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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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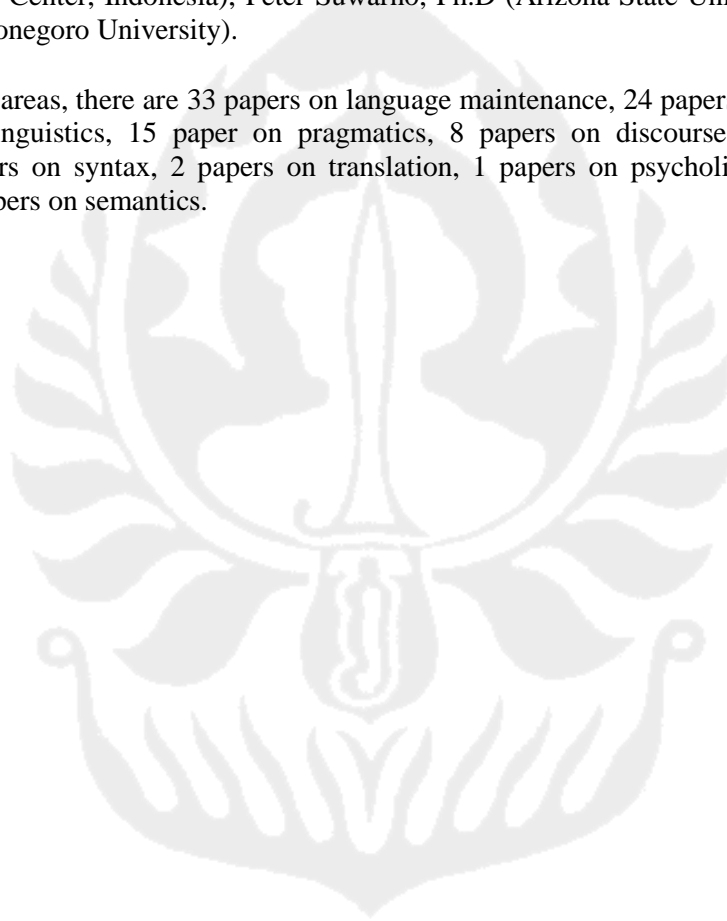
Editors' Note

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>	
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	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	
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	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	
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	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	
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	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	
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	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)	
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	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	
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	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
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	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

INTRODUCING TRANSLATION ACTIVITY: AN IMPLEMENTATION OF LANGUAGE MAINTAINENCE IN CLASSROOM

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Abstract

Multilingual communities have language shift. This 'shift' can change the plurality of languages in those communities; it favors the more dominant language and pushes the minority to its death or loss (Holmes: 2001). And when one language dies or losses, this world also losses one of its treasures. Translation activity in schools, in the spirit of language maintenance, helps to mantain minority language over the presure from the dominant language. It also helps students appreciate values of both languages. This paper discusses how important introducing translation in language teaching as part of language maintenance.

Key words: *language maintenance, dominant language, minority Language, translation.*

Language shift, language loss, and language maintenance

Holmes stated that the phenomenon when someone's pattern of language has gradually shifted over a certain periods is defined as language shift. We can see anywhere in this world that this kind of shifts have been happening. A woman who were born and lived in Indonesia but married to American man then lives in USA and only once a year go back to Indonesia in order to visit her parents will gradually experience language shift from her mother tongue, Indonesian, to her new country's language, English.

Holmes furthermore explained that in language shift, the language of wider society displaces the minority language mother tongue. In the preceding example, the woman used Indonesian mainly before she got married, but after she moved to her husband's country; her daily language will gradually change into English.

When one language shifts to another language, the function of the former also shifts to the latter. In the previous example about the woman, if she uses English as her daily language, it means that she has changed her mean of communication (which is one the function of language) from Indonesian to English.

One of the impacts of this kind of language shift is the gradual loss of proficiency. In the case of the woman, her ability in speaking Indonesian fluently will be gradually decreased by the time she continues to speak English. This kind of continuation will lead to language loss.

Holmes explained that language loss is not only happened to the people who are not in their language community but it is also happened to people who are in their language community especially when their language are threaten by the coming of more dominant language such international language (toward national language) or national language (toward local language) .

It is very possible now to see many Javanese youngsters who are unable to speak Javanese fluently because Javanese has rarely been told to them in present. In some cases, some domains of Indonesian, which serves as a national language, have been replaced by the international English that can be noticed in many borrowing or loanwords in English especially for technological terms. Most of the parents in Java prefer to speak and to teach Bahasa Indonesia or furthermore, English because these languages are considered as a mean to achieve success especially in education.

