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PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT II

July 5-6, 2012



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

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Editors:

Agus Subyanto

Mualimin

Prihantoro



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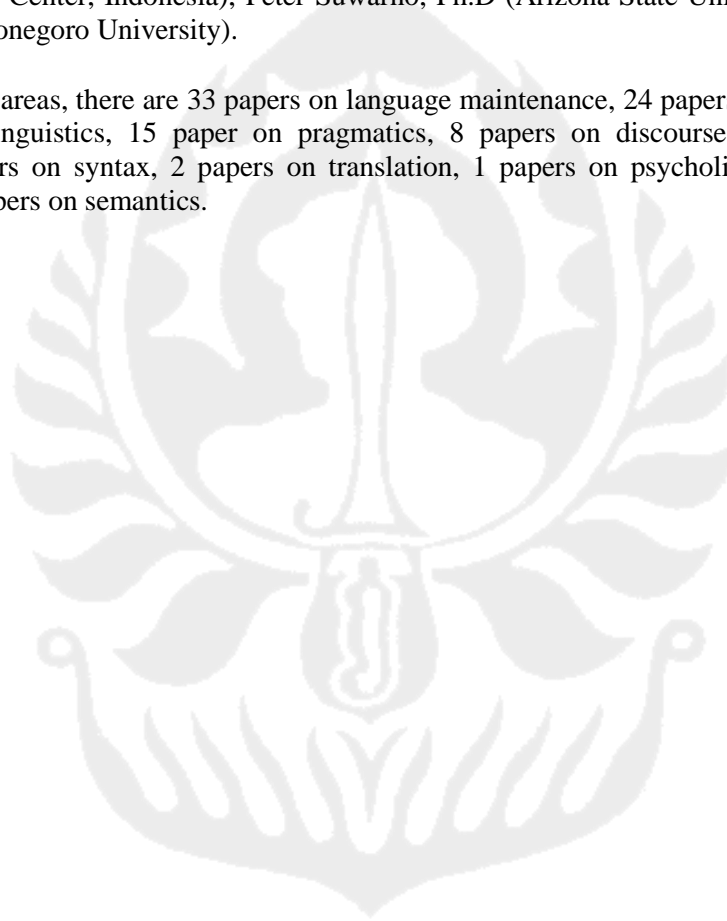
Editors' Note

This international seminar on Language Maintenance and Shift II is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University in July 2011. We do hope that the seminar with this theme can become a yearly program of the Master Program in Linguistics, Diponegoro University, as we see that this topic still needs our serious attention due to the inevitable impact of globalization on the life of indigenous languages.

We would like to thank the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the head and secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar. The first five papers are those presented by invited keynote speakers. They are Prof. Dr. Hanna (Balai Bahasa Provinsi Sulawesi Tenggara, Indonesia), Prof. Dr. Bambang Kaswanti Purwo (Atma Jaya Catholic University, Indonesia), Dr. Sugiyono (Language Center, Indonesia), Peter Suwarno, Ph.D (Arizona State University), and Herudjati Purwoko, Ph.D (Diponegoro University).

In terms of the topic areas, there are 33 papers on language maintenance, 24 papers on language learning, 19 paper on sociolinguistics, 15 paper on pragmatics, 8 papers on discourse analysis, 8 paper on morphology, 2 papers on syntax, 2 papers on translation, 1 papers on psycholinguistics, 1 papers on phonology, and 1 papers on semantics.



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International Seminar "Language Maintenance and Shift II", July 5-6, 2012

