



# 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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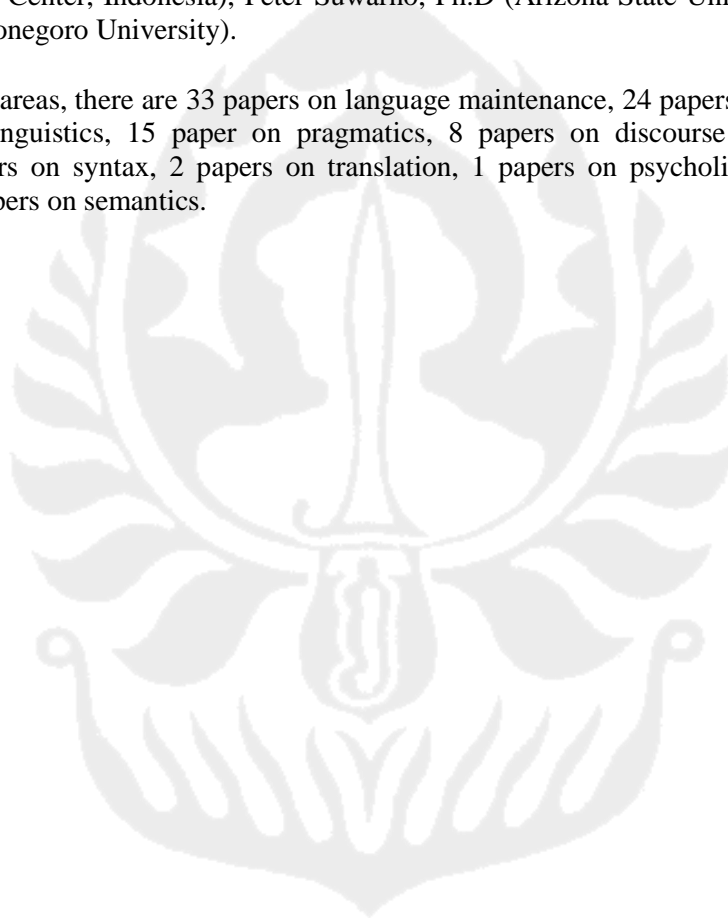
## **Editors' Note**

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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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	PENGUNAAN 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 MAINTAINENCE 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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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 <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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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	<b>PARALLEL 2 A</b>		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	<b>PARALLEL 2 B</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	<b>PARALLEL 2 C</b>		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	<b>PARALLEL 2D</b>		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	<b>COFFEE BREAK</b>		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	



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TIME	NAME	TITLE	ROOM
08.00 - 09.30 WIB	<b>PARALLEL 4B</b>		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	<b>PARALLEL 4C</b>		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	<b>PARALLEL 4D</b>		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	<b>CEFFEE BREAK</b>		PAKOEBUWONO
09.45 - 11.00 WIB	<b>PLENARY 2</b>		PAKOEBUWONO
	Herudjati Purwoko	LINGUISTIC DOMAINS: KEYS TO THE MAINTENANCE OF JAVANESE	
11.00 - 11.15 WIB	<b>CLOSING</b>		PAKOEBUWONO

## USING CONSTRUCTIVISM METHOD TO TEACH HORTATORY EXPOSITION FOR GRADE 8 JUNIOR HIGH SCHOOL STUDENTS

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### Abstract

*The types of learners are really different. They have their own style in understanding some materials. The teacher will face any obstacle in giving some materials for the grade 8 students of junior high school because there are some students who are really fast in catching some materials but we couldn't forget that there are some students who are really slowly in getting some materials. The wise method to be applied in this case is constructivist because it will involve whole students for having collaborating in lesson activity. Moreover that the material will be taught is about hortatory exposition where students can share and argue their opinion relating with some recent issues. That is why there are so many beneficial in conducting this project. In the end of process, we will know that they will increase their comprehension and it will be shown an improvement in their attitude toward what hortatory exposition is.*

**Keywords:** *constructivist, hortatory exposition*

### Introduction

There are kind of problem that students always face when they would like to learn about hortatory exposition; an additional learning material for RSBI students of junior high school. Most of students have a same problem when they learn about this material. They should make thesis first, arguments that are really useful in supporting the thesis and the last is about recommendation for what they are concerned of some phenomenon they will appear as main issues. In fact, we know that most students in junior high school have different learning styles, comprehension abilities and read far below their correct grade levels. It will make them facing difficulties when they learn about hortatory exposition. Moreover they have limited skill in writing and understanding the text. By looking at that fact, this project focuses on the improvement of comprehension and attitudes with grade 8 of junior high school toward hortatory exposition. Hopefully it will improve grade 8 students learning using constructivist teaching methods. Constructivist methods will include the use of visual aids which consist of videos, pictures, and the internet also CD's limited direct instruction, hands on assignments, and collaborative group projects will be utilized as well. There will be so specific beneficial by using a constructivist approach, students in grade eight will show an improvement in their attitude toward hortatory exposition as measured by a survey. In realizing this project, for about six weeks during February until May 2013, it will be used in making effective the lesson activity in the class. Moreover during that time is second semester for junior high school based on the syllabus of calendar academic that material taught.

