

ISSN: 2088-6799



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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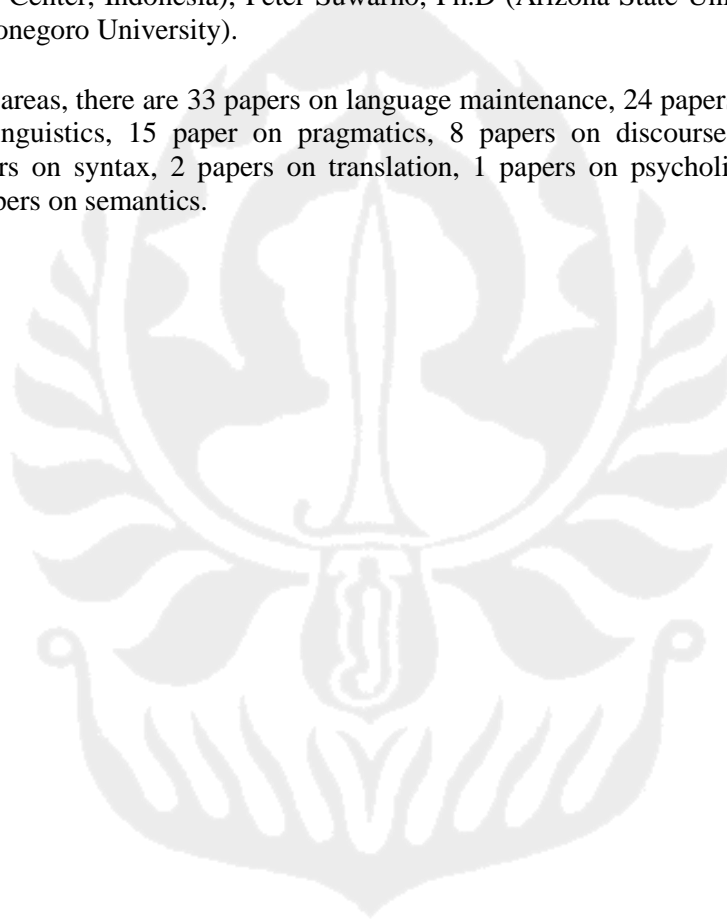
Editors' Note

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 "BASASINA" 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 PROSESSES OF JAVANESES LANGUAGE LOSS)	
	M.Oktavia Vidiyanti	PANDANGAN WONG USING BANYUWANGI TERHADAP BAHASA USING: KAJIAN PEMERTAHANAN BAHASA	
11.00 - 12.30 WIB	PARALLEL 1 C		ROOM C
	Muhammad	SASAK LANGUAGE AND TINDIH MAINTAINING	
	Ngadiso	MAINTAINING JAVANESE LANGUAGE AND CULTURE TO SUPPORT CHARACTER EDUCATION IN GLOBALIZATION ERA	
	M. Suryadi	KERAPUHAN PENGGUNAAN BAHASA JAWA PADA KELUARGA MUDA JAWA PERKOTAAN	
	Yune Andryani Pinem	PEMERTAHANAN BAHASA VS PERUBAHAN BAHASA PADA CAKAP KARO DI TANAH KARO, SUMATERA UTARA	
11.00 - 12.30 WIB	PARALLEL 1 D		ROOM D
	Rukni Setyawati	ASPEK SOSIAL BUDAYA, DAN KEPERIBADIAN INDIVIDU SEBAGAI JEMBATAN PEMERTAHANAN BAHASA IBU	
	Swany Chiakrawati	MAINTAINING INDIGENOUS LANGUAGE THROUGH UNDERSTANDING THE PHILOSOPHY AND CULTURE (THE PROBLEM IN MAINTAINING 'FUKIEN (HOKKIEN)' AND 'HAKKA' DIALECTS AS INDIGENOUS LANGUAGE AMONG OVERSEAS CHINESE SOCIETY IN MEDAN, NORTH SUMATERA)	
	Teguh Sarosa	THE DYING PHENOMENON OF JAVANESE LANGUAGE USE IN ITS SPEECH COMMUNITY	
	Prihantoro	ON MONITORING LANGUAGE CHANGE WITH THE SUPPORT OF CORPUS PROCESSING	
12.30 - 13.30 WIB	BREAK		PAKOEBUWONO

