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PROCEEDINGS

International Seminar LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 7

“The Vitality of Local Languages in Global Community”

July 19—20, 2017



Compiled by
Agus Subiyanto, Herudjati Purwoko, Kartini Rahayu,
Wa Ode Nisrawati, Nur Faidatun Naimah, and Ardis Septi Eka Rachmatika

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NOTE

In this international seminar on Language Maintenance and Shift 7 (LAMAS 7 for short), we try to do the new paradigm, that is publishing the proceeding after the seminar was held. The positive aspect of the paradigm is that the presenters of the seminar have opportunity to revise their paper based on the responses of the audience. However, it takes longer time to process the proceeding until it is ready to distribute. Therefore, we apologize for being late.

In this opportunity, we would like to extent our deepest gratitude to *Balai Bahasa Jawa Tengah* for continuously cooperation in conducting the seminar. Thanks also go to the Dean of the Faculty of Humanities, the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible. We would also express our special thanks to committee for putting together the seminar that gave rise to this compilation of papers.

We would like to thank Mrs. Shu-Chuan Chen, Ph.D. from Asia University Taiwan, Dr. Tupas Topsie Ruanni, from National Institute of Education Singapore, Drs, Pardi M.Hum. from *Balai Bahasa Jawa Tengah*; Prof. Ketut Artawa, Ph.D. from Udayana University, and Dr. Suharno, M.Ed. from Diponegoro University, as invited speakers in plenary sessions, and to all of the participants of the seminar.

Semarang, September, 25th 2017

The Board of Editor in LAMAS

SCHEDULE OF THE INTERNATIONAL SEMINAR

JULY 19, 2017 (FIRST DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.00 – 08.00	REGISTRATION		LOBBY HALL	COMMITTEE
08.00 – 08.30	INDONESIA RAYA ANTHEM		KRYPTON	COMMITTEE
	SPEECH FROM THE COMMITTEE			HEAD OF COMMITTEE
	OPENING			DEAN OF FIB UNDIP
08.30 – 10.45	PLENARY SESSION 1		KRYPTON	Moderator: Herudjati Purwoko, Ph.D.
	Drs. Pardi, M.Hum. (Balai Bahasa Jawa Tengah, Indonesia)			
	Shu-Chuan Chen, Ph.D. (Asia University, Taiwan)	RECONSTRUCT THE IDENTITIES ON CULTURAL AND LANGUAGE TRANSITION IN TAIWAN		
	Prof. Ketut Artawa, Ph.D. (Udayana University, Indonesia)	GRAMMATICAL ALIGNMENTS IN INDONESIAN		
10.45 – 11.00	BREAK		HOTEL 2ND FLOOR	COMMITTEE
PARALLEL 1			HOTEL 2ND FLOOR	
11.00 – 12.30	Agni Kusti Kinasih & Muhammad Hawas	SPEECH LEVELS OF MADURESE LANGUAGE: A SOCIO-PRAGMATIC STUDY OF BANGKALAN DIALECT	KRYPTON 1	COMMITTEE
	Andiani Rezkita Nabu	TIPE SEMANTIK VERBA BAHASA BOLAANG MONGONDOW		
	Anisak Syaid Fauziah & Sumarlam	KOHESI LEKSIKAL PADA SPIRIT HARI INI DI RADIO MHFM SOLO DAN UNTAIAN KATA DI RADIO IMMANUEL SOLO		
	Ai Yeni & Sutiono Mahdi	PREFIX N- AND ITS COMBINATION IN SUNDANESE: A MORPHOLOGY STUDY		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.00 – 12.30	Aldila Arin Aini & Sumarlam	STRATEGI KESANTUNAN POSITIF & TINDAK TUTUR KOMISIF BERJANJI DALAM DEBAT PERDANA PILKADA DKI JAKARTA 2017	KRYPTON 2	COMMITTEE
	Ari J. Adipurwawidjana	SEMANTIC DEFLATION IN ENGLISH-INDONESIAN INTERLINGUISTIC EXCHANGES		
	Endah Dewi Muliandari	ANALISIS IDEOLOGI PENERJEMAHAN DAN KUALITAS TERJEMAHAN LEKSIKON BUDAYA DALAM TERJEMAHAN A SUNDANESE WAYANG GOLEK PURWA KARYA KATHY FOLEY		
	Asrofin Nur Kholifah & Ika Maratus Sholikhah & Dian Adiarti	PRESERVING LOCAL IDENTITY THROUGH LANGUAGE STYLE IN <i>WAYANG BANYUMAS</i>		
11.00 – 12.30	Amanah Hijriah	STRATEGI KESANTUNAN POSITIF DALAM BAHASA MELAYU PONTIANAK	KRYPTON 3	COMMITTEE
	Dian Pranesti	METAPHOR MAPPING IN INDONESIAN POLITICAL INTERNET MEMES		
	Dethan Erniani Ortalisje	AN ANALYSIS OF GRAMMATICAL ERRORS FOUND IN UKAW STUDENTS' ENGLISH ABSTRACT WRITING		
	Binar Kurniasari Febrianti	KARAKTERISTIK BUDAYA MELAYU DALAM SEPOK TIGE #SEpanyol #ANDALUSIA KARYA PAY JAROT SUJARWO		
11.00 – 12.30	Ketut Widya Purnawati	MANNER ADVERBIAL VERBS IN BALINESE	MATRIX	COMMITTEE
	Abdul Hamid & Eni Karlieni & Tisna Prabasmoro	THE ROLE OF SUNDANESE LANGUAGE IN THERAPEUTIC COMMUNICATION AT THE ONCOLOGY CLINIC RSHS		
	Dyah Ayu Nila Khrisna	ANALISIS PENOKOHAN SANTIAGO DALAM NOVEL <i>THE OLD MAN AND THE SEA</i> DENGAN PENDEKATAN APRAISAL		
	Dewi Juliastuty	PEMERTAHANAN BAHASA MELAYU MEMPAWAH LEWAT TUNDANG (KAJIAN TEKS DAN MAKNA)		
11.00 – 12.30	Dwi Indarti	POLITENESS STRATEGY OF DIRECTIVE SPEECH ACTS IN BETAWINESE SHORT-STORIES SEBELAS COLEN DI MALAM LEBARAN: SETANGKLE CERITA BETAWI	KRYPTON 4	COMMITTEE
	Deli Nirmala	EARLY LANGUAGE DEVELOPMENT OF INDONESIAN CHILDREN WITH PARENTS WHOSE FIRST LANGUAGES ARE DIFFERENT: INDONESIAN AND JAVANESE		
	Diana Anggraeni	THE ANALYSIS OF MODIFICATION POSITION IN NOUN PHRASE IN THE TRANSLATION OF MASTER OF THE GAME		
	Dwi Handayani	PEMERTAHANAN KEARIFAN LOKAL PEPATAH-PETITIH SEBAGAI PENGUATAN SUMBER DAYA SOSIAL BAGI MASYARAKAT TENGGER		
12.30 – 13.30	LUNCH BREAK (ISHOMA)		HOTEL 2ND FLOOR	COMMITTEE