### Constructivist method

Basically there are so many theorists that be conducted to do this project. But this project should focus on what kind of situation of the class, the students and the material involved because the theorist we choose, it will represent the result of this project. It is relevant, it is quite useful, or it is helpful in conducting the lesson activity to be accepted easily by the students. Schunk explains that "Cognitive theories emphasize the role of learners' thoughts, beliefs, attitudes, and values (2007, 17)". Based on the quote above, we

know that constructivist method is the closer method in comprehending the differences of the learners' thoughts, belief, attitudes and values, as we know that the students of the class are heterogeneous. That is why his project will use relevant literature of the various theorists and those who have researched and practiced constructivism. Teaching grade 8 students for hortatory exposition using constructivist methods is an ever-continuing, developmental process to be used at the educator's direction. Instead of using the traditional goals of teaching behavior of particular skills of instruction, constructivists focus on the theory that emphasizes the careful study of the process by which children create and develop their own knowledge (Strommen & Lincoln, 1998).

The constructivist Jean Piaget in his theory of cognitive development developed a series of stages (Wadsworth, 1972):

Sensorimotor period: behaviors that occur at birth and are necessary and instrumental for later cognitive development. Period of Preoperational Thought: the ability to internally represent event(s). Period of Concrete Operations: The child evolves logical thought processes that can be applied to concrete problems. Period of Formal Operations: The ability to solve all classes of problems, which can be solved through logical operations.

According to Piaget's theory, during the concrete period, social interaction is one of the variables that facilitate cognitive development. Piaget found that during the concrete period, social interactions are any behaviors (conversations, play, games) that involve an actual interchange between two or more individuals. The interaction between each other will trigger the student in making good attitude for having braveness in sharing argument for relating material discussed by their friend, deciding some recommendation for the material topic they are concerned. It is highlighting the class to be more active and of course the students will get their inquiry in understanding some case or knowledge by having interaction with their friend and learning from their friend experience or their fault. They will express what they need, what they want, what they argue, what they debate, what they support, what they advise through the means of communication 'language' thus, when language becomes functionally communicative, it is a form of social interaction. The topic for hortatory exposition in junior high school relates with the social phenomenon that happen nowadays. They will get involved for the updated recent thing issues which are really closer to them. It will make them contextualizing by the day and people surround them. And make them interested for learning it. When teaching students in the classroom is about social concepts and interactions the constructionist approach is more desirable (Wadsworth, 1972).

Many students who have academic problems fall into two categories. Those categories will determine them in mastering the material fast or not because it is depending on their attitude in paying attention for some material. To make it clear, here are two categories: the social butterfly and the last minute learner. Student who are social butterflies are not very visual or very good with detail but have very poor organizational skills. Also, they are very emotional and overreact in many situations. The last minute learner is a risk taker who likes to crack jokes at the wrong time or inappropriately behavior, the student responds poorly to authority form (teachers and administrators), which sometimes leads to confrontations. Using a constructivist approach could help both of these students during social interactions with other students in collaborative and group projects (Sternberg & Swerling, 1999)

### **Background knowledge**

Michael Hoagland (2000) examined constructivism, or more specifically, the idea of dissonance between the student and new information. Hoagland found that it was especially helpful when the lesson was broken down into shorter pieces and delivered in one class period or less. When dealing with the students with learning disabilities this approach was a very powerful technique. Also, when students are introduced to various types of sources such as primary documents, historical writings, video clips, and

activities, the students are challenged by their own prior knowledge of what they thought the materials were about, and thus, are guided to the actual information that the teacher wanted them to learn.

When dealing with students with various learning disabilities Hoagland (2000) found that if he assessed his students by requiring discipline inquiry with a command of the facts, vocabulary, and concepts that it would show what the students actually learned. He also found that he could assess the students more realistically if they gave presentations and had students led discussions, which lowered the stress levels and made the students more relaxed in sharing with each other the information studied.

Finally, by directing the students to understand something happened in their real life such as the natural phenomenon, disaster, the bad effect and the good effect of something, the differences points of views in looking for facts, it will help the students in comprehending the material relating with the hortatory exposition. That is more relevant to the lesson activity which is required the students in having an argument for some facts as their thesis in making hortatory exposition. It is do really need different perception in deciding the supporting idea for what they talk about. Moreover the interaction between each other in a small group discussion will let them into various ideas. It will make carefully in arguing something with responsible reason why they reveal some case to be understood by other while giving the recommendation for avoiding or using it. One constructivist technique is to have the students write their own argument in addition to those written by others. By incorporating their lives as examples, then important incidents events (Tsunami hitting Japan, the effect of global warming, Iraq war, and the advanced technology) of the case should be easier understood by the students. When dealing with present issues that affected them more directly, junior high school students would be more receptive to dealing with current school issues concerning them, such as mandatory uniforms, drugs, and violence in school (Maxim 2003).