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

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

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

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

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

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

THE RHETORICAL STRUCTURE AND COMMUNICATIVE STRATEGIES OF THE STUDENTS' REQUESTS IN THE WEB DISCUSSION FORUM

Daniel Ginting

Universitas Ma Chung, Malang

daniel.ginting@machung.ac.id

Abstract

This paper is to describe the rhetorical structure and the communicative strategies that students use in the web discussion forum of Ma Chung University. This web discussion forum allows the participants, especially students, to share their ideas, opinions about the current issues in the campus in the form of written texts. Among 11 students who get involved in discussing two issues, the campus bell and hair coloring, they are most likely to attend to directive based rhetorical structure when they have the same opinions. By contrast, representative based rhetorical structure becomes more obviously apparent when they have diverse opinions among themselves. In order to strengthen the perlocutionary force of the utterance, the students are also most likely to use some communicative strategies such as a colloquial and native language, abbreviation, capitalized letters and emoticon.

Key Words: *speech acts, request, rhetorical structure and communicative strategies*

Background

An utterance not only describes a situation or states some facts, but also performs a certain kind of action by itself. For instance, the sentence "You have a wonderful smile" is in one sense either true or false in light of the real world, namely whether the person really has a wonderful smile or not. Yet, this utterance is more than mere description and statement: It does things on its own. The sentence "You have a wonderful smile" can function, depending on contexts as praise, telling irony, or even asking for money in a certain situation. As the meaning of the utterance is bound to the context, people should be aware of its existence.

Requesting as one of the communicative themes can be said to be prone to potential face threatening act (FTA). People are often not aware of this risk. Despite the fact that they might be successful at deliberating the request clearly (*illocutionary acts*), not a few of them fail to anticipate the unfavorable impacts (*perlocutionary acts*) of their utterances on other people's perception. As a result, such inappropriate utterances are most likely to create misunderstanding among speakers.

This study focuses on the students' requests in the web discussion forum thread in the Ma Chung Learning Gate (MLG). More specifically, this study highlights two sub issues, namely, the rhetorical structure and the communicative strategies. This study offers theoretical significance: within the discourse analysis' perspective, people use different kinds of communicative devices in order to convince other people.

Theoretical Overview

Austin and Searle' theories of speech acts are always interesting to revisit and relevant to use when we attempt to analyze 'what is more communicated by the speakers' through their utterances. Austin mentions 3 aspects of the utterances produced by the speakers, namely, locutionary, illocutionary and perlocutionary. The locutionary act is the basic act of utterance or producing a meaningful linguistic expression. The illocutionary act is performed via the communicative force of an utterance (an offer, an explanation, or for some other communicative force). In addition, perlocutionary act refers to the effect of the utterance as recognized by the hearer (for example, to account for a wonderful smell, or to get the hearer to drink some coffee). Searle further extends the type of illocutionary act into five categories, that is, representative, declarative, expressive, commissive and directive.

Thematically, among the numerous speech acts studied, requesting has continually been the focus for many decades because of both the complexity of the relationship among form, meaning, and pragmatics in requests, and the high social stakes involved for interlocutors when choosing among linguistic options (Jorda, 2004; Kaspers, 1996; Meng, 2008). Bach and Harnish (1984: 48) define the

term "request" as "a speech act expressing the speaker's desire for the hearer to do something with the added proviso that the hearer takes this expressed desire as the reason to act."

