT THROUGH LITERATURE		
15.15 – 16.45	Chendy AP. Sulistyو & Dede & Wiwid Nofa Suciaty	STRATEGI KESANTUNAN LINTAS BAHASA DI INDONESIA (SUNDA, BREBES, MELAYU) SEBUAH KAJIAN PRAGMATIK	CLASS B303	COMMITTEE
	Della Nathania & Muhammad Amin Ritonga & Romiyati	VARIASI TINDAK TUTUR EKSPRESIF LINTAS BAHASA (JAWA DAN MADAILING)		
	Freda Dyah Ayu Kusumaning Yandi & Yuni Triastuti	ANALISIS DEIKSIS DALAM BAHASA JAWA DIALEK SEMARANG DAN DIALEK PEKALONGAN KAJIAN PRAGMATIK		
	Hendita Damayanti & Imam Santoso	GAYA TINDAK TUTUR TIDAK LANGSUNG DALAM BAHASA JAWA		
15.15 – 16.45	Bernadette Santosa	THE LANGUAGE OF YOUNG PEOPLE IN SOME INDONESIAN ADVERTISEMENTS	CLASS B304	COMMITTEE
	Chusni Hadiati	THE FUNCTIONS OF PHATIC EXPRESSIONS IN TRADITIONAL SELLING AND BUYING		
	Eli Asikin-Garmager	DIALECT VARIATION AS A WINDOW INTO LANGUAGE CHANGE – A SYNTACTIC EXAMPLE FROM SASAK (LOMBOK)		
15.15 – 16.45	Dhion Meitreya Vidhiasi	THE ANALYSIS OF SUMBER WARAS CASE IN SINDONEWS’ EDITORIAL :“Sumber Waras bukan Pertarungan Opini” DATED APRIL 15TH, 2016	CLASS B308	COMMITTEE
	Mohammad Andi Hakim	Mendobrak Konstruksi Islam Modern dalam Buku PAI dan Budi Pekerti SMA; Sebuah Praksis Kekerasan Verbal		
16.45 – 17.00	BREAK		TTB B, 3rd FLOOR	