SCHEDULE OF THE INTERNATIONAL SEMINAR LANGUAGE MAINTENANCE AND SHIFT II			
TIME	NAME	TITLE	ROOM
07.30 - 08.20 WIB	REGISTRATION		LOBBY
08.20 - 08.45 WIB	OPENING		PAKOEBUWONO
08.45 - 10.45 WIB	PLENARY 1		PAKOEBUWONO
	Hanna	BAHASA DAERAH PADA ERA GLOBALISASI PELUANG DAN TANTANGANNYA	
	Sugiyono	PENANGANAN BAHASA DAERAH: SEBUAH TANTANGAN	
10.45 - 11.00 WIB	COFFEE BREAK		PAKOEBUWONO
11.00 - 12.30 WIB	PARALLEL 1 A		ROOM A
	Asih Prihandini, Deny Nugraha	REVITALISASI BUDAYA NGA-DONGENG LEWAT TEKNOLOGI INFORMASI SEBAGAI UPAYA PELESTARIAN BUDAYA TUTUR (SASTRA LISAN) DIKALANGAN KELUARGA SUNDA MODERN	
	Deni Karsana	MENGURAI DILEMA BAHASA KAILI DITENGAH ARUS GLOBALISASI	
	Dwi Wulandari	THE IMPORTANCE OF POSITIVE LANGUAGE ATTITUDE IN MAINTAINING JAVANESE LANGUAGE	
	Zubaedah Wiji Lestari & Muhamad Qushoy	PERSON DEIXIS IN SUNDANESSE JOKES (THE ANALYSIS OF CANGEHGAR IN "BASA CINA" AND "ASAL-USUL" EPISODES)	
11.00 - 12.30 WIB	PARALLEL 1 B		ROOM B
	I Dewa Putu Wijana	PERANAN BAHASA-BAHASA DAERAH DALAM PERKEMBANGAN BAHASA GAUL REMAJA INDONESIA	
	Indah Arvianti	KARONESSE INTERFERENCE IN INDONESIAN AS THE REFLECTION OF KARONESSE MAINTENANCE	
	Hendarto Supatra	LANGUAGE ATTRITION IN JAVA (SOME NOTES ON THE PROSSES OF JAVANESES LANGUAGE LOSS)	
	M.Oktavia Vidiyanti	PANDANGAN WONG USING BANYUWANGI TERHADAP BAHASA USING: KAJIAN PEMERTAHANAN BAHASA	
11.00 - 12.30 WIB	PARALLEL 1 C		ROOM C
	Muhammad	SASAK LANGUAGE AND TINDIH MAINTAINING	
	Ngadiso	MAINTAINING JAVANESE LANGUAGE AND CULTURE TO SUPPORT CHARACTER EDUCATION IN GLOBALIZATION ERA	
	M. Suryadi	KERAPUHAN PENGGUNAAN BAHASA JAWA PADA KELUARGA MUDA JAWA PERKOTAAN	
	Yune Andryani Pinem	PEMERTAHANAN BAHASA VS PERUBAHAN BAHASA PADA CAKAP KARO DI TANAH KARO, SUMATERA UTARA	
11.00 - 12.30 WIB	PARALLEL 1 D		ROOM D
	Rukni Setyawati	ASPEK SOSIAL BUDAYA, DAN KEPERIBADIAN INDIVIDU SEBAGAI JEMBATAN PEMERTAHANAN BAHASA IBU	
	Swany Chiakrawati	MAINTAINING INDIGENOUS LANGUAGE THROUGH UNDERSTANDING THE PHILOSOPHY AND CULTURE (THE PROBLEM IN MAINTAINING 'FUKIEN (HOKKIEN)' AND 'HAKKA' DIALECTS AS INDIGENOUS LANGUAGE AMONG OVERSEAS CHINESE SOCIETY IN MEDAN, NORTH SUMATERA)	
	Teguh Sarosa	THE DYING PHENOMENON OF JAVANESE LANGUAGE USE IN ITS SPEECH COMMUNITY	
	Prihantoro	ON MONITORING LANGUAGE CHANGE WITH THE SUPPORT OF CORPUS PROCESSING	
12.30 - 13.30 WIB	BREAK		PAKOEBUWONO