TIME	NAME	TITLE	ROOM	CHAIR PERSON
PARALLEL 2			HOTEL 2ND FLOOR	
13.30 – 15.00	Dian Indira, Wahya, R.M. Mulyadi	KONSEP LITERASI BERKARAKTER DALAM BUKU PELAJARAN BAHASA SUNDA TINGKAT SEKOLAH DASAR	KRYPTON 1	COMMITTEE
	Edy Jauhari	STRATEGI KESANTUNAN RESPON TERHADAP KRITIK DALAM MASYARAKAT BUDAYA JAWA MATARAMAN		
	Oktadea Herda Pratiwi	ANALISIS KONTRASTIF ISTILAH KEKERABATAN DALAM BAHASA DAYAK NGAJU, BANJAR, DAN DAYAK MAANYAN		
	Ririn Ambarini, Arso Setyaji & Sri Suneki	DEVELOPING KINDERGARTEN STUDENTS' PARTICIPATION IN BILINGUAL MATHEMATIC LEARNING ACTIVITIES THROUGH CONSTRUCTIVISM APPROACH		
13.30 – 15.00	Ni Wayan Sartini	REVITALISASI RITUAL PERTANIAN SEBAGAI USAHA PELESTARIAN ISTILAH-ISTILAH DALAM BAHASA BALI: KAJIAN BAHASA DAN BUDAYA	KRYPTON 2	COMMITTEE
	I Gusti Agung Istri Aryani & Ni Putu Evi Wahyu Citrawati	SOSIOPRAGMATIC ANALYSIS OF MORAL VALUES IN BALINESE FOLKLORES		
	Ponia Mega Septiana & Sutiono Mahdi	MAKNA REFERENSIAL DAN NONREFERENSIAL PADA LIRIK LAGU SUNDA "MAWAR BODAS"		
	Sri Wiryanti Budi Utami	REVITALISASI CERITA RAKYAT BAWEAN: SEBAGAI PEMERTAHANAN IDENTITAS BAHASA DAN BUDAYA ORANG-ORANG PULAU BAWEAN		
13.30 – 15.00	Dewi Nastiti L.	ADA APA DENGAN UNDANG-UNDANG BAHASA? MENILIK PENGGUNAAN UU NOMOR 24/2009 DARI KACAMATA HUKUM SERTA PENDIDIKAN DAN BUDAYA	KRYPTON 3	COMMITTEE
	Noviana Dwi Yasinta & Rizki Utami	PERBEDAAN DAN PERSAMAAN DEIKSIS PERSONA BAHASA JAWA SEMARANG DAN BAHASA JAWA BANYUMASAN		
	Roby Aji	PENAMAAN WILAYAH KECAMATAN DI KOTA DEPOK: TINJAUAN SISTEM TANDA ADMINISTRATIF BERDASARKAN SEMIOTIKA TEKS DAN RUANG		
	Titania Sari & Sutiono Mahdi	LEXICON USING OF SUNDANESE LANGUAGE LEVEL IN "PUPUH DANGDANGGULA"		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
13.30 – 15.00	Anne Meir & Sutiono Mahdi	POLA DASAR KALIMAT BAHASA BATAK TOBA	MATRIX	COMMITTEE
	Octovianus Bin Rojak	POLITENESS IN TORAJA LANGUAGE: A STUDY ON POLITENESS IN PANGALAQ-RIU AND SURROUNDING AREAS DIALECT		
	Sansiviera Mediana Sari	MEMORI DAN RELASI MAKNA MENGENAI ANTONIM PADA ANAK AUTIS: STUDI KASUS TERHADAP 3 ANAK AUTIS USIA 11-16 DI SEKOLAH INKLUSI CAHAYA DIDAKTIKA		
	Eny Setyowati & Nimas Permata Putri	KORESPONDENSI FONEMIS BAHASA RUMPUN SUMATERA (Kajian Linguistik Historis Komparatif pada Bahasa Batak Toba, Minangkabau, Aceh dan Melayu Riau)		
13.30 – 15.00	Angelika Riyandari	VITALIZING JAVANESE LANGUAGE THROUGH PLACE NAMES	KRYPTON 4	COMMITTEE
	Setiyawati & Sutiono Mahdi	REDUPLICATED WORDS IN SUNDANESE: THE STUDY OF UNIQUENESS OF LOCAL LANGUAGE		
	Titin Lestari	THE LANGUAGE USED BY INDONESIAN LOCAL GUIDES IN GOOGLE MAPS REVIEWS		
	Ika Maratus Sholikhah, Dyah Raina Purwaningsih, Erna Wardani	MAINTAINING BANYUMAS LOCAL LANGUAGE THROUGH <i>BATIK</i> AND ITS CULTURAL VALUES		
POSTER SESSION			HOTEL 2ND FLOOR	
15.00 – 16.00	Agustina Alooja	TERJEMAHAN TUTURAN YANG MENGAKOMODASI TINDAK TUTUR MENYURUH PADA NOVEL <i>CHRIST THE LORD OUT OF EGYPT</i> KARYA ANNE RICE	KRYPTON 1	COMMITTEE
	Ali Badrudin	KAJIAN ETNOLINGUISTIK TENTANG PRANATA MANGSA JAWA (CERMIN PENGETAHUAN KOLEKTIF MASYARAKAT PETANI DI JAWA)		
	Anandha	THE STUDENTS PRESENT ATTITUDES IN USING JAVA AND NGAPAK DIALECT ON CAMPUS		
	Herudjati Purwoko	PROMOTING REGISTER AS POLITENESS FORMULA		
	Niswa Binti Rahim	EMPAT SIMBOL DASAR LAMBANG KEHIDUPAN MASYARAKAT TORAJA: SEBUAH KAJIAN SEMIOTIK MODEL PIERCE		
	Agus Subiyanto	VOICE SELECTION IN JAVANESE NARRATIVE AND CONVERSATIONAL DISCOURSE		
	Sri Ratnawati	JHEMO MADURA: KEARIFAN LOKAL DALAM TANTANGAN GLOBAL		
	Patrick Munyensanga	OUR IDENTIFICATION THROUGH COMMON CULTURE AS SINGLE LANGUAGE UNIFIES US		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
15.00 – 16.00	Santy Yulianti	PROSES MEMBACA NORMAL PADA ANAK KELAS III SD PERGURUAN RAKYAT MATRAMAN, JAKARTA TIMUR	KRYPTON 2	COMMITTEE
	Yessi Aprilia Waluyo	APPLYING CODE MIXING AND CODE SWITCHING IN TEACHING ENGLISH GRAMMAR IN THE CLASSROOM		
	Mutiara Karna Asih	PENELITIAN LAPANGAN MENGENAI PENGGUNAAN BAHASA PADA DOMAIN <i>TRANSACTION</i> , <i>FRIENDSHIP</i> , DAN <i>JOB</i> DI <i>FOODCOURT MORO</i> , MORO MALL, PURWOKERTO		
	Miftakhul Huda	MEMBANGUN IDENTITAS DALAM WACANA		
	Giovani Juli Adinatha	VARIASI BENTUK PENAMAAN BADAN USAHA BERBAHASA JAWA: STRATEGI PEMERTAHANAN BAHASA JAWA DI KOTA SEMARANG		
	Maklon Gane	THE COMPLEXITY OF LOLODA PRONOMINAL VERB PREFIXES		
	Samuel Anderson	AN OVERVIEW OF THE DIVERSITY OF THE GHANAIAN LANGUAGE AND CULTURE		
	Sulis Triyono	GERMAN VERBS IN STUDIO-D A1 BOOK: A MORPHOLOGY ANALYSIS		
15.00 – 16.00	Dwi Susilowati	QUESTIONING JAVANESE LANGUAGE VALUE AND VITALITY WITH ITS MILLIONS OF SPEAKERS	KRYPTON 3	COMMITTEE
	Dyah Prasetiani	MUATAN BUDAYA LOKAL DALAM PEMBELAJARAN BERBICARA		
	Exti Budihastuti	ANALISIS SWOT TENTANG PERGERAKAN BAHASA MELAYU DI TAKEO SEBAGAI UPAYA UNTUK MENGENALKAN BAHASA INDONESIA DI KAMBOJA		
	Luita Aribowo	BAHASA, BUNYI DAN PERSEPSI		
	Mualimin	TINDAK TUTUR DIREKTIF DALAM PUISI LANANG SETIAWAN, SASTRAWAN TEGAL		
	Nurhayati	MIXED GENRE IN <i>DOA POLITIK</i> : A STRATEGY OF SOCIAL CONTROL		