WEDNESDAY, AUGUST 10, 2016 (SECOND DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.00 – 07.30	REGISTRATION		LOBI HALL, TTB A, 6th FLOOR	COMMITTEE
PLENARY 2				
07.30 – 10.30	Prof. Dr. Dadang Sunendar, M.Hum	Kebijakan Bahasa di Indonesia	CONVENTION HALL, TTB A, 6th FLOOR	Dr. Suharno, M.Ed./Drs. Pardi Suratno, M.Hum
	Peter Suwarno, Ph.D	Teaching Indonesian as a Diglossic Language: The Importance of Colloquial Indonesian for Pragmatic Competence and Local Languages Preservation		
	Dr. Agus Subiyanto, MA	Determining Language Typology based on Directed-Motion Lexicalization Patterns as a Language Documentation: a Case Study on Javanese		
10.30 – 11.00	BREAK		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL 4				
11.00 – 12.30	Mualimin	DIRECTIVES IN JAVANESE OF TEGAL: A CASE STUDY OF DRAMA ON PERTIWI RADIO	CLASS B301	COMMITTEE
	Liya Umaroh	STRATEGI TINDAK TUTUR DALAM TRANSKSI JUAL BELI DI PASAR TRADISIONAL JOHAR SEMARANG		
	Lukman Isgianto	A SPEECH ACTS ANALYSIS OF DIRECT AND INDIRECT ON 'BIG CITY SMALL WORLD' CONVERSATION SCRIPT OF BRITISH COUNCIL LEARNING ENGLISH: A STUDY OF DISCOURSE ANALYSIS		
	Mutiara Karna Asih & Ika Inayati & Nor Cholifah	KEUNIKAN LEKSIKON PENANDA PRAANGGAPAN DALAM TIGA SUBDIALEK BAHASA JAWA (PURWOKERTO, BANTEN UTARA, DAN REMBANG)		
	Raheni Suhita & Djoko Sulaksono & Kenfitria Diah Wijayanti	CAMPUR KODE DALAM MANTRA KANURAGAN IMPLEMENTASI SEBUAH PANGAJAB		
	Sri Puji Astuti & M. Suryadi	REKONSTRUKSI POLA URUTAN FONEM PADA STRUKTUR LEKSIKON DIALEKTAL BAHASA JAWA PESISIRAN DI KOTA SEMARANG		
	Siyaswati	POLITENESS AND ITS USE THROUGH FOLKTALES: A SOCIO-PRAGMATICS STUDY		
11.00 – 12.30	Kahar Dwi P.	DARI EMPULOH MENUJU PYCNONOTIDAE: PERMUFAKATAN ANTAR PENUTUR BAHASA DAERAH DALAM PENYERAGAMAN KOSA KATA AVIARY	CLASS B303	COMMITTEE
	Noor Malihah	THE APPLICATIVE VOICE IN JAVANESE DIALECT OF KUDUS		
	Yesika M. Ocktarani & Heri Dwi Santoso	PERSONAL DEIXIS IN RADIO BROADCASTING: EXTINCTION SIGNAL OF 'KAMI' IN INDONESIAN		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.00 – 12.30	Kharisma Puspita Sari	METAPHORS AND DIRECTIVE SPEECH ACTS IN THE JAVANESE PROVERBS	CLASS B304	COMMITTEE
	Emah Rahardian	POLA PIKIR PENUTUR BAHASA JAWA DIALEK SEMARANG DALAM RUBRIK “RAME KONDHE” DI HARIAN SUARA MERDEKA		
	Romilda Arivina da Costa	PENGAMALAN AGAMA DAN PENGARUHNYA TERHADAP PERGESERAN BAHASA HATUHABA DI MALUKU TENGAH		
11.00 – 12.30	Noermanzah	CHILD LANGUAGE ACQUISITION 1.4 YEARS OF AGE (RESEARCH CASE STUDY ON FAMILY BILINGUAL)	CLASS B308	COMMITTEE
	Retno Purwani Sari	IDENTITY-FORMING POWER OF CHILDREN STORIES’ TRANSLATION: TRANSLATION STUDIES		
	Suharno	JUXTAPOSING FIRST AND SECOND CULTURES IN ELT MATERIALS		
12.30 – 13.30	LUNCH BREAK (ISHOMA)		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL 5			CLASS ROOM, TTB B, 3rd FLOOR	
13.30 – 15.00	Pininta Veronika Silalahi	THE SEMIOTICS OF BATAK TOBA SOCIETY MARRIAGE TRADITION	CLASS B301	COMMITTEE
	Agus Sudono	PENAMAAN HALAMAN DAN RUBRIK DALAM SURAT KABAR SOLOPOS		
	Ratna Muthia	HUBUNGAN MAKNA VERBA PERBUATAN BERMAKNA ‘MENINGGALKAN SUATU TEMPAT’ DALAM BAHASA JAWA NGOKO (STUDI KASUS LUNGA, MANGKAT, BUDHAL, DAN MINGGAT): SEBUAH KAJIAN SEMANTIK		
13.30 – 15.00	Esther Hesline Palandi	KAJIAN METAFORA DALAM PUISI (HAIKU) BAHASA JEPANG	CLASS B302	COMMITTEE
	Festri Yudanika	AWARENESS AND PHONOLOGICAL WORKING MEMORY IN THE ADULT ACQUISITION OF SECOND LANGUAGE PRONUNCIATION: A CASE STUDY		
	Hindun	PEMERKAYAAN BAHASA MELALUI FILM “ADA APA DENGAN CINTA 2” DAN “AISYAH: BIARKAN KAMI BERSAUDARA” SEBAGAI PRODUK BUDAYA BANGSA INDONESIA		
	Hanny Fauziah	SYNTACTIC MISTAKES IN WRITING NEWS ON WEBSITE RESEARCH AND DEVELOPMENT CENTRE FOR MINERAL AND COAL TECHNOLOGY (A CASE STUDY ON WEBSITE: http://www.tekmira.esdm.go.id/newtek2/)		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
	Deli Nirmala	MIXED JAVANESE IN ENGLISH DEPARTMENT STUDENTS' UTTERANCES AS A SYMPTOM OF LANGUAGE SHIFT (POLITENESS AND EMBODIMENT PERSPECTIVES)		
	Nathaniel Davin P. & Calvin Candra & Aswita A. Ersa M. & Prihantoro	STUDENT'S ATTITUDE TOWARDS DICTIONARY AND ITS USAGE: A CASE OF STUDY FOR ENGLISH DEPARTMENT STUDENTS DIPONEGORO UNIVERSITY		
13.30 – 15.00	I Gede Arga Anggara	A STUDY OF DEIXIS USED IN TOP FIVE WALDJINAH'S POPULAR KERONCONG SONGS LYRICS	CLASS B304	COMMITTEE
	Irma Winingsih	PENGGUNAAN HEDGES ~ TO OMOIMASU SEBAGAI SALAH SATU USAHA PEMERTAHANAN KESANTUNAN BERTUTUR DALAM BAHASA JEPANG		
	Nunung Nurjati	POLITENESS ASPECTS OF ENGLISH COMMUNITY PRACTICE IN PARE: A THEORETICAL OVERVIEW		
13.30 – 15.00	Riza Sukma & Wiwid Nofa Suciaty & Yuni Triastuti	BAHASA DALAM SYAIR TARI SAMAN GAYO SEBAGAI PEMBENTUK POLA PIKIR DAN POLA TINDAK MASYARAKAT LOKAL: SEBUAH KAJIAN ANTROPOLINGUISTIK	CLASS B308	COMMITTEE
	Rosaria Mita Amalia & Yusuf Hamzah	THE ART OF RHETORIC USING STYLISTIC DEVICES IN WORLD UNIVERSITIES DEBATING CHAMPIONSHIP: A Study of Pragmatics		
	Wati Kurniawati	INDEKS VITALITAS BAHASA LOM BERDASARKAN JENIS KELAMIN DAN USIA (LOM LANGUAGE VITALITY INDEX BY GENDER AND AGE)		
15.00 – 15.30	CLOSING SPEECH		CONVENTION HALL, TTB A, 6th FLOOR	Drs. Pardi Suratno, M.Hum
15.30 – 16.00	BREAK (Certificate Handling)		LOBBY HALL, TTB A, 6th FLOOR	COMMITTEE