International Seminar "Language Maintenance and Shift II", July 5-6, 2012

TIME	NAME	TITLE	ROOM
13.30 - 14.30 WIB	Aan Setyawan	PATTERNS OF LANGUAGE CHOICE IN SEMARANG SOCIETY; STUDY ABOUT LANGUAGE SHIFT AND MAINTENANCE	ROOM A
	Abadi Supriatin	PENGGUNAAN KOSA KATA DALAM BAHASA TEGAL	
	Agnes Widyaningrum	PRESERVING AND MAINTAINING NATIVE TONGUE THROUGH CULTURAL EXPOSURE	
	Andi Rizki Fauzi	THE EFFECTIVENESS OF JAVANESE AS A COMPULSORY LOCAL CONTENT SUBJECT IN THE PRIMARY EDUCATION CURRICULUM TO MAINTENANCE THE JAVANESE LANGUAGE IN JAVA	
13.30 - 14.30 WIB	Anggi Riris Pawesty	THE IMPLICATION OF BEHAVIOURISM THEORY IN TEACHING GRAMMAR FOR ELEMENTARY STUDENTS	ROOM A
	Anik Widyastuti	LANGUAGE CHOICE IN MULTILINGUAL COMMUNITIES	
	Barans Irawan Palangan	INTRODUCING TRANSLATION ACTIVITY: AN IMPLEMENTATION OF LANGUAGE MANTAINENCE IN CLASSROOM	
	Bening Angga Dita	USING CONSTRUCTIVIST METHOD TO TEACH HORTATORY EXPOSITION FOR GRADE 8 OF JUNIOR HIGH SCHOOL STUDENTS	
13.30 - 14.30 WIB	Casiyah	THE ROLE OF KYAI IN JAVANESE LANGUAGE MAINTENANCE	ROOM B
	Dewi Puspitasari	LAGU DOLANAN ANAK ALTERNATIVE SONGS IN TEACHING JAVANESE LANGUAGE FOR CHILDREN	
	Didit Kurniadi	TEACHING ENGLISH AS A FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL USING CONSTRUCTIVISM APPROACH	
	Euis Kurniasih	RAGAM BAHASA DALAM UPACARA PRA-NIKAH ADAT SUNDA "NGEUYEUK SEUREUH"	
13.30 - 14.30 WIB	Fider Saputra T	LANGUAGE POLITENESS	ROOM C
	Hamza Aabeed .K.	LANGUAGE MAINTENANCE AND SHIFT	
	Hazairin Eko Prasetyo	PRESERVING INDIGENOUS LANGUAGES THORUGH A MORE INTEGRATED NATIONAL CULTURAL STRATEGY	
	I. Maria Hendrarti	NARRATIVE DISCOURSE: HYBRID CONSTRUCTION AND DOUBLED VOICE IN EUDORA WELTY'S <i>THE OPTIMIST'S DAUGHTER</i>	
13.30 - 14.30 WIB	Hetty Catur Ellyawati, Muhammad Arief Budiman	WOMAN REPRESENTATION AT BUMPER STICKERS ON THE BACKS OF DUMP TRUCKS	ROOM D
	Ignatius Maryoto	THE LETTER OF SECURITY COUNCIL ON "NO FLYING ZONE" IN THE POINT OF VIEW OF METHAPORIC ANALYSIS	
	Ikha Adhi Wijaya	TRANSITION THROUGH ACCULTURATION AMONG ENGLISH AND INDONESIAN LANGUAGE, AND HOW IS ABOUT OUR IDENTITY ?	
	Indriani Triandjojo	LOCAL LANGUAGE MAINTAINCE: CASE STUDY IN A. HADIWIDJAJA FAMILY	
13.30 - 14.30 WIB	Izzati Gemi Seinsiani	THE LEARNERS' ATTITUDE TOWARD JAVANESE LANGUAGE SUBJECT AS ONE OF JAVANESE'S LANGUAGE MAINTENANCE EFFORT	ROOM A
	Johanes Sutomo	INTRODUCING JAVANESE WEBLOGS ENHANCES PARTICIPATION TOWARDS JAVANESE DISCOURSE	
	Khairi Zaglom	USE OF COHESIVE FEATURES IN ESL STUDENTS' E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY	
	Kharisma Puspita Sari	SPEECH LEVEL PATTERN AND REFERENCE/ DEIXIS BASED ON SOCIAL STATUS CLASSIFICATION OF JAVANESE LANGUAGE USING (A STUDY ABOUT TRADITION AS INFLUENCE IN ISLAMIC ANCIENT BOARDING SCHOOL/PONDOK PESANTREN SALAFI LANGUAGE STYLE)	

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	Maria Yosephin Widarti Lestari	INFLECTIONAL MORPHEMES IN ENGLISH COMPARED WITH BAHASA INDONESIA AND BASA SUNDA	
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	Meka Nitrit Kawasari	'NGURI – NGURI BUDAYA JAWA' MELALUI PEMERTAHANAN PENGGUNAAN BAHASA JAWA DI MEDIA MASSA	
	Milad Ali Milad Addusamee	LANGUAGE CHOICE IN CODE-MIXING AND CODE-SWITCHING APPROACH, A CASE OF STUDY IN SOCIOLINGUISTICS REFERS TO THE EFFECTIVENESS OF USING MULTIPLE-LANGUAGE IN TEACHING METHOD	
	Nurul Adhalina	JAVANESE VS. ENGLISH: POSITIVE AND NEGATIVE CONSEQUENCES ON LEARNERS	
13.30 - 14.30 WIB	Peni kustiati	LINGKUNGAN SEBAGAI SARANA PEMBELAJARAN BAHASA INDONESIA	ROOM D
	Ratih Kusumaningsari	KAJIAN SOSIOLINGUISTIK TERHADAP RAGAM BAHASA PERCAKAPAN PADA HARIAN SOLOPOS (KAJIAN ATAS RUBRIK "AH...TENANE")	
	Rayda Ary Ana	THE IMPLICATION OF FUNCTIONAL THEORY IN TEACHING READING A DESCRIPTIVE TEXT FOR MIDDLE AGE STUDENTS (FUNCTIONAL COMMUNICATION ACTIVITIES IN LANGUAGE TEACHING)	
	Rezqan Noor Farid	BAHASA BANJAR: ITS VARIETIES AND CHARACTERISTICS (A CONCEPTUAL DESCRIPTION OF BAHASA BANJAR IN SOCIOLINGUISTICS POIN OF VIEW)	
13.30 - 14.30 WIB	Rika Rahma Anissa	THE REAL ACTIONS OF YOUNG GENERATION IN MAINTAINING JAVANESE LANGUAGE IN THE GLOBALIZATION ERA	ROOM A
	Saidatun Nafisah	THE PATTERNS OF CODE SWITCHING IN TEACHING AND LEARNING <i>KITAB KUNING</i> AND ITS IMPLICATIONS TO THE JAVANESE LANGUAGE MAINTENANCE	
	Sari Kusumaningrum	ENCOURAGING CHILDREN IN LEARNING ENGLISH COMMUNICATIVELY BY USING SOME FUN ACTIVITIES IN THE CLASSROOM	
	Setiawan Bayu Nugroho	DESIGNING SPEAKING TEST BETWEEN PERFORMANCE TEST AND IMITATIVE TEST FOR DEVELOPING VOCABULARY COMPETENCE	
13.30 - 14.30 WIB	Solegar Anggit Prasetyo	EMBODIMENT IN SECOND LANGUAGE LEARNING AND TEACHING	ROOM B
	Sri Sulihingtyas Drihartati	PEMERTAHANAN BAHASA BELANDA MELALUI UJIAN INTEGRASI	
	Suharyo	POLA PEMILIHAN BAHASA DI KALANGAN PENUTUR JAWA KOTA SEMARANG	
	Tri Pramesti	TWILIGHT AND INDONESIAN YOUNG ADULT FICTION <i>TUILET'</i> : A PARODY	
13.30 - 14.30 WIB	Umi Jaroh	MENULIS MENINGKATKAN KECERDASAN LINGUISTIK	ROOM C
	Uniwati	LAGU WULELE SANGGULA MENUJU KEBERTAHANAN BAHASA IBU	
	Widyashanti Kunthara Anindita	THE IMPLICATION ON TEACHING EFL (ENGLISH FOREIGN LANGUAGE) READING FUN TO VARIOUS LEVELS OF INDONESIAN STUDENTS	
	Wiwik Wijayanti	ANALISIS KONTRASTIF MONOLINGUAL BAHASA INDONESIA	