	Sri Puji Astuti & M. Suryadi	DESAIN PEMBENTUKAN LEKSIKON UNIK TUTURAN JAWA PADA MASYARAKAT PINGGIRAN DI KOTA SEMARANG		
	Ulva Fatiya Rosyida	KEBIJAKAN PENDIDIKAN BAHASA DAERAH DI ERA MEA (MASYARAKAT EKONOMI ASEAN)		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
15.00 – 16.00	Lestari Manggong	LANGUAGE AND CULTURE IN THE CASE OF MERRIAM-WEBSTER'S CORRECTION OVER PRESIDENT TRUMP'S TWEETS	MATRIX	COMMITTEE
	Priscilla Esther Siringoringo & Sutiono Mahdi	FIGURE OF SPEECH BASED ON SHORT DRAMA USING SUNDANESE LANGUAGE		
	Rizky Fitri Lestari	<i>UKARA PITAKON</i> (KALIMAT TANYA) DALAM BAHASA JAWA DIALEK JAWA TIMUR, SUB DIALEK MALANG		
	Reiva Irene Seraphina & Sutiono Mahdi	PROSES PEMBENTUKAN KATA PADA JAJANAN SUNDA: SUATU KAJIAN MORFOLOGI		
	Sigit Haryanto	PEMEROLEHAN DAN PEMBELAJARAN BERBAHASA PADA ANAK-ANAK TKIT AL-AUSATH PABELAN KARTASURA		
	Wening Sahayu	<i>PAJERO SPORT</i> FROM A GLOBAL PERSPECTIVE OF LANGUAGE AND CULTURE		
	Erni Rahayu	THE INTEREST AND POETRY WRITING SKILLS IMPROVEMENT BY DISCOVERY BASED LEARNING METHOD		
	M. Suryadi	KEKAYAAN LEKSIKON EMOTIF-KULTURAL MEWARNAI BENTUK KESANTUNAN BETUTUR DAN GRADASI KESOPANAN PADA MASYARAKAT JAWA PESISIR DI KOTA SEMARANG		
15.00 – 16.00	Debyo Saptono & Tri Wahyu Retno Ningsih	PERANCANGAN APLIKASI <i>FLESCH LEVEL</i> UNTUK MENENTUKAN INDIKATOR KETERBACAAN TEKS	KRYPTON 4	COMMITTEE
	Dwi Indarti & Cut Nina Sausina	ANALYSIS OF BETAWI LANGUAGE FROM LINGUISTIC FEATURES PERSPECTIVE: A CASE STUDY OF <i>PORTALBETAWI.COM</i>		
	Islah Maretekawati Amelius	TINDAK ILOKUSI PADA IKLAN TEMPAT MAKAN DI PINGGIR JALAN DI SEMARANG DAN IKLAN PRODUK KECANTIKAN UNILEVER		
	Jujan Fajriyah & Sutiono Mahdi	THE SOUND CHANGE IN SUNDANESE: PHONOLOGICAL STUDY ON JUJUN JUNAEDI'S SPEECH ENTITLED NIKAH		
	Novita Sumarlin Putri	ANALISIS TERJEMAHAN KALIMAT YANG MENGAKOMODASI TINDAK TUTUR KOMISIF PADA NOVEL <i>INSURGENT</i> KARYA VERONICA ROTH		
	Ahmed Fomba	UNTOLD BLACK HISTORY		
	Onin Najmudin	STRUKTUR DAN MAKNA VERBA MAJEMUK BAHASA JEPANG VI+KOMU		
	Taufik Nur Hidayat	TERJEMAHAN JENIS PROSES PADA SISTEM TRANSITIVITAS PIDATO PELANTIKAN PRESIDEN BARACK OBAMA DAN DONALD TRUMP BESERTA KUALITAS TERJEMAHANNYA		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
PARALLEL 3			HOTEL 2ND FLOOR	
16.00 – 17.00	Ropa Wahyuni & Eva Endah Nurwahyuni	COMMISSIVE SPEECH ACTS REALIZATION ON REGULAR TALKS: A STUDY OF EASTERN-JAVANESE DIALECT IN BOJONEGORO AND SURABAYA REGIONS	KRYPTON 1	COMMITTEE
	Silvia Marni	KEHIPONIMAN VERBA BAHASA MINANGKABAU SEBAGAI BENTUK PEMERTAHAN KEKAYAAN KOSAKATA		
	Wahyu Ayuningsih	ETOS KERJA MASYARAKAT MADURA DI DALAM LIRIK LAGU DAERAH MADURA: KAJIAN ETNOLINGUISTIK		
	Mayuni & Sutiono Mahdi	MORPHOPHONOLOGICAL INTERFERENCE IN MINANGKABAU'S LANGUAGE		
16.00 – 17.00	Seprianus A. Nenotek	LANGUAGE FORM USED IN EFL COURSEBOOK "PASSPORT TO THE WORLD"	KRYPTON 2	COMMITTEE
	Sri Andika Putri	CITRA WANITA MINANGKABAU DALAM PETUAH ADAT		
	Yakob Metboki & Norci Beeh	GLOBALIZING LEARNERS' LOCAL LANGUAGES FROM LOCAL CONTEXTS: AN OVERVIEW OF LANGUAGE PLANNING AT THE ENGLISH EDUCATION PROGRAM OF ARTHA WACANA CHRISTIAN UNIVERSITY KUPANG		
	Sri Minda Murni	ORAL PROFICIENCY IN PAKPAK LANGUAGE: AN ISSUE IN MAINTAINING PAKPAK LANGUAGE		
16.00 – 17.00	Syamsurizal	BENTUK DEIKSIS DALAM CERITA RAKYAT REJANG "TELEU BESOK"	KRYPTON 3	COMMITTEE
	Suparto	GEOGRAPHICAL METONYMY IN ENGLISH MASS MEDIA IN INDONESIA		
	Yoga Yolanda	INTRODUCING INDONESIAN CULTURE THROUGH UTILIZING PANTUN AS A TEACHING MATERIAL OF BIPA		
	Norci Beeh	SEMANTICS ANALYSIS ON SPEECH ACT USED IN <i>BEMO (KUPANG'S PUBLIC TRANSPORTATION)</i>		
16.00 – 17.00	Teguh Santoso	KALIMAT PERMOHONAN DIREKTIF BAHASA JEPANG DAN BAHASA JAWA: TINJAUAN SOSIOLINGUISTIK	MATRIX	COMMITTEE
	Ganjar Hwia	KAJIAN DAN PEMETAAN VITALITAS BAHASA UNTUK PENGOPTIMALAN PROGRAM PELINDUNGAN BAHASA-BAHASA DAERAH DI INDONESIA		
	Ypsi Soeria Soemantri, Nany Ismail & Susi Machdalena	INTERCULTURALITY OF MIXED-MARRIED COUPLE: A SUNDANESE MALE AND A FOREIGN FEMALE		
	Siwi Tri Purnani	BAHASA JAWA: PERSPEKTIF TOLOK UKUR BUDAYA SANTUN TATA KRAMA		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
16.00 – 17.00	Ratna Susanti, Tri Wiratno & Sumarlam	KAJIAN PRAGMATIK KESANTUNAN BERBAHASA ANTARA NAJWA SHIHAB DAN PRESIDEN JOKO WIDODO	KRYPTON 4	COMMITTEE
	Husna Imro' Athush Sholihah	ANALISIS TERJEMAHAN SINGKUMSTAN PADA BUKU CERITA ANAK BERJUDUL <i>THE 7 HABBITS OF HAPPY KIDS</i> KARYA SEAN COVEY DAN TERJEMAHANNYA (KAJIAN TERJEMAHAN DENGAN PENDEKATAN <i>SYSTEMIC FUNCTIONAL LINGUISTICS</i>)		
	Putri Adinihaqi Chusnul Chotimah	IDEOLOGIES OF EMMANUEL MACRON'S TRANSLATED INAUGURAL SPEECH: A CRITICAL DISCOURSE ANALYSIS STUDY		
	Nisa Fikria Haqinatul Millah & Sutiono Mahdi	SEMANTIC FIELD ON THE EMOTION DOMAIN IN SUNDALESE LANGUAGE		
17.00 – 17.45	BREAK		HOTEL 2ND FLOOR	COMMITTEE
JULY 20, 2017 (SECOND DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.30 – 08.00	REGISTRATION		LOBBY HALL	COMMITTEE
08.00 – 09.30	PLENARY 2		KRYPTON	Moderator: Dr. Nurhayati, M.Hum.