### **Hortatory exposition**

Before it will be explained more detail about how to treat this method, we should know first what hortatory exposition is. Actually it is such kind of material which focuses on driving the readers to act like the writer thought as stated in the text. The purpose of hortatory is influencing and persuading the readers by presenting the supporting arguments. Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. By the definition above we know that the students are needed to know what kind of case should be known deeply in order to help them in making an idea. So they can support their thought for making exposition. For further that they can give good advise for something they are discussed. It is also important to know what kind of factors indicating some texts can be called Hortatory Exposition. The factors are as follows: thesis statement, arguments and recommendation. It will be broken down to make clear explanation. What is thesis? Actually it is dealing with the writer's thought. It is presented as thesis which is proven by several arguments. For example in the first paragraph, the writer points his thought about the importance of accompanying children while they are watching TV show. It is important to protect the children from the bad influences of TV show. So, as the writer, the students should focus on the case because indirectly they have made limitation for what they are going to be discussed. Then what is argument? It will be shown for the following paragraph. It shows the writer argument in supporting the thesis. It is supported by various researches that there are a great relationship between watching TV and the watchers personality. One study describes that much time for TV can cause bed-time disruption. The others show the possibility of becoming an aggressive character because of watching TV too much. So the student must have thought that in writing argument they should keep on their line for supporting the thesis. They don't have to be out of box because it will make them less of fact. It will make their argument debatable or less of evidence to be proven. Finally there will be recommendation for something that is taken as issues. After stating the thesis and proving with various arguments, the text is completed with the writer's recommendation on how the

parents should protect the children for the bad effect of watching TV. It is a way to overcome the problem such kind of advising, teaching effectively for some cases and it must be in positive way.

The following bellows are also the language features that the students should carry attention to the text:

1. focusing on the writer 2. using abstract noun (policy, advantage, etc). 3. using action verb 4. using thinking verb 5. using modal adverb (certainly, surely, etc) 6. using temporal connective (firstly, secondly, etc) 7. using evaluating words (important, valuable, trustworthy, etc) 8. using passive voice 9. using simple present tense.

By knowing these language features, it is expected that the students will be easier in using this rule to interpret their idea into spoken or written.

### **Teaching constructivist into hortatory exposition**

Scaffolding is a constructivist method when teaching an exposition lesson especially hortatory. We should give a small proportion of the topic to be discussed because it is very useful to the student in making an outline what should they do. This method will be so helpful by planning the elaborated exploration. It will allow the student to incorporate the lesson being taught that day. Then for the elaboration we should make sure that the student experiencing the lesson by participating in discussion. For example the teacher will give some topics to be made an exposition for hortatory then each student will make their own thesis, argument and recommendation. It will be trusted that the student might focus on a particular event during the time period to discuss and therefore will gain a deeper understanding of the time period.

Another scaffolding strategy is peer collaboration. After the student made the exposition, the teacher should not judge whose texts are correct. The teacher should compare between one and another. Let them correct each other and then the teacher just guide the discussion while giving emphasizing that they do not have to blame who's false or wrong but collaborate each other in making a good text. While giving inserted additional related information, for example; A student reads loudly and other will respond directly as the feedback. If there were some confusion, other will give questions. The students will focus the question on the content of the text information. Again, the overall reason for the collaboration is for the students to be able in having social interaction, in learning from others, in empathizing, in understanding their own stories more fully, to care about others' interpretation of the world, and to be able to identify and respond to other people's perspective (Fosnot, 1996).

There are other practices that may help a student with comprehension: webbing and semantic maps are useful when developing vocabulary. Teacher modeling and the use of context clues when learning definitions to unknown words and using direct or contrived experiences can be another powerful asset when building vocabulary (Krauss, 1996).

### **Conclusion**

The classroom is where constructivist theories and practices meet reality. Piaget has shown that there are various stages of cognitive development and that it is constant and ongoing. For giving opinion or arguing some cases it is better for teacher using a constructivist approach because it has a vast array of constructivist strategies that will assist the students with comprehension and study techniques. Using collaborative teaching, peer mentoring, and teacher-guided practice are a few strategies that focus the students on the students, we will be shown that the student will find their attitude in learning some materials. Students showed a moderate change in their general enjoyment of the class, and showed an increase of appreciation for school after constructivist instruction was used in class. These results support

the hypotheses that when using a constructivist approach, junior high school students in grade 8 will increase their comprehension and improve their attitude toward what hortatory is.

## References

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