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	Yessi Aprilia Waluyo	PRESERVING AND PROTECTING JAVANESE LANGUAGES BY APPLYING CODE SWITCHING AND CODE MIXING IN TEACHING ENGLISH IN CLASSROOM (SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE ASSIGNMENT OF PRAGMATICS)	
	Yohana Ika Harnita Sari	THE APPLICATION OF FUNCTIONAL APPROACH IN STANDAR KOMPETENSI LULUSAN (SKL) UJIAN NASIONAL SMP/MTsOF ENGLISH IN ACADEMIC YEAR 2011 – 2012	
14.30 - 16.00 WIB	PARALLEL 2 A		ROOM A
	Arapa Efendi	AM I A TROUBLE MAKER? FILLER WORDS IN SPONTANEOUS SPEECH; STRATEGIES OR INTERFERENCE (PRELIMINARY STUDY)	
	Isry Laila Syathroh	TEACHING RHETORICS THROUGH LANGUAGES IN ADVERTISEMENTS	
	Juanda, Nungki Heriyati	BUKA PINTU: BUHUN YANG TIDAK SELALU TERISTIMEWAKAN	
	Katharina Rustipa, Abbas Achmad Badib, Djoko Sutopo	THE FLOWS OF IDEAS OF ENGLISH ARGUMENTS BY INDONESIAN WRITERS FOUND IN THE OPINION FORUM OF THE JAKARTA POST: AN INDICATION OF LANGUAGE SHIFT	
14.30 - 16.00 WIB	PARALLEL 2 B		ROOM B
	Lalu Ari Irawan	ENGLISH LANGUAGE LEARNING THROUGH THE CULTURE OF LEARNER'S INDIGENOUS LANGUAGE	
	Naniek Kuswardhani, Retno Budi Wahyuni	ENGLISH LEARNING STRATEGIES FOR TOURISM MANAGEMENT STUDENTS WITH MULTI CULTURAL BACKGROUND AT BANDUNG INSTITUTE OF TOURISM	
	Sonezza Ladyanna	SALAM DALAM BEBERAPA BAHASA DI DUNIA	
	Sri Murtiningsih	BUILDING CROSS – CULTURAL COMPETENCE TO IMPROVE ENGLISH EFFECTIVE COMMUNICATION	
14.30 - 16.00 WIB	PARALLEL 2 C		ROOM C
	Suharno, Abbas A. Badib, Joko Sutopo	CITATION AND TENSE FOR REVIEWING PREVIOUS RESEARCH IN THE INRODUCTION SECTION OF ENGLISH SCIENCE JOURNALS BY NON-NATIVE SPEAKERS.	
	Syaifur Rochman	CORPORAL PUNISHMENT IN SCHOOLS BASED ON THE STUDENT'S CULTURAL VALUES (A SURVEY OF CORPORAL PUNISHMENT IN SCHOOLS EXPERIENCED BY STUDENTS OF ENGLISH LANGUAGE AND LITERATURE DEPARTMENT, JENDERAL SOEDIRMAN UNIVERSITY)	
	Luita Aribowo	AFASIOLOGI: PERSPEKTIF LINGUISTIK	
	Dahlya Indra Nurwanti	ANALYZING THE WORD CHOICE IN RELATION TO THE SEMANTIC ADJUSTMENT IN THE ENGLISH-INDONESIAN TRANSLATION OF DISNEY'S DONALD DUCK SERIAL COMIC BOOK	
14.30 - 16.00 WIB	PARALLEL 2D		ROOM D
	Ajeng Dianing Kartika	ANALISIS PRAGMATIK TEKS HUMOR POLITIK PADA SITUS WWW.KETAWA.COM	
	Daniel Ginting	THE RHETORICAL STRUCTURE AND COMMUNICATIVE STRATEGIES OF THE STUDENTS' REQUESTS IN THE WEB DISCUSSION FORUM	
	Muhamad Ahsanu	THE IMPLICATURE AND VIOLATIONS OF CONVERSATIONAL MAXIMS IN INDONESIAN ADVERTISEMENTS	
	Agus Hari Wibowo	PHONOLOGICAL PROCESS IN INDONESIAN SPEECH (CASE OF ASSIMILATION AND ELISION IN INDONESIAN)	
16.00 - 16.30 WIB	COFFEE BREAK		PAKOEBUWONO