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ANALYZING LANGUAGE STYLE OF VOCATIONAL HIGH SCHOOL ACCREDITATION 'SUGGESTION AND RECOMMENDATION' TEXT

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Abstract

Accreditation of schools/madrasah is the process of comprehensive assessment of the feasibility of a unit or educational program, the results realized in the form of recognition and ranking worthiness issued by an institution and independent professionals. One of the final stages of the accreditation process is the drafting suggestions and recommendations formulated by the team drafting suggestions and recommendations based on school level. Formulation of suggestions and recommendations includes eight national education standards, all of which were written using Indonesian.

The method used is the study of the text. Text was used as the main data is the result of the analysis and recommendations for the level of Vocational High School (SMK) at DIY in the period of 2014. The study of the text is based on several important parameters in the language style, such as: 1) the structure and types of Indonesian sentences used in the text of suggestion and recommendation, 2) coherence and cohesive in paragraphs, and 3) the punctuation used in text.

From the analysis conducted on the text suggestion and recommendation on accreditation results for the level of Vocational High School in 2014, it is found some form of language style as follows: 1) The inconsistency of the structural integrity of the sentence, 2) The process of removal the subject in a few sentences, 3) The use of variations in sentences, and 4) The use of punctuation as a liaison sentence.

Keywords: *language, vocational, recommendation, text*

1. INTRODUCTION

Regarding to (Soeparno: 2002) language common function is as a means of social communication. In society there is personal communication or mutual relationships between members. For that use a submission tool termed language. The use of written language can also be found in text suggestions and recommendations issued by the Accreditation Board of School / Madrasah as part of the visitation report conducted by the assessor. The use of a variety of language in the text of these recommendations is formal advice. This means that the language used in the text to follow the advice and recommendations Indonesian writing conventions that have been customized by *Ejaan Yang Disempurnakan (EYD)*.

