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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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| **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 KEPRIBADIAN 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 |

| 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 *THE OPTIMIST'S DAUGHTER* | |
| 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) | |

| TIME | NAME | TITLE | ROOM |
|---|---|---|---|
| 13.30 - 14.30 WIB | Luqman Hakim | STRATEGIES OF CONSTRUCTING APPEALS IN OBAMA'S VICTORY SPEECH | ROOM B |
| | Machalla Megaiab Abdullah | DESIGNING WRITING TEST | |
| | Maria Theresia Priyastuti | PROSES ADAPTASI PENYERAPAN KOSAKATA BAHASA INGGRIS KE DALAM BAHASA INDONESIA : SEBUAH KAJIAN MORFOLOGI | |
| | Maria Yosephin Widarti Lestari | INFLECTIONAL MORPHEMES IN ENGLISH COMPARED WITH BAHASA INDONESIA AND BASA SUNDA | |
| 13.30 - 14.30 WIB | Mas Sulis Setiyono | HOW TO PREVENT JAVANESE FROM LANGUAGE LOSS | ROOM C |
| | 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 *KITAB KUNING* 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 *TUILET*': A PARODY | |
| 13.30 - 14.30 WIB | Umi Jaroh | MENULIS MENINGKATKAN KECERDASAN LINGUISTIK | ROOM C |
| | Uniawati | 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 | |

| TIME | NAME | TITLE | ROOM |
|---|---|---|---|
| 13.30 - 14.30 WIB | Wuri Sayekti Sutarjo | CAMPUR KODE PADA RUBRIK GLANGGANG REMAJA: AITI MAJALAH PANJEBAR SEMANGAT | ROOM D |
| | 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 |

| TIME | NAME | TITLE | ROOM |
|---|---|---|---|
| 16.30 - 18.00 WIB | **PARALLEL 3A** | | 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 *JANGJAWOKAN MINYAK SEUNGIT*: 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 DDRESS | |
| | 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 *MARTO* TO *MARFELINO,* A SHIFT IN NAMING IN GOTPUTUK VILLAGE | |
| 16.30 - 18.00 WIB | **PARALLEL 3D** | | 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 4A** | | 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 | |

| 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 *BASA SUNDA* | |
| | 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 IMPLICATION OF BEHAVIOURISM THEORY IN TEACHING GRAMMAR FOR ELEMENTARY STUDENTS

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**Abstrak**

*This paper attempts to discuss the implication of behaviorism theory in teaching grammar for elementary students. The behaviorism theory focused on the direct learning.Typical behavioristic models were Substitution Drills, Segmented Teaching, Modeling, Other behaviorist techniques. The elementary students are active and able to understand the meaning without understanding particular words. Teaching Grammar is not directly taught in the classroom, but the teacher integrates with vocabulary in statement, such as communicative question.We can conclude that in behaviorism theory can help to develop students to learn grammar in the foreign language, not by teaching grammar directly, but by imitating, repeatating also drilling.*

***Key words**: Behaviorism, Teaching, Grammar, Drill*

## I. INTRODUCTION

This paper deals with the ways how to present and teach grammar to young learners especially elementary students through behaviorism. Learning, acquiring new pieces of information and using new skills in practice is strongly connected with mental abilities of children. Fully developed mental skills are not inborn. They are influenced by many factors, such as personal abilities of a child, family, both physical and mental health etc. What we are interested in is the development of intelligence itself.

Grammar has no place in a young learner classroom because it is difficult for children or is not relevant to their learning. Teaching grammar to elementary students requires an extensive knowledge of a great number issues. As it is not possible to avoid explaining the theory of grammar. Without grammar, we are blind to learn language. Actually, grammar and vocabulary cannot be separated because the sentence pattern is needed by using vocabulary to make a meaningful text.

As a teacher, it is important that your students are presented with language they can understand. Behaviorism presents SR theory, from this, drill method is constructed. This paper will discuss the implication of behaviorism by presenting some drill techniques and the like. The drilling helps the students to have pattern in their mind.

## II. DISCUSSION

### II.I. BEHAVIOURISM THEORY OF LEARNING

Behaviourism states that our behavior is separate from the way our mind operates and all human behavior is learned; therefore, learning is acquired through observation. *http://web.utk.edu/~rmcneele/classroom/theories.html.* According Piaget, children learn and gain information through experiencing which includes meeting people (mainly their mothers), drinking milk, playing with fingers, listening to sounds etc. Their intelligence does not have to be necessarily ready to accept all the information and so the mind has to adapt to regain the state of balance and stability. (Kohoutek, 2005, p. 13).

Also students need stimuli from the adults (mother and teacher) to give a response. As Piaget said A stimulus S causes a reaction R. This relation is not only one-way but it is a reciprocal relation where both S and R influence each other and what is more, the children intervene in the whole process. Perceiving of various stimuli causes reactions and these reactions lead to acquiring new information. (Piaget, Inhelderova, 1997, p. 13)

### II. 2. TEACHING GRAMMAR

Teaching according to Laberge, M.F (2003) is the process of imparting knowledge, skills, attitudes and values. Teaching can be considered as a process of instilling, transmitting or constructing

knowledge. Teaching can also be defined as a process of transmitting knowledge to learners; it involves several kinds of skills, classroom lesson planning, classroom management, selecting subject content, use of specific methods to transmit the content, evaluating students and discussing with students.