	Dr. Ruanni Tupas (National Institute of Education, Singapore)	INEQUALITIES OF MULTILINGUALISM: GLOBALIZATION, NATIONALISM AND MOTHER TONGUES		
	Dr. Suharno, M.Ed. (Diponegoro University, Indonesia)	REVITALIZING LOCAL LANGUAGES THROUGH MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MTB-MLE)		
09.30 – 09.45	BREAK		HOTEL 2ND FLOOR	COMMITTEE
PARALLEL 4			HOTEL 2ND FLOOR	
09.45 – 11.15	Sheila Nanda Parayil & Tenty Maryanthi	STRATEGI KESANTUNAN TIDAK LANGSUNG PADA KRITIK PENUTUR REMAJA	KRYPTON 1	COMMITTEE
	I Wayan Ana	TINDAK TUTUR PERFORMATIF DALAM TERJEMAHAN DOKUMEN HUKUM BAHASA INDONESIA KE DALAM BAHASA INGGRIS		
	Putu Devi Maharani & Komang Dian Puspita Candra	VARIASI FONOLOGIS BAHASA BALI DIALEK KUTA SELATAN		
	Muhammad Ari Kunto Wibowo & Sumarlam	GAYA BAHASA DAN PENCITRAAN DALAM <i>SERAT WULANG REH</i> KARYA PAKUBUWANA IV		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
09.45 – 11.15	Vamelia Aurina Pramandhani	KAJIAN PRAGMATIK PENERAPAN <i>BOOSTER</i> DALAM BAHASA JEPANG	KRYPTON 2	COMMITTEE
	Ifoni Iudji	GRAMMATICAL INTERFERENCE IN TRANSLATING PROCEDURAL TEXT DONE BY THE STUDENTS OF ARTHA WACANA CHRISTIAN UNIVERSITY		
	Sutiono Mahdi	COMPOUNDING OF BASEMAH LANGUAGE: AN EFFORT TO UNDERSTAND THE UNIQUENESS OF LOCAL LANGUAGES		
	Baiq Desi Milandari	REVITALISASI BAHASA DAERAH MELALUI TAYANGAN TELEVISI SEBAGAI UPAYA MENUJU KEBHINEKAAN		
09.45 – 11.15	Yenny Hartanto	CROSS-CULTURAL STUDY ON BARGAINING	KRYPTON 3	COMMITTEE
	Kartika Tarwati	TEKNIK DAN KEAKURATAN TERJEMAHAN ISTILAH MEDIS (STUDI KASUS PADA PENERJEMAH AMATIR, SEMI PROFESIONAL, DAN PROFESIONAL)		
	Zainal Abidin	INOVASI FONOLOGIS RETROPLEKSISASI DAN GLOTALISASI DALAM ISOLEK BONAI ULAKPATIAN		
	Imam Muhtadi, Wiwi Widuri, Frando Yantoni, & Sutiono Mahdi	ASSOCIATIVE MEANINGS IN DOEL SUMBANG SONG LYRIC “BEURIT” SEMANTIC STUDY		
09.45 – 11.15	I Nyoman Suparwa & Ni Luh Gede Liswahyuningsih	INDONESIAN AMBIGUOUS NOUN PHRASES AND ITS TRANSLATION INTO ENGLISH	MATRIX	COMMITTEE
	Ria Aresta	ANALISIS TERJEMAHAN TUTURAN YANG MENGAKOMODASI <i>FLOUTING</i> MAKSIM KUALITAS PRINSIP KERJASAMA DALAM NOVEL <i>ME BEFORE YOU</i> KARYA JOJO MOYES		
	Zurmailis	AKUISISI BAHASA ANAK DI LINGKUNGAN MARJINAL KOTA PADANG		
	Sintya Mutiara W.E.	CODE-SWITCHING AND CODE-MIXING ON PERSUASION IN INDONESIAN TELEVISION ADVERTISEMENTS		
09.45 – 11.15	Jaya	MENGENAL KEMBALI STATUS PREPOSISI /I/ SEBAGAI BENTUK DASAR DALAM BAHASA SUMBAWA DIALEK JERWEH KAJIAN <i>ITEM AND PROCESS</i>	KRYPTON 4	COMMITTEE
	Musfeptial	IDENTITAS LOKAL PADA KARYA E. WIDIANTORO UPAYA PENGUATAN PERAN BAHASA IBU		
	Wiwiek Sundari	SEJARAH PERKEMBANGAN KOSAKATA BAHASA INGGRIS		
	Eni Karlieni	“CERMINAN IDENTITAS KESUNDAAN DALAM AKUN FACEBOOK WALIKOTA BANDUNG RIDWAN KAMIL” SUATU KAJIAN SOSIOLINGUISTIK		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
PARALLEL 5			HOTEL 2ND FLOOR	
11.15 – 12.45	Ayu Ida Savitri	PENGGUNAAN BAHASA TUTUR DALAM STRIP KOMIK SEBAGAI SALAH SATU UPAYA PEMERTAHANAN BAHASA DAERAH	KRYPTON 1	COMMITTEE
	Farda Naila Salsabila	PERGESERAN KATA “ENYONG” PADA MASYARAKAT JAWA DI KABUPATEN BATANG		
	Wa Ode Nisrawati , Ardis Septi E.R., Kartini Rahayu	PROSES ASIMILASI DALAM BAHASA MUNA (MENGUNAKAN PENDEKATAN TEORI OPTIMALITAS)		
	Muhammad Rohmadi	STRATEGI TINDAK TUTUR DAN IMPLEMENTASI PRINSIP KESANTUNAN HUMOR PADA MEDIA SOSIAL SEBAGAI MEDIA UNTUK MENJAGA KEBHINEKAAN MASYARAKAT MULTIKULTURAL DI NKRI		
11.15 – 12.45	Made Ratna Dian Aryani	VERBA BEROBJEK GANDA BAHASA JEPANG	KRYPTON 2	COMMITTEE
	Tri Wahyu Retno Ningsih	KAJIAN FONETIK AKUSTIK PADA TUTURAN ANAK-ANAK ASPERGER SYNDROME		
	Wahyu Damayanti	FENOMENA UNGKAPAN PANTANG LARANG MELAYU SELIMBAU: CAKRAWALA PEMAHAMAN BUDAYA MELALUI BAHASA		
	Felix Brian Hari Ekaristianto	PERGESERAN MAKNA KATA PADA KOMENTAR PENGGUNA MEDIA SOSIAL DALAM BERITA PILKADA DI JAKARTA		
11.15 – 12.45	Made Sri Satyawati	PENOMINAL DALAM BAHASA BIMA	KRYPTON 3	COMMITTEE
	I Ketut Darma Laksana	PERILAKU BERBAHASA DALAM KEJAHATAN SIBER		
	Ririn Sulistyowati	ALKISAH MANGKUS DAN SANGKIL: TERGERUSNYA BAHASA INDONESIA OLEH PENGARUH BAHASA ASING		
	Hidayat Widiyanto	URGENSI BAHASA DAERAH DALAM KERANGKA PEMBELAJARAN BAHASA INDONESIA BAGI PENUTUR ASING		
11.15 – 12.45	Mulia Anggraini	IMAGE SCHEMA PADA PRÄPOSITION NACH, ZU, ÜBER DAN AUF BAGI PENUTUR NON-JERMAN	MATRIX	COMMITTEE
	I Ketut Riana, Ni Putu Evi Wahyu Citrawati & I Gusti Agung Istri Aryani	NGUSABA DODOL DI DESA DUDA TIMUR, SELAT KARANGASEM: KAJIAN SEMIOTIK SOSIAL		
	Lindawati	BAHASA MINANGKABAU DI MASA DEPAN SEBUAH PROYEKSI		
	Erry Prastya Jati	PRESUPOSISI DAN IMPLIKATUR DALAM ACARA TALKSHOW INDONESIA LAWAK KLUB		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.15 – 12.45	Naniana N Benu	REDUPLICATION IN UAB METO	KRYPTON 4	COMMITTEE
	Ibrahim Guntur Nuary	THE ACQUISITION OF ENGLISH SLANG BY THE LEARNERS LANGUAGE TEACHING DEPARTMENT IAIN SYEKH NURJATI		
	I Nyoman Udayana	THE EFFECT OF INFORMATION STRUCTURE ON THE INDONESIAN <i>DI-PASSIVE</i>		