The delivery of messages by using the language as a means of communication through written language is influenced by several important factors. These factors include the writing style of the author, the nature of the text, to the presentation of a sentence or paragraph that cohesive and coherence. Based on the legibility, the level of understanding between one person and another can be also different.

Chaer (2007) said that the language used in the text is actually a "record" of spoken language. This is done by humans as the human efforts to "save" the language or to be conveyed to others that are in a different time and space. Although the weakness in the use of written language is that the recording of written language can be said to be very imperfect. Many elements of spoken language such as stress, intonation, and tone that cannot be recorded completely perfectly in the written language (Chaer: 2007).

Accreditation is an activity program feasibility assessment and/or education units based on the criteria set by law No. 20 of 2003 on National Education System, article 1, paragraph 22).

Accreditation of schools/madrasah is the process of comprehensive assessment of the feasibility of a unit or educational program, the results realized in the form of recognition and ranking worthiness issued by an institution and independent professionals. School/Madrasah is a form of formal education unit that includes elementary school (*SD*), madrasah (*MI*), junior high school (*SMP*), madrasah tsanawiyah (*MTs*), high school (*SMA*), Madrasah Aliyah (*MA*), middle school vocational (*SM*), madrasah aliyah vocational (*MAK*), special schools (*SLB*), and other entities are equal.

The feasibility of the program and/or the education unit refers to the *Standar Nasional Pendidikan (SNP)*. SNP is the minimum criteria regarding the educational system in the entire territory of the Unitary Republic of Indonesia. Therefore, the SNP should be used as a reference in their entirety in order to map the quality profile of the school / madrasah. In chapter 2, paragraph 1, the scope of the SNP include: (1) the content standards; (2) the standard process; (3) competency standards; (4) The standard of teachers and education personnel; (5) the standard of facilities and infrastructure; (6) management standards; (7) financing standards, and (8) the assessment standards of education. Accreditation activities are expected to be a driving force and can create an atmosphere conducive to the development of education and provide direction to perform quality assurance of school / madrasah is sustainable, and continue to try to achieve the expected quality. (Pedoman Akreditasi Sekolah/Madrasah: 2014)

Based on the mechanism for accrediting schools/madrasah there are 15 stages in the accreditation starting from: (1) planning the number and allocation of schools/madrasah, (2) a public announcement to the school / madrasah, (3) the nomination of school/madrasah to be accredited, (4) the delivery of the accreditation to the school/madrasah, (5) charging accreditation instrument and data collection instruments and supporting information, (6) the delivery stuffing accreditation instruments, (7) the evaluation stuffing instruments and audit documents, (8) the determination of the feasibility of school/madrasah for visitation, (9) the assignment of a team of assessors, (10) the validation results of visitation, (11) the verification and development of recommendations, (12) the determination of the results and recommendations of accreditation, (13) the issuance of certificates, (14) the reporting of data and the result of accreditation, (15) disseminate the results of accreditation.

Step 11 and 12 in a groove accreditation mechanism is closely related to the preparation of recommendations for further action. Recommendations follow contain suggestions for improvement for each component of the accreditation is not fulfilled the criteria specified standards. This recommendation prepared by *BAP S/M (Badan Akreditasi Provinsi Sekolah/Madrasah)* based on the results of the accreditation of the school/madrasah. Recommendations submitted to stakeholders among others: (1) school/madrasah accredited; (2) The district education offices/city and *kankemenag*, accompanied summary report of accreditation; and (3) the provincial education department and the provincial office, accompanied summary report of accreditation. This paper will be more to see and analyze the style of language used in writing the advice and recommendation of accreditation.

2. METHODOLOGY

The main source of this study is the text of a suggestion recommendation taken from the report of accreditation assessors 2014. Each text selected six texts containing each of the eight national education standards in 2014. Text selection advice and recommendations period in 2014 based on the fact that in the year 2014 accredited vocational number is the largest number compared with other accredited school levels, which are about 174 reports. The condition is at least sufficient to represent the style of language used in the text suggestions and recommendations.