In practice, a request is basically a face threatening speech act which demands for action of some kind from the other person. It is considered that way because when requesting we threaten other people's freedom (negative face). The success of communication is very much dependent on people's ability to recognize relevant utterances which is clear and potentially offering positive perlocutionary effects on the hearer. The word *clear* means that the hearer will understand the speaker's intention, and by positive perlocutionary effects, it means that the speakers are able to politely convey their request. Requests may contain the following components according to Zuraidah (1997): address terms, supporting moves, the request proper and internal modifications and the choice of what to include and exclude depends on sociological variables like social distance, power and degree of imposition. Thus, speakers are challenged to select linguistic formulation on the basis of politeness criteria as described below:

Table 1 the Degree of Politeness (Jorda, 2004)

Less Polite	Direct
Lend me your pencil. I want you to lend me a pencil. I am asking you to lend me a pencil.	
More Polite	Conventionally Indirect
Can you lend me your pencil? Would you lend me a pencil? Would you be so kind to lend me a pencil?	
Most Polite	Indirect
I am afraid I can't write this down. I don't have any pencil.	

Research Method

This is descriptive study which aims to describe students' request about two issues in the Ma Chung University management service. There are about 11 students treated as the respondents of the research. The data are gained from the discussion thread provided in Ma Chung web site (Ma Chung Learning Gate/MLG). There are two issues intentionally chosen as the object of the study, namely, campus bell (*bel kampus*) and hair coloring (*cat rambut*). The text that students make in the discussion forum is kept in its original version for the sake of maintaining the natural setting of the communication. Reading in depth is intentionally used by the researcher to analyze the data. The data of the students are scored according to the rubric provided as follows:

Table 2 Holistic Rubric for Scoring the Utterances

Score	Qualitative Attributes	Description	
		Positive Face	Negative Face
3	Very Strong	Directly show disagreement with the interlocutor that possibly causes uneasiness in the side of the interlocutor.	Force the interlocutor to act upon the request baldly and hence give direct imposition
2	Strong	Show conventional indirect disagreement with the interlocutor while still maintaining interlocutor 's face publicly	Convey the request by means of conventional indirect request and hence give indirect imposition
1	Moderate	Show indirect disagreement with the interlocutor and hence save the interlocutor's face	Indirectly convey the request, usually accompanied by some politeness strategies hence give very soft imposition

Findings and Discussion

This study attempts to elaborate the rhetorical structure and the communicative strategies. The following is the description of those aspects.

The Rhetorical Structure

The rhetorical structure of the discussion thread commonly complies with the following pattern: first, the discussion is opened by the starters who frequently give no greetings in the thread. While addressing the problems to campus management service, they give some arguments to make their request important. Second, as more students get involved in the discussion forum, they begin to share their ideas which sometimes show agreement and disagreement with the previous speakers. Third, as the discussion comes to the point where there is no argument for the participants to talk about, wrappers summarize the discussion. Like the starters, the wrappers also do not give the greetings to end the discussion.

Based on the analysis of the speech acts on the issues of the campus management service, this study finds two dominance rhetorical structures: directive (the campus bell) and representative (hair coloring policy).

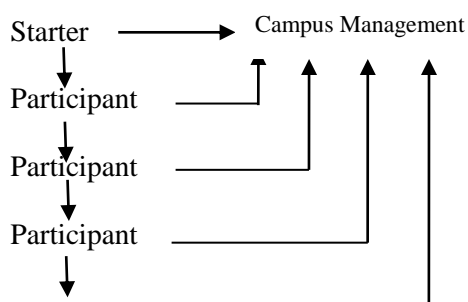
Table 3 Type of Speech Acts and Possible Face Threatening Acts in the Issue of Campus Bell

Respondent	Speech Acts	Possible FTA	
		Positive Face	Negative Face
1	Directive	+/ Strong	+/ Strong
2	Representative	+/ Strong	+/ Strong
3	Directive	+/ Very Strong	+/ Very strong
4	Directive	+/ Strong	+/ Moderate
5	Directive	+/ Moderate	+/ Moderate
6	Directive	+/ Very Strong	+/ Very strong