If language losses continuously happen throughout the world, this world will be like a rich man who lost his treasure gradually. Every language has its invaluable knowledge. Javanese, especially the ancient one, has so many words of wisdom that can teach how a man lives in better life. What the world will be if the disease caused by Ebola virus has spread throughout the world and unfortunately the African local language that has a way to cure the disease had lost since long time ago?

Fortunately, there are many people who have just realized that it is a disaster to let one language in this world loses. They realize that there are so many ways to preserve to the dying languages, and they also know that the progress of the dominant language can be retarded by so many factors.

One of those factors is the setting. Holmes explained that there are groups of people conducting language maintenance use the factor of setting such as school or place of worship to achieve their goal. School is one of the most effective settings to defend the threatening language because it contains people

who are not only doing learning activities but also people who are going to inherit the future of one community or nation. In school, learning activities take place including language learning, and in school too, the wisdom values, the moral principles are taught including the teaching of how to preserve your own language from the extinction which caused by the presence of the more dominant language; and one of the methods to do that is by conducting translation in classrooms.

The History of Translation

The activity of rendering one language into another language, which is called translation, has been being done from the ancient time until now. This activity has brought the enlightenment to many nations that enable them to achieve great civilization. Arabic and English are one of the nations that enjoy the fruit of civilization by encouraging translation as a mean for acquiring invaluable thought and culture from Greek or Latin.

The Arabs enjoyed their great civilization, which started from 750 A.D, due to Abbasid Caliphate who established Baghdad. During the reign of this caliphate, the city of Baghdad became the centre of learning that had root in Greek philosophy. At this place, the translations from Greek text of great philosophers such as Plato, Aristotle, and others into Arabic were conducted. About two centuries later, another learning center was founded, Cordoba.

Cordoba, which was the capital of Muslim Spain, also served as a learning center where the Greek-Arabic translations in philosophy and science were encouraged. From this city, the results of these Greek-Arabic translations were translated into Latin, and were spread to Paris, Bologna, and Oxford. The spread of these Arabic-Latin translations made contribution to the rise of renaissance in Europe.

Just like Arabs, English's culture also was on the top of its peak performance thanks to the translation conducted by King of England, Alfred the Great. He was a king who was not only famous for his ability to defeat the Danes but also to bring the renaissance to England. Alfred the Great had brought the illumination of renaissance by conducting Latin-Old English translation with the help from Asser, a bishop from Wales. In his residence, Oxford, he built intellectual improvement by organizing and establishing a learning center where in the future this learning center will become one of the greatest universities in the world.

What translation did in the past has shown us how great civilization can be achieved by the nation like English. They are not only able to maintain their language but also are able to transform their language from local language into one of the most prominent international language by rendering the firstly prominent language, Latin into English; which finally brought an abundance of advantages to English in its next development.

Pedagogical Translation

Klaudy (2003: 133) in Vermes (2010) distinguished translation activity into pedagogical translation and real translation. The items distinguishing these two types are the function, the object, and the addressee of the translation.

In term of 'the function', pedagogical translation is a kind of facility where the translated text serves as tool of improving the student's fluency in foreign language. While in real translation, according to Lesznyiák (2003: 61), translated text does not serve as a tool, but it is the very goal of the process.

As regards 'the object', the object of pedagogical translation is the information of students' language proficiency, and the object of real translation is information about reality.

Concerning 'the addressee', the language teacher or the test giver who needing information about their students' language proficiency is the addressee of pedagogical translation; while for the real translation, the target language reader who needs some information about reality is the addressee.

The objections

Based on Kaye (2009), some experts still object to the idea about bringing translation to the classroom. They, furthermore, consider possible obstacles which both teachers and learners will face if this kind of

method is conducted in classrooms. In addition, Kaye stated that setting up translation in the classroom is challenging and it can go worse.

For teachers, still according to Kaye, there are some possible obstacles that may come in applying translation method in classroom. These obstacles are mentioned below.

1. It is tricky and needs full preparation.
2. It requires a motivated class.
3. It requires sophisticated knowledge about the culture of both L1 and L2.
4. It can undermine English speaking environment.
5. It is difficult to apply in the class with time restriction (because it is limited on reading and writing).
6. It is time consuming.

For learner, Kaye also described that several problems mentioned below may come if they learn foreign language by this method.