Besides the above, the assessors of accreditation at vocational level is generated based membership program, not based on the number of schools, create variations of reports from the standpoint of language becomes more diverse. It is expected to enrich the number of data sources, data and corpus of data on research. The method used is the study of the text. The study of the text is based on several important parameters in the language style, such as: 1) the structure and types of Indonesian sentences used in the text of suggestion and recommendation, 2) coherence and cohesive in paragraphs, and 3) the punctuation used in text.

3. DISCUSSION

Based on Guidance Notes and Preparation Recommendations issued by the National Accreditation Board, there are some things that need to be considered in making suggestions and recommendations. The first thing is related to the lattice recommendation. The grille of the recommendations made by standards and overall, the recommendations of each standard is based on the value of an item of each standard, and overall recommendations based on the sequence of values per standard and the link between each standard. Besides that the formulation of recommendations will also let formulated based on the flaws and weaknesses that the findings from the field, systematic, and a solution to the shortcomings and weaknesses are, is an alternative problem-solving operational and workable/visible, directed to a process and a system that is institutional, unit labor, or individual (leadership/members) in the organization, and is a solution to a problem that can be recommended with some alternative solutions.

The study of the text is based on several important parameters in the language style as follows:

- 1) The Structure and Types of Indonesian Sentences used in The text of Suggestion and Recommendation

According to (Ramlan: 1996) in the analysis of the clause based on the meanings of its elements, functional analysis clause can be analyzed by function elements into S (Subject), P (Predicate), O (Object), C (Complement), and A (Adverb). Moreover, in the analysis of categorical explained that the function S consists of Phrase Nominal, function P consists of Phrase Nominal, Phrase Verbal, Phrase Number, Phrase Front, function O consists of Phrase Nominal, function C consists of Phrase Nominal, Phrase Verbal, Phrase Number, and function A consists of Facts, Phrase Front, and Phrase Nominal.

It functions in addition consists of the categories of words or phrases, also consists of meanings, which is of course the meaning of filler elements of the functions associated with the meaning expressed by the filler element other functions. For example in the sentence:

Rene was studying.

Elements Rene who occupies the function S declares the meaning of 'actors' and the element was studying occupying P stated meaning 'deed'. However, Rene element in the sentence:

Mr. Adi calls Rene.

Object states that occupy the function of meaning 'people', while the 'doer' is a teacher (Mr. Adi). It is clear that the meaning of a grammatical element that depends on its relationship with other elements.

Regarding to that, the result of the research shows some important points as follows:

It is found some inconsistency of the structural integrity of the sentence and also the process of removal the subject in a few sentences:

- a. Content Standard

- Data 1: '*Meningkatkan pemberian tugas terstruktur dan kegiatan mandiri tidak terstruktur oleh guru mata pelajaran terhadap siswa dengan presentasi 60% dari alokasi waktu tiap mata pelajaran.*' → **inconsistency of the structural integrity of the sentence**
- Data 2: '*Melaksanakan proses pembelajaran kewirausahaan berdasarkan ketentuan pada struktur kurikulum.*' → **removal the subject**
- Data 3: '*Meningkatkan penggunaan TIK dalam pembelajaran seluruh mata pelajaran.*' → **removal the subject**

- b. Standard Process

- Data 4: '*Melaksanakan program pembelajaran sesuai dengan 4 (empat) persyaratan yang ditentukan, yaitu rombongan belajar maksimal 32, beban mengajar sekurang kurangnya 24 jam*

tatap muka perminggu, penggunaan buku teks yang sesuai, dan pengelolaan kelas yang sesuai dengan kaidah → **removal the subject**