	Ahyati Kurniamala Niswariyana	MAKNA SIMBOL DALAM UPACARA ADAT NYATUS, NYIU, NYOYANG DI DESA KARANG RADEN KECAMATAN TANJUNG KABUPATEN LOMBOK UTARA		
12.45 – 13.30	LUNCH BREAK (ISHOMA)		HOTEL 2ND FLOOR	COMMITTEE
PARALLEL 6			HOTEL 2ND FLOOR	
13.30 – 15.00	Ngurah Indra Pradhana	KEDUDUKAN ONOMATOPE DALAM KATA KERJA BAHASA JEPANG DAN BAHASA BALI	KRYPTON 1	COMMITTEE
	Agus Sudono	PILIHAN BAHASA PENUTUR DI LINGKUNGAN PESANTREN (STUDI KASUS DI PESANTREN AL-ITQON, BUGEN, SEMARANG)		
	Lusia Neti Harwati	PENERAPAN METODE PEMBELAJARAN KREATIF BAHASA JAWA DI TINGKAT SEKOLAH DASAR		
	Indriani Nisja	PENGUNAAN MEDIA PEMBELAJARAN CD INTERAKTIF DALAM KETERAMPILAN MENULIS KARANGAN MURID SEKOLAH DASAR NEGERI 20 DAN SD N 09 PADANG		
13.30 – 15.00	Ni Ketut Ratna Erawati	SANDHI DALAM BAHASA JAWA KUNA: SUATU KAJIAN FITUR DISTINGTIF	KRYPTON 2	COMMITTEE
	Kenfitria Diah Wijayanti	FENOMENA KRAMA DESA DAN KEDUDUKANNYA DALAM PERKEMBANGAN BAHASA JAWA		
	Rosaria Mita Amalia	COHESION AND COHERENCE IN ARTICLES ABOUT PTNBH IN UNPAD'S WEBSITE: A DISCOURSE ANALYSIS STUDY		
	Marselina Nugraheni Fitrisari	ANALISIS WACANA KRITIS TERHADAP KASUS PEDOFILIA PADA MEDIA ONLINE TRIBUNNEWS		
13.30 – 15.00	Ni Made Wiriani	NEGASI DALAM BAHASA BALI DIALEK NUSA PENIDA: SEBUAH PENELITIAN AWAL	KRYPTON 3	COMMITTEE
	Majid Ariyoga	RELEVANSI MONOLOG PANDJI PRAGIWAKSONO DALAM KONSER <i>STAND UP COMEDY</i> "MESAKKE BANGSAKU"		
	Suci Khaofia	MOOD PADA TALK SHOW MATA NAJWA ON STAGE "SEMUA KARENA AHOK"		
	Ni Made Dhanawaty	GELIAT REVITALISAI BAHASA DAN BUDAYA DI DESA BALI AGA PEDAWA		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
13.30 – 15.00	Widyatmike Gede Mulawarman	PERILAKU SINTAKSIS KALIMAT MAJEMUK BAHASA KUTAI	MATRIX	COMMITTEE
	Martina	THE VITALITY OF MALAY LANGUAGE IN GLOBAL SOCIETY IN PONTIANAK CITY (SOSIOLINGUISTIC STUDY)		
	Tatang Sopian	TEACHING THEME AND THEMATIC PROGRESSION TO TOURISM STUDENTS AND ITS IMPLICATIONS ON THEIR WRITINGS		
13.30 – 15.00	Muhammad Rayhan Bustam	VULGARISME BAHASA: KREATIFITAS PENARIK MINAT PASAR (STUDI KASUS KAJIAN SOSIOLINGUISTIK DI RESTORAN STEAK RANJANG BANDUNG)	KRYPTON 4	COMMITTEE
	Tatang Suparman	PENGAYAAN KOSAKATA BAHASA INDONESIA MELALUI KORESPONDENSI KATA KEMBAR		
	Nur Faidatun Naimah	A CRITICAL DISCOURSE ANALYSIS OF SUSILO BAMBANG YUDHOYONO'S SPEECH ON ANTASARI AZHAR'S ACCUSATION AS MASTERMINDING THE MURDER OF NASRUDIN ZULKARNAEN		
PARALLEL 7			HOTEL 2ND FLOOR	
15.00 – 16.30	Pramesty Anggororeni	ANALISIS TERJEMAHAN MAKNA INTERPERSONAL DALAM DUBBING FILM “ <i>THOMAS AND FRIENDS: BLUE MOUNTAIN MYSTERY</i> ”	KRYPTON 1	COMMITTEE
	Prayudisti Shinta P	MEDIA FRAMING PADA THE GUARDIAN DAN AL JAZEERA: SEBUAH KAJIAN KORPUS LINGUISTIK DAN IDEOLOGI		
	Prayudha	USING COH-METRIX TO ASSESS THE WRITING SKILL OF EFL STUDENTS		
	Qurratul A'ini	PRINSIP KERJASAMA DALAM KOMENTAR BERITA DI FANSPAGE FACEBOOK MERDEKA.COM		
15.00 – 16.30	Sukron Adzim	IMPLIKATUR DAN DAYA PRAGMATIK TINDAK TUTUR DIREKTIF MASYARAKAT INDONESIA DALAM AKUN <i>TWITTER</i> PRESIDEN JOKO WIDODO	KRYPTON 2	COMMITTEE
	Yumartati	POTRET PENGGUNAAN BAHASA DI LINGKUNGAN PELAJAR SMA DAN SMK DAERAH ISTIMEWA YOGYAKARTA		
	Inayatul Mukarromah	LINGUISTICS COMPETENCE FOR DEVELOPING STUDENTS' OUTCOMES AT A COLLEGE: SURVEY APPROACH		
	Yafed Syufi	KLASIFIKASI VERBA MAKAN BAHASA MIYAH		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
15.00 – 16.30	Teddi Muhtadin	POTRET PENGAJARAN BAHASA SUNDA DI SEKOLAH DASAR DAN DAMPAKNYA TERHADAP PEMERTAHAN BAHASA SUNDA DI JAWA BARAT	KRYPTON 3	COMMITTEE
	Ariya Jati	A DISCOURSE ANALYSIS OF AEROSMITH'S "I DON'T WANT TO MISS A THING"		
	Valentino Pamolango & Irvan Gading	VERBS AND VERBAL MORPHOLOGY OF BALANTAK LANGUAGE		
	Sugeng Riyanto	PENERUSAN ANTARGENERASI DAN PEMERTAHANAN BAHASA SUNDA DI DALAM KELUARGA		
15.00 – 16.30	Elvi Citraesmana, Fatimah Djajasudarma, Hera Meganova Lyra	THE ROLE OF LOCAL LANGUAGE IN NATION'S CHARACTER BUILDING	MATRIX	COMMITTEE
	Johanna Rimbing	TINDAK TUTUR ILOKUSI DALAM PERCAKAPAN JUAL-BELI DI PASAR TRADISIONAL MINAHASA (SEBUAH KAJIAN SOSIOPRAGMATIK)		
	Rosaria Mita Amalia	CULTURAL TRANSLATION OF TRADITIONAL FOOD FROM WEST-JAVA: A MEDIA TO PROMOTE THE TRADITIONAL CUISINE TO THE WORLD		
	Putri Yuni Utami	MAKING MEANING USING SYSTEMIC FUNCTIONAL LINGUISTICS AND VISUAL GRAMMAR ANALYSIS: COMPARISON OF SOURCE TEXT AND TARGET TEXT REFLECTED IN THE MAIN CHARACTER OF GRAPHIC NOVEL <i>V FOR VENDETTA</i>		
15.00 – 16.30	Elvi Citraesmana	CONCEPTUAL METONYMY IN PRESENT-DAY BANDUNG YOUTH TALKS: A COGNITIVE SEMANTIC ANALYSIS	KRYPTON 4	COMMITTEE
	Jujan Fajriah & Nisa Fikria Haqinatul Millah	VARIATIONS IN DIPHTHONG'S PRONUNCIATION PRODUCED BY NATIVE SPEAKERS OF MINANGKABAUNESE		
	Sutiono Mahdi	SUNDANESE'S CHILDREN NAMING TRADITION: A CASE STUDY OF LANGUAGE MAINTENANCE AND SHIFT IN BANDUNG.		
	Wahya	DISTRIBUSI FONOLOGIS BAHASA SUNDA DI KABUPATEN BREBES: SEBAGAI IDENTITAS BAHASA		
16.30 – 16.45	CLOSING SPEECH		KRYPTON	Head of Master Program in Linguistics Diponegoro University
16.45 – 17.00	BREAK (CERTIFICATE HANDLING)		LOBBY HALL	COMMITTEE