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16.30 - 18.00 WIB	PARALLEL 3 A		ROOM A
	Prima Hariyanto	KATA BERINFIKS DALAM BAHASA INDONESIA	
	Surono	UNIVERSAL NASAL ASSIMILATIONS IN MONOMORPHEMIC AND POLYMORPHEMIC WORDS ACROSS LANGUAGES	
	Yusup Irawan	AMBANG KONTRAS AKUSTIK INTONASI KALIMAT DEKLARATIF-INTEROGATIF DALAM BAHASA SUNDA	
	Maryanti E. Mokoagouw	WACANA MOB PAPUA: KAJIAN EKOLINGUISTIK DIALEKTIKAL	
16.30 - 18.00 WIB	PARALLEL 3 B		ROOM B
	Deli Nirmala	EMBODIED EXPERIENCES IN METAPHORS IN BAHASA INDONESIA	
	Hyunisa Rahmanadia	KOSAKATA WARNA DALAM BAHASA SUNDA KANEKES	
	Rizki Hidayatullah, Septi Mustika Sari	KONSEP WANGI DALAM <i>JANGJAWOKAN MINYAK SEUNGIT</i> : KAJIAN ANTROPOLINGUISTIK DI DESA JATISARI, KECAMATAN JATISARI, KABUPATEN CIANJUR	
	Chusni Hadiati	THE CHARACTERISTICS OF BANYUMASAN CONVERSATIONAL IMPLICATURES	
16.30 - 18.00 WIB	PARALLEL 3 C		ROOM C
	Oktiva herry Chandra	JAVANESE AFFECTIVE WORDS IN TERM OF DRESS	
	Mytha Candria	A RELEVANCE-THEORETIC ANALYSIS OF PARALLELISM IN MUSTOFA BISRI'S "SIAPA MENYURUH"	
	Yovita M. Hartarini	PEMERTAHANAN LOGAT BAHASA IBU DI WILAYAH KOTA KENDAL	
	Nurhayati	FROM <i>MARTO</i> TO <i>MARFELINO</i> , A SHIFT IN NAMING IN GOTPUTUK VILLAGE	
16.30 - 18.00 WIB	PARALLEL 3 D		ROOM D
	Syihabul Irfan	MENDADAK "BAHASA INDONESIA": DAYA ILOKUSIONER DALAM TUTURAN M. TABRANI IHWAL USULAN NAMA BAHASA PERSATUAN	
	Mualimin	REQUESTS IN JAVANESE: A CASE STUDY ON READERS FORUM OF PS MAGAZINE	
	M. Abdul Khak	PERGESERAN BAHASA SUNDA DAN BAHASA CINA DI JAWA BARAT: ANALISIS KOMPARATIF	
	Hidayatul Astar	PEMERTAHANAN BAHASA IBU DI DAERAH TERTINGGAL	
18.00 - 19.00 WIB	PRAYING		PAKOEBUWONO
19.00 - 21.00 WIB	DINNER		PAKOEBUWONO
FRIDAY, JULY 6, 2012			
07.30 - 08.00 WIB	REGISTRATION		LOBBY
08.00 - 09.30 WIB	PARALLEL 4 A		ROOM A
	Agus Sudono	POLA PILIHAN BAHASA DALAM JUAL BELI DI PASAR TRADISIONAL (STUDI KASUS DI PASAR WINONG, KABUPATEN PATI)	
	Devina Christania, Pradipta Wulan Utami	CAMPUR KODE BAHASA BETAWI DAN BAHASA INDONESIA DALAM KOLOM "ALI ONCOM" PADA SURAT KABAR HARIAN POS KOTA: KAJIAN SOSIOLINGUISTIS	
	Evynurul Laily Zen	SISTEM PANGGILAN KEKERABATAN SEBAGAI CERMIN BUDAYA DAN POLA PIKIR MASYARAKAT JAWA: DULU DAN KINI	
	Sudirman Wilian	THE POTENTIAL LOSS OF SASAK SPEECH LEVEL: A SURVEY OF LANGUAGE USE AMONG SASAK YOUTHS IN WEST LOMBOK	

