

ISSN: 2540-8755



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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Semarang, Indonesia

e-ISSN (Electronic ISSN): 977-2540-8750-66
p-ISSN (Print ISSN): 977-2088-6790-63



Published by:
Master Program in Linguistics, Diponegoro University
in Collaboration with:
Balai Bahasa Jawa Tengah

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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			CLASS ROOM, TTB B, 3rd FLOOR
	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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JUXTAPOSING L₁ CULTURE AND L₂ CULTURE IN ELT MATERIALS

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Abstract

It is generally agreed that learning language means learning culture since language is a part of culture. In English Language Teaching (ELT) context, the process of teaching and learning will basically involve two cultures: L₁ culture referring to the learner's culture (local culture) and L₂ culture to the target culture. From this perspective, ELT materials can roughly be divided into two kinds: the ones orientated to local culture and the ones to Anglo or American culture. In order to make ELT materials more balanced, an English teacher may juxtapose or combine the L₁ and L₂ cultures in his/ her materials. One of the benefits is the learners will get broader cultural perspectives so that they will be more prepared to be a global citizen. This paper aims to propose practical teaching ideas in which an English teacher may include L₁ and L₂ cultures in his/her teaching materials.

Key words : L₁ and L₂ cultures, ELT materials, juxtaposition, cultural perspectives

1. INTRODUCTION

What is meant by L₁ culture and L₂ culture in English Language Teaching (ELT for short) context is the former refers to the learner's culture and the latter to the target culture. It is generally agreed that learning language means also learning culture since language has a dual character: a means of communication as well as a carrier of culture (Wei, 2005: 56) quoted in Choudhury (2013: 20). In a similar vein, Mitchell and Miles (2004) argue that "language and culture are not separate, but are acquired together". In a metaphoric language, language is like fish and its speaker's social and cultural life is water (Purwoko, 2010 : 64). Accordingly, the writing of textbooks or course books for ELT is always socially and culturally biased. Seen from this perspective, ELT textbooks or course books can roughly be divided into two kinds: the ones heavily local culture and the ones heavily Anglo or American centric.

As an illustration, an EFL textbook for Venezuela would describe the country's chief geographic features, an EFL entitled *English for Saudi Arabia* by Al-Quarishi et al (1999) also describes the source or local culture, i.e. a pilgrimage to Mecca, Saudi Arabians performing culturally-familiar activities in their own country, and an EFL textbook for Turkey, *Spot on English* by Dede and Emre (1988) is very Turkish, e.g. Turkish food, history, and weather, all discussed in English (Turkan & Celik, p. 21). Similarly, EFL textbooks for Junior High School students by Indonesian authors such as *Bright* by Nur Zaida (2014), *Effective English* by Soengeng H.S. (2005), *English in Focus* by Wardiman et al (2008), *Bahasa Inggris: When English Rings a Bell* by Chatimah et al (2013) rarely touch the target culture. Conversely, EFL textbooks written by native speakers (British or American) will relatively be orientated to either British or American culture, for instance, *Encounters* by J. Garton-Sprenger et al (1979), *Kernel One* by R. O'Neill (1979), *Starting Strategies* by B. Abbs and I. Freebairn (1977), *Kernel Lesson Plus* by R. O'Neill (1973), etc. (Cunningsworth, 1984: 2-3).

In order to cater both local and second cultures in ELT textbooks, the language practitioner or the teacher may combine the two cultures in one textbook or course book, that is by juxtaposing L₁ and L₂ cultures in ELT materials. The advantages of juxtaposing the two cultures are, among other things, (1) the learners and the teachers may obtain broader intercultural perspectives since the era of globalization is unavoidable, (2) the learners will be more prepared to be a global citizen, and (3) the learners can be multicultural people and, thus, will improve their sense of tolerance toward differences.

The purpose of this short paper, therefore, is to propose practical teaching ideas in which an English teacher may include both L₁ and L₂ cultures in his/her teaching materials.

2. WHAT IS CULTURE?

In general culture may refer to any customs, arts, social institutions, and achievements of a particular nation, people or other social groups. Culture can be manifested in many forms such as architecture, dresses, festivals or rituals, life style. According to Lee (2009) and Peterson (2004), there are two types of culture: big “C” culture and little “c” culture. The former refers to arts, history, geography, architecture, business, education, classical music, festival and customs, literature (grand themes) and the latter to opinions, viewpoints, preferences or tastes, gestures, body postures, clothing styles, food, hobbies, popular music or issues (minor themes).

In order to have a clearer understanding about L₁ and L₂ cultures, I will briefly elaborate each culture. The L₁ culture is the learner’s culture in Indonesian context. As an archipelago country, Indonesia can be classified as a multicultural one. Accordingly, when developing ELT materials an English teacher may include any cultural aspects found in the country. For instance, we can refer to various traditional knowledge or local wisdom. Local wisdom may take in various forms such as dress, food, artifacts, music, dance, film, etc. (Barfield & Uzarski, 2009: 3). It may also be found in languages in the form of wise words, proverbs, songs, or narratives (e.g. folktales, myths, legends). Narratives which used to be an oral tradition contain local wisdoms such as philosophy, norms, attitudes (Sulistiyarini, 2011). For instance, folktales such as “Malin Kundang” and “Batu Menangis” in West Sumatra deal with rebellious children who deny their parents. “Rara Mendut and Panacitra” in Central Java and “Layon Sari and Jaya Prana” in Bali are concerned with true love and sacrifice.