1. It encourages them to use L1 for long time.
2. It may work for analytic students or students who use verbal-linguistic learning strategies. So it does not work for young learner or lower levels.
3. It may be seen as a less useful activity in learning foreign language in students' point of view because it looks specialized and difficult
4. It includes a range of other issues such as form, register, style, and idiom.

The Benefits

Besides describing its possible negative impacts, Kaye also described its possible positive impacts of translation in the classroom.

1. It can practice the 4 skills (listening, speaking, reading, writing) if it is designed well.
2. It is naturally highly communicative activity.
3. In peer learning, it can encourage students to discuss the meaning and use of language at the deepest levels
4. It is a real, natural activity which is increasingly necessary in global environment where bilingual communities are increasing.
5. It is actually a strategy conducted by learners frequently.
6. It can be a support for writing process, especially at lower levels.
7. It can be focused on highly specific learning aims such as specific vocabularies, grammar points, styles and registers, and others.
8. It helps learners understand the interaction of two languages and the problems that may come. In which case, it leads students to appreciate the strength and the weakness of both L1 and L2.

The last benefit described above can be explored for conducting language maintenance.

Several ideas for classroom activities

1. Translating songs

In this activity each of group of students are asked to choose their favorite songs in L1 and to translate it into L2 or vice versa. This activity can stimulate high motivation from students. It is also an answer to the objection that conducting classroom translation requires highly motivated class. In this activity, students can also make the lyric of L1 song in L2 version with teacher's help.

2. Comparing words of wisdom or proverbs between L1 and L2

This activity will give students an opportunity to understand the equivalence meaning in word of wisdom or proverbs between L1 and L2 and by this activity also, one of the benefits of translation in classroom can easily be achieved, enabling students to appreciate the strength and the weakness between L1 and L2; which is very suitable for language maintenance.

3. Translating comics or cartoons

Comic or cartoon is a stuff that can draw students' attention. Therefore, it is very appropriate to teachers to use this as a gear to conduct teaching and learning activities especially for translation. There are so many

comics or cartoons which have been translated into many languages that can be used by students or teachers to evaluate their translation work, or that just can be a comparison to their work.

4. Translating video game hints

Today, video games are played by most of children (or even adults) in every part of the world. In some cases, language learners are helped in their learning activity by playing video games and reading the hints. By translating video game hints, students will get both the fun activity and learning activity.

5. Translating interesting short text.

Short text can be in the form of e-mail, technical text, and biography of popular people, recipes or every text that can raise students' interest. In this activity, teachers can ask students to bring the text that make them interested and translate it. Students, in their activity can use translation program like Google translate as a comparison for their work. Teachers, during the activity, can serve as a guide or assistant for students if they have difficulty, so the activity can be conducted right on time.

6. Semiotic translation

This translation activity requires a pictures, symbols or signs which have specific meaning. Anything which is in the form of picture, especially the colorful one, is usually interesting. Teachers must explore the potency of any picture, symbol, and sign to teach their students. Analyzing and rendering the meaning of pictures especially the simple ones such as translating traffic signs from L1 to L2 or vice versa is very useful method of translation in limited time class.

7. Class Project

For the translation activity that requires longer time, teacher can assign students to do a class projects in translation such as 'guiding' role play (which requires oral skill), translating longer text, translating subtitle or making dubbing of short movie, or other interesting activities.

Some suggestions

Kaye suggested several things to be noticed by teachers when they are going to conduct translation activity in their classroom. The first is that teachers are necessary to plan and to identify the most appropriate aim of the lesson which requires translation activity.

The second, teachers must try to integrate translation with other skills or systems practice such as guiding activity or dubbing activity which requires both oral and written skill. The third, it is compulsory for teachers to have dictionaries and usage sources

The last, teachers must recognize possible problems existed during the activity and find its solutions.

Conclusion

It is still debatable among the linguists or the language teachers whether translation activity in classroom is an effective mean of teaching or not. Translation itself has proven that it could bring enlightenment to some nations like Arabs, Latin, and English to achieve their great civilization which enable their language not only just to survive but also to become one of the most prominent languages in the world. Pedagogical translation, despite several objections voiced by some linguists and language teachers, has several benefits that must be recognized by those experts as a mean of language teaching and at the same time a mean of language maintenance. By understanding and realizing the obstacles and the possible problems which may be aroused from the activity, the teacher can create the effective material for conducting translation in classroom. This activity has a potential impact to language learning activity and to language maintenance mission because its benefit in enabling students to understand the nature of L1 (the dominant language) and L2 (minority language) or vice versa; and finally to encourage them to appreciate and to be proud their own language.

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