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TIME	NAME	TITLE	ROOM
08.00 - 09.30 WIB	PARALLEL 4B		ROOM B
	Khristianto, Widya Nirmalawati	MAKING USE THE RECORDED LANGUAGE RELICS IN HUMOR PIECES	
	Mohammed Azlan Mis, Mohammad Fadzeli Jaafar, Norsimah Mat Awal, Hayati Lateh	KAJIAN BAHASA PERHUBUNGAN MASYARAKAT DI SEMPADAN MALAYSIA-THAILAND: ANALISIS PILIHAN BAHASA	
	Sri Mulatsih	SPEECH PLANNINGS ON THE STUDENTS' CONVERSATION (A CASE STUDY OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT, DIAN NUSWANTORO UNIVERSITY)	
08.00 - 09.30 WIB	PARALLEL 4C		ROOM C
	Taufik Mulyadin	INDUSTRI KREATIF, ANAK MUDA, DAN <i>BASA SUNDA</i>	
	Veria Septianingtias	ANALISIS DIALEK A DAN DIALEK O BAHASA LAMPUNG: KAJIAN FONOLOGI	
	Yuni Ferawaty	INTERFERENSI BAHASA CINA DIALEK HAKKA PADA ISTILAH PENAMBANGAN TIMAH BANGKA	
08.00 - 09.30 WIB	PARALLEL 4D		ROOM D
	Yuliarni	KONTRASTIF BAHASA MINANGKABAU DENGAN BAHASA INDONESIA DI TINJAU DARI SEGI PREPOSISI	
	Frans I Made Brata	LEXICAL MEANING AND ITS LOSS AND GAIN OF INFORMATION IN TRANSLATION	
	Retno Purwani Sari	DECONSTRUCTION OF IDEOLOGICAL HEGEMONY OF LANGUAGE-CULTURE MAINTENANCE IN SUNDANESE MEDIA	
09.30 - 09.45 WIB	CEFFEE BREAK		PAKOEBUWONO
09.45 - 11.00 WIB	PLENARY 2		PAKOEBUWONO
	Herudjati Purwoko	LINGUISTIC DOMAINS: KEYS TO THE MAINTENANCE OF JAVANESE	
11.00 - 11.15 WIB	CLOSING		PAKOEBUWONO

THE EFFECTIVENESS OF JAVANESE AS A COMPULSORY LOCAL CONTENT SUBJECT IN THE PRIMARY EDUCATION CURRICULUM TO MAINTAIN THE JAVANESE LANGUAGE IN JAVA

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Abstract

Javanese was the language with the greatest number of first language speakers in Indonesia, but the percentage of the population who spoke it as their first language was declining. Before 1990, regional languages were used as the medium of instruction in the first three grades of primary school in many places, and this was common in Javanese-speaking areas. Since 1990, it is government policy that Indonesian should be used as the language of education from kindergarten through to university.

However, another government policy was promulgated in various forms between 1989 and 1993 which requires the teaching of one compulsory local content subject and up to three optional subjects in the primary education curriculum alongside the national curriculum. This policy has allowed Javanese to reappear in schools, but as a taught subject rather than as the medium of instruction. In the Special Region of Yogyakarta, Javanese has been a compulsory subject in schools from year 1 to year 9 since 1995, allotted two teaching hours per week, and in Central Java it has even become a compulsory subject for students in years 10 – 12 of high school since 2006.

The problem is what this way is effective to maintain the javanese language in java. As the compulsory subject, the javanese is provided in two hour in one week. It is not enough for the students to learn the javanese and its' culture. So it can not guarantee if the students able to use javanese in communication. So this article will try to find The Effectiveness of Javanese As A Compulsory Local Content Subject In The Primary Education Curriculum To Mainain The Javanese Language In Java.

The writer will use the quantitative method to find the Effectiveness of Javanese As A Compulsory Local Content Subject In The Primary Education Curriculum. The sample will be taken from some students which obtain javanese as compulsory subject at the class.

Some suggestion are needed to the students, the teacher, and the government. The students have to learn javanese outside of the class because it is not enough to master javanese language and then it will be used in daily activities for communication. Beside that the teachers must be aware if javanese as a compulsory subject is not enough to make the students using javanese in communication so they can be motivator and a model in using javanese for communication. The government have to provide the javanese language subject not only two hour in one week but more than it.

Key words: *Javanese, Compulsory local content subject, Language maintenance.*

I. Introduction

A. Background of the problem

Nowadays, a change in all aspects of life happen very quickly. One of the changes occur in a language which is a tool to communicate daily. That changes can provide great advantages to human life but on the other hand the changes make greater disadvantages. One of the change is the use of regional languages was replaced by the use of the national language or Indonesian. The higher mobility of a person who has been accelerating the change at this moment. A person can go from one area to another so quickly that not allowing someone to use their own regional language in other areas with a different person. This case is one of the cause of language death and some of the region language will be loss. It happen in javanese language especially in 'krama'.

Government policy in maintaining the Javanese is to make it as a compulsory local content subject in the primary school curriculum. The policy has been implemented for several years, but in reality many young generation people who do not speak Java, especially 'krama' in communication. They tend to use the Indonesian language instead of using Java language in communication. Several years ago Javanese is used as an instruction language in the school but it was replaced by Indonesian.