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TEACHING THEME AND THEMATIC PROGRESSION TO TOURISM STUDENTS AND ITS IMPLICATIONS ON THEIR WRITINGS

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Abstract

Teaching writing to tourism students is challenging. Many students of diploma programs in hotel and tourism tend to focus to building practical skills such as cooking techniques or cutting methods, setting up table for lunch or dinner, or how to handle check-in or check-out, etc. They 'hate' writing exercises because they believe they will start career at operational level in the tourism industry where academic writing is not needed. As the result of this belief they lack of ability to expand idea or topic and what they can only produce short and undeveloped paragraphs.

This paper discusses one alternative to approach to teaching writing i.e. using thematic progression. Using Halliday (2004) model students are introduced to the concept of information structure then to theme and rheme, and finally to thematic progression of texts. Then, the teacher guides students to identify how text is developed through its theme and rheme and to identify the types thematic progressions. Two writing tests were given i.e. pre and post teaching to see if there is any different in terms of text development, paragraph coherence, paragraph structure, thematic progression, and focus of text. A set of questions to measure students' perception toward the lessons was also administered.

The results show that students can manage to produce longer better-developed and cohesive paragraphs. Students' positive perception toward theme-rheme and thematic progression concepts enable them to expand idea into longer text.

Keywords: theme-rheme, thematic progression, paragraph development, essay writing

1. INTRODUCTION

Teaching writing to tourism students is challenging. First, since they are following diploma program that is focus on building vocational skills, students tend to focus only to building vocational abilities. There was an incident about a year before when the writer and students had agreement about the due time of an initial writing assignment. However, until the third meeting none of the students make submission. In fact, the assignment was designed as a stepping-stone for the other ones. This then drive the writer to do an observation not only to current class but also to other classes (from different study programs at the same semester). The aim of the observation was to find out whether or not this habit of late submission is shared in other classes. The result shows that it is shared in different class at same semester by typical.

The obvious challenge for teacher is to 'change' students' beliefs as mentioned above and to put forward the advantages of mastering the writing skill and at the same time providing the easiest way to deal with writing task. This present study aims to deal with this issue by using new approach i.e. introducing the thematic progression. The thematic progression is chosen by reasons that based of observation about students works the most occurring problem is ability to develop given topic. For example, some students submit a composition that is too short, only one paragraph but consist of lots of unfinished ideas, or manage to produce lengthy composition but the course of the content is jumpy and do not cover the expected aspects, etc.

2. REVIEW OF RELATED THEORIES

McCrimmon (1984) in Pius (: 3) states that writing is hard work. Most people experience at least a mild case of nervousness and sometimes absolute alarm when they start writing an assignment. The blankness of the legal pad, typewriter paper, or word processor screen can be daunting. The right ideas and words can be elusive. This statement is factual as during observation the writer witnessed many students who kept staring at the sealing or the empty paper for long time without producing any word. It is truly a hard work for the students as writing is not a simple process.

Writing is defined as a process of transferring thoughts into written words and connecting those thoughts systematically one upon another in a coherent manner. Writing is a transmission process of ideas from an addresser to an addressee via a text (Clancy and Ballard, 1987:1 in Pius (nn: 4)). Student who can put this construct of thinking that writing is a process that started with an idea, something that is unreal or intangible. It is the duty of the writer to make it tangible to readers. It is the duty of writer to choose the correct words to accommodate the meaning and to make sure that the word is understandable and within the register of the context and situation of the topic. It is the duty of the writer to choose the correct focus of sentence to gain certain impact to the readers. So, it is true that to produce a systematic coherent piece of writing is a challenging process. Something is not supposed to forget, English is foreign language in Indonesia, added to this complicate process.

As this study aims to try alternative approach to teaching writing and the choice has been made that is to utilize the thematic progression and here is some discussion about it. Jing (2015:178) described that Theme is the starting point of a message, “that which the clause is about” (Halliday, 2014, p. 89). It is followed by the Rheme, which is “part of the assembly of the new information that the text offers” (Cummings, 2003, p. 133).

What comes first (i.e., in Theme position) in an English clause is vital for how readers view the text as message because they are culturally primed to have certain expectations about Theme and Rheme (Hoey, 2005). As the text unfolds, the Themes connect to the Themes and Rhemes of preceding clauses in various ways, picking up or repeating the important concepts and developing them further. These connections form patterns of thematic progression (Daneš, 1974). Theme and thematic progression is a major aspect of “how speakers construct their messages in a way which makes them fit smoothly into the unfolding language event” (Thompson, 2014, p. 117). (in Wei Jing, 2015).

The next concept is cohesion. It refers to the internal properties of a text, whereas coherence refers to its contextual properties: that is, the way in which it relates to and makes sense in the situation in which it occurs. In a coherent paragraph, each sentence relates clearly to the topic sentence or controlling idea, but there is more to coherence than this. If a paragraph is coherent, each sentence flows smoothly into the next without obvious shifts or jumps. A coherent paragraph also highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader.

And finally, to make a paragraph coherent, students are introduced to and asked to apply thematic progression in developing their paragraphs. Thematic progression refers to the way in which the Theme of a clause may pick up or repeat a meaning from a preceding theme and rheme. According to Martin and Rother in Paltridge (2000:140), there are three kinds of thematic progression patterns, they are: theme reiteration/constant theme, zig-zag/linear theme pattern, and multiple theme/split rheme pattern.

Theme reiteration/constant theme pattern shows that the first theme is picked up and repeated in the beginning of the next clause. This pattern can be seen in Figure 1. Here is a example of constant type, “**Li Ping** was born in China. **He** was very interested in learning English, and (**he**) always tried to find opportunities to speak English with his friends. When **he** was twelve, **he** could communicate with his foreign friends freely.”

Zig-zag/linear theme pattern is a pattern when the subject matter in the rheme of one clause is taken up in the theme of the following clause. This pattern can be seen in Figure 2. Here is an example, “Outside my window is **a big lawn**. In the middle of **the lawn** is a flower bed. **The flower bed** is full of roses. **The roses** are my favourite flowers.”