- Data 5: *'Aktivitas kegiatan bussiness center sebaiknya dilaksanakan sesuai dengan proses pembelajaran dan pendokumentasian yang baik sesuai dengan program keahlian'* → **inconsistency of the structural integrity of the sentence**
 - Data 6: *'Supervisi dilakukan Kepala Sekolah dengan berbagai cara, meliputi pemberian contoh diskusi, pelatihan, dan konsultasi'* → **inconsistency of the sentence; passive voice**
 - Data 7: *'Evaluasi yang dilakukan oleh Kepala Sekolah dilaksanakan dengan memperhatikan 4 aspek penting, yaitu persiapan, pelaksanaan, evaluasi, dan rencana tindak lanjut'* → **inconsistency of the sentence; passive voice**
- c. Graduate Competence Standard
- Data 8: *'Memperbanyak mata pelajaran Iptek yang memuat tugas terstruktur'* → **removal the subject**
 - Data 9: *'Memperbanyak mata pelajaran kelompok Iptek yang dapat menunjukkan kegiatan pembelajaran yang berkaitan dengan pemecahan masalah kompleks'* → **removal the subject**
 - Data 10: *'Memperbanyak mata pelajaran kelompok Iptek yang memiliki kemampuan untuk menganalisis gejala alam dan sosial'* → **removal the subject**
- d. Standard of Education Personnel
- Data 11: *'Pendidik yang mendapat tugas tambahan sebagai Kepala Program keahlian, kepala laboratorium/ bengkel, kepala perpustakaan diikutkan pelatihan pengelolaan dan manajemen laboratorium/ bengkel'* → **inconsistency of the structural integrity of the sentence**
 - Data 12: *'Kualifikasi akademik tenaga kependidikan yang belum sesuai, diprogramkan untuk dapat melanjutkan studi'* → **inconsistency of the structural integrity of the sentence**
 - Data 13: *'Pelatihan bagi teknisi laboratorium/ bengkel, laboran, penting dilaksanakan oleh satuan pendidikan untuk meningkatkan kompetensi yang bersangkutan sehingga mampu memberikan layanan teknis lebih baik'* → **inconsistency of the structural integrity of the sentence**
 - Data 14: *'Rekrutmen tenaga kependidikan dilakukan dengan memperhatikan tingkat kebutuhan, tugas pokok dan fungsi (tupoksi) sesuai dengan standar Pendidik dan tenaga kependidikan'* → **inconsistency of the structural integrity of the sentence**
- e. Standard Infrastructures : -
- f. Management Standards : -
- g. Financing Standards : -
- Data 15: *'Pemantauan secara berkala dari Dinas Pendidikan Kab/ Kota perlu dilakukan, sehingga dapat membantu memverifikasi daya serap anggaran'* → **inconsistency of the sentence; passive voice**
 - Data 16: *'Dalam pengambilan keputusan dalam penetapan dana dari masyarakat sebagai biaya personal hendaknya dilakukan dengan melibatkan berbagai pihak terkait'* → **inconsistency of the sentence; passive voice**
- h. Assessment Standards
- Data 17: *'Teknik penilaian dalam silabus mata pelajaran produktif sebaiknya disesuaikan dengan indikator pencapaian kompetensi dasar (KD'* → **inconsistency of the sentence; passive voice**

2) Coherence and Cohesive in Paragraphs

a. Unity

Oshima (1988) states that it is important for a paragraph to have unity. When a paragraph has unity, all of the sentences in it discuss only one idea. In other words, all of the sentences in a paragraph must discuss the same idea. If the writers start to discuss a new idea, they have to start a new paragraph.

b. Coherence

Oshima (1988) in addition to unity, every good paragraph in a composition must have coherence. One way to achieve coherence is through the use of transition signals. Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence. They make the movement between sentences in a paragraph smooth so the reader does not have problems understanding the writer's ideas. Robert (1964) some words such as therefore, consequently, thus, moreover, nevertheless they connect two sentences or paragraph, indicating some meaning relationships between them.