Teaching is a process whereby automatism is acquired. In this light teaching becomes a process during which the reactions, attitudes, professional gestures and behaviours are instilled into some one. The purpose of teaching is to train students to produce answers according to the problems encountered. Here the teaching effort is centred on the activities that could bring changes to the learner's behaviour. The behaviourist theory tends to instill behaviour and automatisms in the manner of resolving issues.

Teaching grammar to elementary students requires an extensive knowledge of a great number issues. As it not possible to avoid explaining the theory of grammar. Therefore, we should be aware of our teaching methods and approaches but also it is fundamental to be familiar with the principles of the development of children's intelligence.

## II.3 CHARACTERISTICS OF ELEMENTARY STUDENTS

Children are different from adults in many aspects. They sometimes able to learn much faster than we do. Some of these characteristics can be used for teaching EFL as well. Let us look at some of them more thoroughly.

- Children are able to understand the meaning without understanding particular words.
- Children appreciate everything what is concrete, what they really can see and touch. (Halliwell, 1992, pp. 3-4, 12)
- Children are creative. (Halliwell, 1992, pp. 4-5)
- Children learn although they are not aware of it.
- Young learners are not able to pay their attention for more than 10 - 20 minutes and after that they start to be bored and tired. (Halliwell, 1992, pp. 5-7)
- Children are fond of talking.

So far we have discussed general theoretical aspects of the development of children's intelligence and some basic characteristics of young learners. Let me pay attention to real methods which we can use if we teach young learners grammar.

## II.4 THE IMPLICATION OF BEHAVIORISM THEORY IN TEACHING GRAMMAR FOR ELEMENTARY STUDENTS

From the explanations above, the writer will show the implication of behaviorism theory in teaching grammar for elementary students. We know that behaviorism intends the teachers stimuli to guide students in learning a foreign language, especially English. As the characteristics of young learners, elementary students are able to understand the meaning without understanding particular words, so the teachers give guiding for them like using gestures, intonation, facial expression to make them more understand. Grammar, actually is difficult material for elementary students. It is not taught directly for them. It is a kind of indirect learning. As a teacher, we integrate vocabulary and grammatical structures together in our teaching. Now, There are some behaviorism techniques that are ideal in teaching grammar for elementary students.

1. Drills

Drills are teaching techniques that involve steady repetition of a desired action. Behaviorism theory encourages the repeating of a behavior to act as reinforcement of that behavior. Drills can be used when teaching things that require memorization such as grammar. By drilling, students can know the pattern. In substitution drills, the students may transform the teachers's line, as here the teacher give instruction to the students for using "let's" and give an example first.

Example:

Teacher says *You want to play football*. You will say *Let's play football*

Teacher : You want to go swimming

Students : Let's go swimming

or the teacher may use single words or pictures as prompts for students to produce a sentence:

Teacher : *cinema*

Students : Let's go to *cinema*

Teacher : *football*

Students : Let's play *football*

When the teachers give a simple sentence to the students.

Teacher says *I am a studen*t and students repeat *I am a student.* After the students know the pattern, The teacher just give the clue like *doctor* then students will say *I am a doct*or.

2. Segmented Teaching

Segmented teaching is another example of behaviorist theory instruction. In this method, the teacher breaks a topic down into smaller, comprehensive lessons. Each segment is built upon and connected together. *For exampl*e, students who are learning to read begin with identifying the sound of individual letters, and then letter blends, until they are able to read entire words.

3. Modeling

- Modeling, simply speaking, is learning by imitation. The teacher demonstrates a behavior, which is then repeated by the student. Modeling is commonly used when teaching language or writing to children.
- Some teaching methods and approaches, e.g. TPR (Total Physical Response) draw the attention to the fact that it is very useful if students learning new things are able to try them directly in practice. If we teach students imperatives, not only can they read and translate the sentences but also they can move, manipulate with objects and actually do everything they are asked to do. One student gives the commands and another one follows them.
  *Example*: Teachers teach students through command
  First The teacher gives the students a model like swimming, jumping, etc afterthat they imitate the actions. Now the teacher just says his/her students to do something, e.g. to swim, to run, to write, to walk, to turn left, to turn right, to jump etc. Then students react according to the instructions.

4. Routine Activity

Behaviorist theory also mandates an extremely structured classroom routine. Students must be familiar with this routine. Structure maintains the focus of the student on the teacher. This familiarity creates a comfort zone for students that encourage higher achievement. Also, it is important that the instructor check periodically with students to determine their level of understanding. This provides the student with immediate feedback, or reinforcement.
*http://www.ehow.com/about_5449620_behaviorist-theory-childhood education.html*

## III. CONCLUSION

Developing the grammar for a foreign language is a long and complicated process. Luckily, Elementary students as young learners have a long time ahead of them with the language. There is no need to rush into technical rules and labels that will confuse. In behaviorism theory, some techniques such as drills, segmented teaching, modelling and TPRetc can help students to develop in learning grammar in the foreign language. Teachers teach them grammar by integrating vocabulary and grammar too. Grammar, itself is not taught directly, but by imitating and repeatating also drilling. The teacher also be a sensitive to give oppurtinities for students.

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