The last type is multiple theme/split rheme pattern. In this pattern, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses. This pattern can be seen in Figure 3, “*There are four basic types of clowns. Whiteface clowns cover their face with white make-up, and they do a lot of physical stunts like leaping and tumbling. Auguste clowns wear colourful, ill fitting clothing and oversized shoes. They also have bulbous noses and brightly coloured wigs. Character clowns make fun of the human condition and they may impersonate characters such as a cowboy, fireman, tramp or policeman. The more recent “New Vaudeville” clowns involve the audience in the performance.*”

Theme reiteration/constant theme

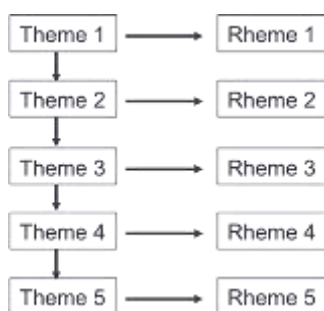


Figure 1

Zig-zag/linear theme pattern

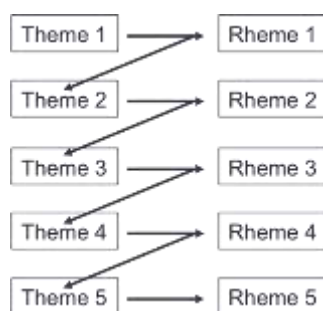


Figure 2

Multiple theme/split rheme pattern

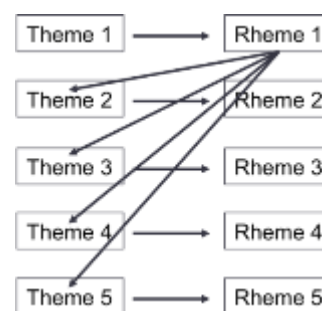


Figure 3

3. RESEARCH METHODS

Participants of this study are students of Food and Beverage Management study program of Hospitality Department of Sekolah Tinggi Pariwisata Bandung. There are twenty-four students in the class. The study was design to answer two questions namely how good is students understanding toward the given lesson i.e. theme and rheme, thematic progression through a set of questions and to seek for any differences in the students writings prior and after the lessons are delivered.

A five-meeting lesson plan was designed aiming at building students' cognitive awareness of the theme and rheme and thematic progression. Two writing tests were given prior and after the lessons. In order to measure students understanding toward the lessons and their perception on thematic progression a questionnaire was administered.

To answer the research questions the procedure of the research is started by designing lesson plans and have them validated by colleagues. After that pre-test was given; asking students to write a composition under the topic of ‘Street vendors: Is it strength or weakness for a destination?’. In this phase the studentst were to use any approach they like for their writing. Finished with that, the writer started to execute the lesson plans. At the end of the lessons, students were asked to write another writing task, the post-test, about the same topic but this time they are asked to apply what they have understood about thematic progression in developing their texts. Finally, a questionnaire was administered. The last phase was comparing students' pre vs. post-test writings followed by analysing students perception toward the lesson.

Here is the detail of the five meetings lesson plans; 1) using general approach of teaching writing the pre-test of a writing composition was administered, 2) lesson 1: introduction to the building block of text and text development through examples, 3) lesson 2: introduction to information structure in general, theme-rheme, thematic progression, 4) a quiz / progress test followed by review and discussion of students' understanding about the lesson, 5) ask students to do post-test, a writing composition test where students were asked to control the flow of message while developing their essay.

4. DATA ANALYSIS AND DISCUSSION

A. Students understanding towards theme and thematic progression

To unveil how good or bad does students' understanding toward theme-rheme and thematic progression, following is the discussions. Question 1 or statement one says, ‘*knowing how a text is*

developed through thematic progression is really useful to improve my writing skills'. Figure 4 shows that there are about 88% students who agree with the statement. This figure comes from two parts of the pie saying agree 34% and strongly agree 54%. In this context of study this could mean that students awareness of the theme-rheme as composite of any clause or sentence is well understood. It also can be inferred that the use of examples during teaching showing the theme-rheme location and how the two can be traced in the development of a paragraph.

The rest of the pie saying that 8% of students choose neutral, 4% disagree with the statement, and none of students choose strongly disagree. The 8% of neutral can mean that students cannot follow the lesson or did not interested in it, so it does not give them any implication. Meanwhile, there is a 4% who disagree with the statement that can mean they are struggle to understand so that they could not apply the concept to their writing. But, the fact that none of the students choose strongly disagree means that almost all member of the class paid attention to the lesson and see the lesson as a good tool to have them write better. So, base on Figure 4 it is concluded that students are now understand what theme-rheme is and how thematic progression works in developing any text.

Figure 5 represents students' reaction to statement 2, *'understanding thematic progression makes me able to develop my paragraph better*. It says that 83% of students agree to the statement. When statement one aim at evaluating students' general evaluation toward the topic taught through agreement or disagreement, statement two steps deeper to application of the concept. So, in this case students are asked to evaluate their ability in using the concept to develop their paragraphs. The figure of eighty-three per cent reflects that almost all member of the class think that they are helped by understanding of thematic progression as they develop their paragraphs. What interesting from Figure 5 is it almost shares similar result with the Figure 4 where there is a 4% disagreement and 0% strongly disagree. The difference lies in the neutral slice of the pie that is 13%. This means the number of students who possibly ignorance to the lesson is rising compare to Figure 4.

Figure 6 represents students' response to the statement *'I am happy to know that changing focus to a sentence can have great impacts to readers*'. This question was designed in relation to one of lesson material in which some examples of text showing how changing focus of sentence impact the readers. The aim of introducing 'changing focus' lesson is that in expanding idea of a paragraph sometime writers carried out by the flow of information the mind and forget to consider the message contain in the sentence. In many cases the controlling the focus of sentence will benefit readers.

In the exercise given at time of teaching was about Tourism Information Center texts. There were to version of the texts, one that use personal pronoun at Subject position and the other one uses impersonal pronoun and the service offer becomes the subject of sentences. The students then were asked to place themselves as readers asked to read the two texts one after another with a two minutes pause. After that the teacher asked students to list the differences they feel when they read each. Finally, the teacher asked to mention which one that students think most preferable as reader of the two texts. They answer showed that the one with impersonal if more preferable.

The pie graph in Figure 6 shows that more than 70% of the students agree with the statement. The writer assumes that students now know and understand that there are differences in readers feeling as the result of changing the focus of a sentence or text. Even though it is difficult to say the teaching was success as there are 21% neutral, 4% disagree, and another 4% strongly disagree. To this figures the writer would assumpt that possibly the method of teaching need improvement or else more encouragement needed.

QUESTION 1:

Knowing how a text or paragraph is developed through thematic progression is really useful to improve my writing skill.

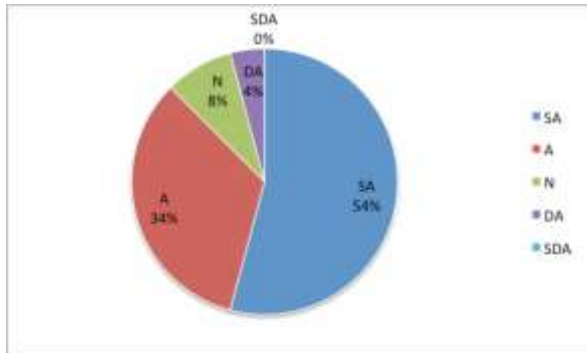


Figure 4

QUESTION 2:

Understanding thematic progression makes me able to develop my paragraph better.