L₂ culture may refer to British or American culture (in a broader sense Western culture). Similarly, British or American culture may take in several forms such as dress, food, festivals, rituals, artifacts, customs, architecture, narratives etc. For instance, “Romeo & Juliet” (a folktale) deals with true love and sacrifice, “Big Ben” (architecture) is the great clock tower of the House of parliament in London and its bell, “Statue of Liberty (architecture) is a statue at the entrance to New York Harbor, a symbol of welcome to immigrants, representing a draped female figure carrying a book of laws in her left hand and holding aloft a torch in her right, “Thanksgiving Day” in North America is an annual national holiday marked by religious observances and a traditional meal including turkey, etc.

3. ELT MATERIALS

In developing teaching materials, we should take into account the backgrounds of the learners such as age, nationality, native language, needs, etc. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which present or inform about the language being learned (Brian Tomlinson, 1998: xiv). ELT materials in the form of textbooks or course books are available in the market but for junior and senior high school levels the English teachers are not free to select their materials. The selection is carried out by a team appointed by Book Centre, the Ministry of Education and Culture. The English textbooks from various publishers will be reviewed and assessed by the team and the textbooks which meet the standards will be recommended to be used by all public schools in the country.

Unlike the junior or senior high school teachers, the English teachers in college level have more freedom to choose their materials since they should teach the students from different majors; in other words, they are teaching English for Specific Purposes (ESP for short), e.g. English for Medicine, English for Engineering, English for Economics, etc. Those teaching ESP are required to be more creative in selecting the materials by considering the students’ necessities, lacks, and wants (Hutchinson & Water, 1987:55).

4. JUXTAPOSING L₁ AND L₂ CULTURES IN ELT MATERIALS

The word “juxtapose” (verb) means “place side by side” (Hornby, 1974: 468). This word is commonly used when describing the figurative language ‘metaphor’ in a literary text, juxtaposing two different things but they are considered the same because of their similar characteristics, for instance the white whale’s back is compared to snow. Here in ELT context, two different cultures (L₁

& L₂ cultures) are put side by side in the materials so that both the teacher and the learners are exposed to intercultural perspectives. The teacher is challenged to learn more about culture. He or she is required to work harder in preparing the materials: knowledge about the language content as well as about L₁ and L₂ cultures.

At some American universities, juxtaposing or comparing the two cultures is called part of the English programs called “Intercultural Communication” or “Intercultural Conversation”. In some others, the EFL institute may invite American students in the “freshman” English classes. Intercultural program is usually inserted in a 25-hour per week intensive English program. The participants registered at this level generally score between 300-400 in TOEFL (Test of English as Foreign Language) and classified as low intermediate. The class consists of 12- 15 foreign students and four to five American students and they do not meet in the classroom but outside the classroom. At the beginning of the semester, the coordinator would list several topics such as Parents and Children, Getting Older, Divorce, American Style, etc.(Dunnet et al, 1986).

In Indonesian context, intercultural perspectives can be integrated in ELT materials. It can be inserted in four language skills (listening, speaking, reading, and writing). The topics dealing with L₁ and L₂ cultures can be embedded in units of the textbook. The design of ELT materials or textbooks can be more complicated since when trying to juxtapose or compare the cultures (L₁ & L₂) the textbook writers as well the users (teachers) should have a broader insight about two different cultures between local cultures (Indonesian) and British/American culture or in a broader sense between East and West cultures. According to Dunnett et al (1986: 159), in order to strengthen the EFL teachers’ intercultural perspective, the teachers should meet requirements as follows: (1) a strong background in comparative analysis and/or comparative cultures or training in intercultural communications, (2) overseas training experience and familiarity with non-Indo-European languages, (3) specific strategies for teaching cultures. Basically, introducing the L₁ and L₂ cultures can be given from basic to advanced level by grading the materials in terms of topics (cultures with big “C” or little “c”), language content, orientation (British or American). The following is an example of topics and sub-topics concerning juxtaposing L and L cultures as well as the questions for class or group discussion.

L ₁ Culture (The learner’s Culture)				L ₂ Culture (Target Culture)			
No	Topic	Subtopic	Notes	No	Topic	Subtopic	Notes
1.	Family	- Parents & children - Getting old - Divorce	Little “c”	1.	American Family	- Parents & children - Getting old - divorce	Little “c”
Questions : 1. When do people become adults? 2. When do people move away from their parents’ home? 3. What conflicts do parents have with children? 4. What happens when a family member become old? 5. What happens when your father & mother get divorced? Etc.							
2.	School	- Pre-school - Elementary school - Junior High School - Senior High School	Big “C”	2.	British School	- Infant School (5– 7) - Junior School (7-11) - Secondary School - Grammar	Big “C”

		- Vocational School - College level				School - Modern School - Technical School - College level	
<p>Questions :</p> <ol style="list-style-type: none"> 1. When do you start to go to school? 2. How long do you study at elementary school? 3. What school can cater for those with academic abilities and for those with less academic abilities? 4. What types of college can you go after graduating from senior high school? 							
3.	Mythical Heroes	- Gatutkaca - Sangkuriang	Big "C"	3.	Mythical Figures	- Superman - Hercules	Big "C"
<p>Questions :</p> <ol style="list-style-type: none"> 1. What do you know about the above heroes? 2. Which one is your favorite hero? 3. How do you describe those heroes? 4. What are the characteristics of each hero? 							

5. CONCLUSION

Since the era of globalization is unavoidable and the writing of ELT materials is biased to either Anglo-American centric or local cultures, the best way is to juxtapose L1 and L2 cultures into the textbook. By juxtaposing the two cultures, both the learners and the teacher will be exposed to intercultural perspectives. On the one hand, learning language content as well as cultural aspects will be more complicated for both the teacher and learners since the teacher has to make more preparations. On the other hand, such hard working will be also beneficial for the learners. By learning two different cultures, the learners will have broader intercultural perspectives; thus, they will be more prepared to be a global citizen. In addition, they will be multicultural people and, therefore, they may improve their tolerance towards differences.

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