Certainly the replacement of the use of Javanese as the language of instruction in schools with the Indonesian language has a big influence. Beside that alloted of the time of Javanese lessons in elementary which is only 2 hours a week would still doubt in stimulating and improving students' skills so that they are able to communicate with the Javanese in especially 'krama' with others. So that effectiveness must be measured, so that eventually the right policies in maintaining the Javanese. Although the policy of using Javanese as a compulsory local content subject is not only the reason for shrinking of using Javanese but It can not be deny that it holds a very large role in the use of the Javanese itself . So a few years later Javanese will not be part of history and it will be existence.

B. Reasons for choosing the topic

There are some reasons why "the effectiveness of Javanese as a compulsory local content subject in the primary education curriculum to maintain the Javanese language in Java" was chosen as a subject of study. Because the use Javanese is diminishing every year. So it become an important thing to pay attention with sustainability of Javanese. Among of them is the measurement of government policy that makes Java as a compulsory local content subject in primary school which is only 2 hours in a week . So It would need to be studied further what it was effective or not to maintain the Javanese. Because of in the real situation, the children in primary school rare in using the Javanese especially 'krama' in communication.

C. Statements of the problem

There is some problems as a background to write this article, They are:

1. What does government policy to include Javanese as a compulsory local content subject in the curriculum in primary education curriculum to maintain the Javanese in Java have been effective?
2. What can the students communicate with Javanese especially 'krama' in communicating with others after getting the Javanese subject at school?

D. Objectives of the Articles

There are several purposes of this article include:

1. Measuring the effectiveness of. Javanese as a compulsory local content subject in the curriculum in primary education curriculum to maintain the Javanese in Java have been effective or not.
2. To know what the students can speak Javanese especially 'krama' to communicate with others

E. The significances of the Article

1. For teachers

The teachers will know that the implementation of the Javanese which is only 2 hours in a week is not enough to make the students to communicate with the Javanese especially 'krama' so they should make the Javanese as an instruction in communicating with students.

2. For students

The students will know that organizing Javanese subject which is only 2 hours in a week are less effective to increase students' skills in Javanese so they can practice using the Javanese outside of school.

3. For government

The government should increase the number of hours of Javanese in primary schools to maintain the Javanese its self.

II. Review of related literature

A. Javanese Language

Javanese is one of the largest regional languages which is used in Indonesia. But in recent years, the users of this language tend to shrink and be replaced by the Indonesian language which is essentially a unifying language. On October 28, 1928, the delegates at the Second Indonesian Youth Congress passed a resolution, known as the Youth Pledge, Indonesian proclaiming to be the language of national unity. The main function of Indonesian is to unite the entire population of Indonesia which is more than 200 million people and diverse ethnic cultures and languages. The changes in the trend of using Java language and replaced with the Indonesian language is very irony.

According to Indra Tranggono published by Suara Merdeka on April 15th 2012, the irony of Javanese can be seen from the reality of the large number of Javanese people in the country which is not guarantee a strong Javanese cultural life. Indonesian syndrome and westernization in the globalization toward the Javanese culture is the determinant factor of the deterioration of cultural and language of Java.

So the globalization era gives some impact to the Javanese. In the globalization, media develop very fast. According to Liliana in her journal, media is one of the most influential tool in the community. The developing of media in the globalization era led to a direct impact on the use of language especially for the Javanese. Most of the advertisements in the media using the Indonesian and even use English. This condition causes the Javanese is not popular in the java. For example: There is an original product from java. It is called "tela-tela". It is made from cassava which is a kind of meal in java but the product is advertised using english.



Beside that, the most of people tend to use 'ngoko' than 'krama' toward all of the addressee. While based on the Javanese functions, there are divided into three language variations. They are ngoko ("rough"), intermediate ("normal"), and manners ("smooth"). In daily, ngoko is used to talk to friends or theyounger and 'madya' is used for people in quite formal situations. We can use 'krama' to talk with older and to the people are respected. Ngoko is one of the variations which is used in the common situations at this moment. It is divided into various dialects.

According to Abdul Chaer and Leonie Agustina(2010), dialect relates to the Certain linguistic variation belongs to a group of speakers in a Certain area. We know some kind of dialect of Java. for example in the west we know the dialect of *cirebon, tegal, Banyumasan* etc.and in the middle, we know the java dialect of *pekalongan, Semarang*, and in the the eastern part some of the dialect, such as *Banyuwangi and Tengger*.

B. Javanese as a Compulsory Local Content Subject In The Primary Education Curriculum

Prior to 1990, regional languages were used as the medium of instruction in the first three grades of primary school in many places, and this was common in Javanese-speaking areas. Since 1990, it is government policy that Indonesian should be used as the language of education from kindergarten through to university. However, another government policy was promulgated in various forms between 1989 and 1993 which requires the teaching of one compulsory local content subject and up to three optional subjects in the primary education curriculum alongside the national curriculum. This policy has allowed Javanese to reappear in schools, but as a taught subject rather than as the medium of instruction. In the Special Region of Yogyakarta, Javanese has been a compulsory subject in schools from year 1 to year 9 since 1995, allotted two teaching hours per week, and in Central Java it has even become a compulsory subject for students in years 10 – 12 of high school since 2006.