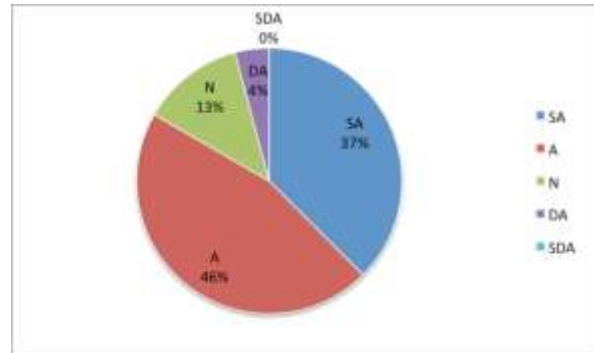


Figure 5

QUESTION 3:

I am happy to know that changing focus to a sentence can have great impact to readers.

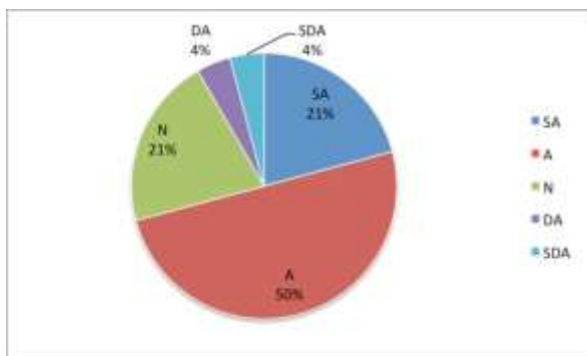


Figure 6

QUESTION 4:

Sometime it is better to put the focus of a text to product so that it is friendlier to customers.

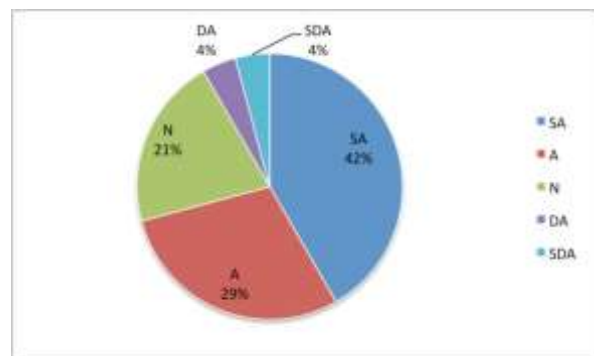


Figure 7

QUESTION 5:

Multiple thematic progression fits for developing paragraph about description that is composite.

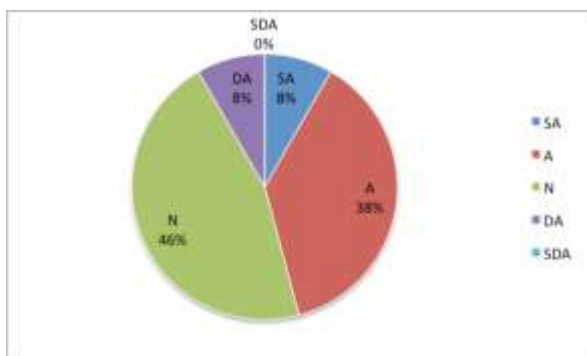


Figure 8

Figure 7 which represents students' response to the statement 'sometime it is better to put the focus of a text into product so that it is friendlier to customer' shows rather more interesting distribution of percentages. What obvious is the three big slices of the pie. The one with 42% slice indicates number of students who choose strongly agree to the statement. This should be correlate to the result shown in Figure 6 since the two statements of Figure 6 and 4 are correlated. The statement four was designed to

confirm students understanding toward previous statement. Therefore it is very interesting to compare the two pies seeing of the changing numbers. Firstly, there is a double increase in the number of students choosing strongly agree (SA), from 21% in Figure 6 42% in Figure 7. On the other hand, the number of students who choose agree (A) decreased from 50% to 29%. This means there has been a shift from A to SA, from agree to strongly agree. This shift can be interpreted that those students who formerly has general agreement of understanding toward the issue now is has strengthen their beliefs to the statement that it is better to be friendlier to customer by having a text focus to customer.

Figure 8 shows the result of students response to the statement. What dominant is the N or neutral chosen by 46% of the whole students. In some other cases the choise of neutral reflects doubt or uncertainty. This could mean that 46% students does not have yet clear and strong understanding about the use of each type of thematic progressions. This might be the result of a very limited number of meeting of the lesson during as treatment of the research. Or, more exercises and practices regarding the use of each types of thematic progression was needed. The second prominent size in Figure 8 is the A or agree by 38% that could mean the number of students who know and understand the use of multiple type of thematic progression is big enough. Finally, the little number of 8% chooses SA or strongly agree, but another 8% is DA or disagree to the statement and none of the students choose SDA or strongly disagree.

B. The differences of students' writings prior and after the introduction lessons to theme-rheme and thematic progression.

In order to evaluate student writings the writer has chosen five elements of text i.e. *text development*, *paragraph coherence*, *paragraph structure*, *thematic progression*, and *focus of texts* to compare the result of pre-test writing with the post-test writing tasks. As mention in the method above students were asked to write a composition prior to the lesson meeting and after the teaching lesson end or the post-test. Here are some of discussions regarding the implications of teaching thematic progression to tourism students on their writings.

The first element is text development; this element is used to measure or compare students' ability to expand ideas or topic given. The writer uses one indicator to differentiate students' pre and post-test writing that is the length of paragraph or the number of words in a paragraph. The result of the pre-test essays show that there are 6 out of 24 (25%) student produce very short composition, on the other hand the post-test essays show that 17 out of 24 (71%) produce longer composition. This can be interpreted that there is a significant improvement in the number of students who can produce longer composition and expand their ideas.

The second element is paragraph coherence; while text cohesion refers to the internal properties of a text, paragraph coherence refers to its contextual properties: that is, the way in which it relates to and makes sense in the situation in which it occurs. In a coherent paragraph, each sentence relates clearly to the topic sentence or controlling idea and it also highlights the ties between old information/theme and new information/rheme to make the structure of ideas or arguments clear to the reader. The post-test essays show better coherence than the pre-test as students know pay more attention to theme and rheme of the coming clauses or sentences. In addition to that in can be interpreted that student now have better control to paragraph coherence through the theme and rheme. The third element is paragraph structure; it refers to contextual structure of a paragraph where e.g. a claim in the topic sentence is then supported by further explanation, followed by some exemplifications or related data as prove to support the claim and end with final statement or conclusion. Students writings show that the structure of paragraph of the post-test looks better compare to pre-tes in ways that the topic sentence is explained further as the text develop sentence by sentence. In pre-test there are many undeveloped paragraphs that consist of only one sentence or claim without any further explanation.

The fourth is thematic progression; where the writer tries to identify whether or not the students has already apply the three types of thematic progressions. The result of the post-test shows that students' writings now exhibit application of all the three types of thematic progression i.e. constant, linear, and multiple thematic progressions depending on the paragraph context. The last is focus of text; in this aspect of writing the writer tries to identify whether or not the students use the impersonal pronoun for

example. The texts produce in either of the pre and post-test does not specifically asked students to exhibit changing focus of text. So, it needs further measurement.

5. CONCLUSION

Reflecting from students' answers to the five statements of questionnaire here is how the writer answers the research questions. Firstly, findings show that most of students obtained satisfactory understanding toward the lessons. There are 88% of students who say that theme-rheme and thematic progression is useful to improve their writing skills, 83% says understanding theme-rheme and thematic progression enable them to develop better paragraphs, and 71% happy to know the impact of changing focus of a sentence. The last two percentages are the answer to the statements that was designed to measure the application of (1) focus product text and (2) the function of multiple thematic progression type. 71% agree that focus product text is friendlier to customer, hence 21% choose neutral which possible interpreted as lack of understanding or teaching failure. Second, the writing test results show improvements in students' writings in terms of *text development*, *paragraph coherence*, and *paragraph structure*. Prior to being given the lesson students' writings were short or undeveloped, the paragraphs, if it long enough, lack of coherence or content more than one idea. The paragraph structure reveals well thoughts sentence compare to prior texts. About Thematic progression, the students are able to apply the three types of constant, linear and multiple. The last one is Focus of text; since the exercise given was in very limited in number so that it need more effort to measure.

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