The discussion both of the unity and coherence can be found in the following data, standard 4 on the analysis of the problem:

- Data 18: *'Pengangkatan tenaga kependidikan dalam jabatan fungsional umum harus mempertimbangkan kualifikasi akademik dan kompetensi yang bersangkutan. Kedudukannya dalam jabatan tersebut tidak memungkinkan terjadinya rangkap jabatan. Meskipun hal tersebut masih banyak ditemukan di sekolah-sekolah. Pemahaman Kepala sekolah/ Ketua Program keahlian terkait penempatan tenaga kependidikan sangat penting. Tenaga kependidikan dimaksud adalah Kepala Tata Usaha, tenaga administrasi, bendahara, teknisi, laboran, petugas layanan khusus, petugas perawatan gedung dan peralatan.'*
- On the data 18, there are at least 5 sentences in a paragraph. Paragraph data 18 is about two big topics, namely the appointment of academic staff as well as the understanding of the principal / head of program expertise related to the placement of educational staff. The authors write in a paragraph, to the exclusion principle unity, where in one paragraph only allowed one idea. In addition, the displacement/movement in the discussion also does not look too smooth sailing. There are good, before movement or if the writers want to pour new ideas in order to create coherence necessary transition signal, e.g. the displacement sentence 3rd sentence to sentence 4th sentence. Transition signal used as, for example 'besides that', 'moreover', or 'furthermore')

3) The Punctuation used in Text.

Roberts (1964) said the general rule of punctuation is that two sentences must have at least a conjunction, a semicolon, or a period between them. If they do not, the result is the writing error called a run-on sentence. The opposite, as it were, of a run-on sentence is what is called a fragment. This is the punctuation of a part of a sentence as if it were a complete sentence. Moreover Roberts (1964) also stated that the effect of the comma between sentence patterns tends to emphasize the break between them. The effect is to make the reader pause at the end of the first pattern and to make the more second more emphatic. Compare:

I did everything I could for Angela, and she didn't even thank me.

I did everything I could for Angela. And she didn't even thank me.

The two sentences differ from one another not in grammar or meaning but only in writing style. All of the sentences above are correctly punctuated, in the sense that all of these are ways in which good writers deliberately punctuate. In the text of a suggestion recommendation taken from the report of accreditation assessors 2014, some writers tend to use punctuation in the form of comma order to connect one sentence and each other and as a liaison sentence. For example on standard 4 and standard 8:

Data 19: *'Ketua program keahlian belum memiliki kemampuan manajerial, yang ditunjukkan dengan keberhasilan mengelola program keahlian, atas indikasi rendahnya daya serap tamatan, baik yang bekerja maupun melanjutkan ke perguruan tinggi.'*

Data 20: *'Sekolah perlu menyusun rancangan anggaran secara rinci hingga dapat diketahui beban keseluruhan setiap peserta didik (unit cost), sehingga tidak perlu membuat edaran biaya pendaftaran ulang dan pungutan biaya personal lain di samping uang sekolah pada setiap awal tahun pelajaran, karena semua pembiayaan telah dimuat dalam RKAS.'*

There are a few commas to combine sentences between each other. Although in fact it is the writing style of the author with the aim that the paragraph made seems more simple and concise.

4. CONCLUSION

As one of the important stages in the accreditation, captioning advice and recommendation becomes important to analyze. Text in the form of advice and recommendation of assessors is what will be used by stakeholders to be used as a reference for quality improvement and quality of education in schools based on eight national education standards that have been set by the government. Style of language used in the text writer's suggestions and recommendations are of course greatly affected the legibility and how readers understand the content of the text. From the analysis conducted on the text suggestion and recommendation on accreditation results for the level of Vocational High School in 2014, it is found some form of language style as follows: 1) The inconsistency of the structural integrity of the sentence, 2) The process of removal the subject in a few sentences, 3) The use of variations in sentences, and 4) The use of punctuation as a liaison sentence.

Repairing writing text suggestions and recommendations from accredited school / madrasah made by the assessor as a report and presented to the public through written language need to be considered. It is closely linked so that text suggestions and recommendations have been made by the assessors are not only easy to understand is the content for their readers, but also in terms of the style of language used can be more easily accepted by the reader. In the future, the consistent use of various components of language such as tenses and the grammar mechanics for Indonesian language also is an important part that needs to be considered and improved for the caption suggestions and recommendations from accreditation.

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