Beside that, according to UU RI No 20 Th 2003 about National Education System In chapter 37 point (1) of stated that "primary and secondary education curricula must include: religious education, citizenship education, language, mathematics, natural sciences, social sciences, arts and culture, physical education and sports, skills / vocational, and local contents" especially in chapter 37 point (1) about

language items are described as follows: material includes language study Indonesian language, regional language and foreign language with the following considerations: one, the Indonesian language is the national language. The second, the local language is the native language learners. The Third is foreign languages, especially English as the international language which is very important utility in the global society.

From these explanations can be concluded that the regional languages (including Java language) is a compulsory subject in primary and secondary education curriculum. It has a similar position with national language and foreign languages subject. Beside that, it has the same function as important as function of the national language and foreign languages.

According to Central Java Governor Decree No. 895.5/01/2005 about Javanese Curriculum Subjects for the Study of Education in 2004. From the governor's decision can be concluded that the Javanese from academic year 2005/2006 is not a local content subject but it become a compulsory subject not only in elementary or primary and junior high school level but also at the high school, vocational school. However, the issue is whether the Java language is a compulsory subject in primary schools have been effective as an effort to preserve the Javanese because in fact many children tend to use Indonesian to communicate with others.

When the people was born into this world, humans began to learn the language. The language is learned by him little by little from childhood until he can interact with the surrounding community. when he was a teenager, he had mastered over two or more languages. All that he gained while interacting with other community. So he becomes bilingual. When he had mastered over two or more languages, he is faced with the question, which one of the languages have the most important? In this time, the language shift process will happen. However, the bilingualism factor is not the only factor contributing in language shift. There are several other factors are also the cause of the language shift. First, the migration factor. According to Chaer (2004:142), the language shift comes to the use of language by a speaker or group of speakers that can occur as a result of movement from one speech community to another speech community.

Meanwhile, according to Holmes there are several factors that cause a language shift. They are economics, social factors, political factors, demographic factors, Attitudes and values. The language shift can also occurs in the Javanese because users tend to use the Indonesian. So the language maintenance is very important, especially for Javanese. According to Jandra(2010:144) Language maintenance is a situation when a speech-community can maintain or continue using their language from generation to generation although there are conditions that could affect them to shift to another language.

In this case the language shift occurs between Javanese into Indonesian or English. According to Holmes (2001) one of the way which can be used to maintain the language is the committed of government in a country to maintain a language. In Indonesia, the government make the Javanese as a compulsory subject in primary education curriculum although its effectiveness must be measured deeply.

III. Methodology of the study

The methodology of the study consist of approach of the research ,subject of the study, procedures of collecting data.

A. Approach of the Study

To get good result, a study will need a precise study method. Two kinds of research are qualitative and quantitative research. This study, employs descriptive quantitative and the writer try to explain in written form.

Descriptive qualitative research means the quantitative research as a type of research which include any calculation and numerating. By using this type, the writer try to measure The Effectiveness of Javanese As A Compulsory Local Content Subject In The Primary Education Curriculum To Mainain The Javanese Language In Java through quistionaire.

B. The Subject of the study

The Subject of the study is students in SDN 02 Bojongkoneng whicg get javanese as A Compulsory Local Content Subject In The Primary Education Curriculum. Beside that, the writer use random

sampling in choosing the respondent. And then the writer get fifteen students which consist of second grade until fifth grade students.

C. Procedure of Collecting Data

The writer uses questionnaire to collect the data and it is consist of closed questions. According to Siniscalco "Closed (or multiple choice) questions ask the respondent to choose, among a possible set of answers, the response that most closely represents his/her viewpoint." The respondent is usually asked to tick or circle the chosen answer. Questions of this kind may offer simple alternatives such as 'Yes' or 'No'. They may also require that the respondent chooses among several answer categories, or that he/she uses a frequency scale, an importance scale, or an agreement scale.

There are three questions in the questionnaire forms . They are:

1. Do you use javanese especially 'krama' to communicate with your parent?
2. Do you use 'krama' or 'ngoko' to communicate with other in dialy?
3. Is it "enough" or "not" for mastering javanese if you get javanese subject two hour in a week?

IV. Finding and Discussion

After collecting the data which use random sampling. The writer found that 100 % students never use javanese especially 'krama' in communicating with their parent. 100% students use 'ngoko' to communicate with others in dialy. And 100% students considered that it was not enough if javanese is provided in two hour per week. So this finding can prove that the government's policy to make javanese as a compulsory subject in the primary education curriculum is not enough to maintain the javanese.

V. Conclusion

After we know the results questionnaire, we can conclude that the Javanese as a compulsory subject in the primary education curriculum to maintain the javanese is not effective so the government have to find the other ways or add alloted the time of javanese subject in the primary education curriculum policy.

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