Table 4 Type of Speech Acts and Possible Face Threatening Acts in the Issue of Hair Coloring Policy

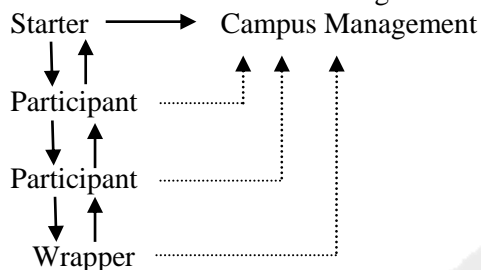
Respondent	Speech Acts	Possible FTA	
		Positive Face	Negative Face
3	Representative	+/ Strong	+/ Strong
4	Representative	-	-
5	Representative	-	-
6	Representative	-	-
7	Representative	+/ Moderate	+/ Moderate
8	Representative	+/ Moderate	+/ Moderate
9	Representative	-	-
10	Representative	+/ Moderate	+/ Moderate
11	Representative	-	-

The directive based rhetorical structure is mostly found in the campus bell issue. In this issue, almost all students have the same perspective about improper use of campus bell. Their ideas are expressed in a directive way, meaning that the campus management should not use the bell anymore because of its weird sound (FTA to negative face). Students do not directly mention the name of the interlocutor as they kick this issue to each other, but they seem to 'attack' (address) this issue to the same subject: the campus management (FTA to positive face). Thus, the pattern of their communication is portrayed as follows



Wrapper

The issue of the hair coloring policy is dominated by the representative based rhetorical structure. Unlike the previous issue (the campus bell), students have different kinds of perspective when viewing the hair coloring policy. There are two groups of students who agree and disagree with the policy. The latter demands that the university should abolish the policy (FTA to negative face). In order to convince other people, they express their ideas *representatively*. Because of students' diverse opinion, the campus manager does not become the solely object to blame any longer (+/- FTA to positive face). The pattern of their communication in the hair coloring issue is as follows



Communicative Strategies

Most students joining the discussion forum thread have different strategies to make their argument convincing. The following is the list of the strategies they use during the discussion. At the lexical level, they use:

- their native language words such as *NORAK, rek, cowo, neko-neko, mending, gede, gak direken, gondrong*, etc.
- colloquial words such as *dipake, aku, make, cocok, kalo nggak salah, buang-buang duwit* etc.
- English such as *no comment, simple saja, company-company besar*, etc.
- emoticon : ☺, , ^^, @
- discourse marker such as *.., hehehehe*, etc.
- abbreviation such as *sy* instead *saya*, etc.
- misspell the words such as *ga* instead *gak*, *uska* instead of *suka*
- use capital letters unusually such as *LANGSUNG KE YAYASAN*
- do not separate preposition with the noun such as *disini, disana*

At the grammatical level, they

- often ignore the use of capital letter when starting a sentence.
- use the object focus sentence such as "*tentang yang ini, mending ndak usah pakai bel sama sekali*"
- implicitly address the interlocutors such as "*Kan tau kalau universitas kita lagi berusaha keras*" instead of "*Bukankah kalian semua tahu kalau universitas kita lagi berusaha keras*"
- make complex sentence of three or more clauses.
- Make incomplete clauses such as "*tapi bel kampus kok masih mengandalkan Megaphone? yang suaranya juga lebih mirip seperti sirine ambulance*".

Conclusion

The thread of discussion forum in the web represents a unique written conversational discourse where the participants share their ideas about the prevailing issues. As more students perceive the issues with similar perspectives, it is more likely that they become increasingly directive imposing the problem on the university management. Thus, the campus management becomes 'the only object' to attack. By contrast, when they have different ideas in viewing the issue, the pattern of their utterances tends to be representative in nature. With this way, they make some argument in the attempt of making their beliefs known by other people. Hence, they shift the object of their argument from the campus management to other participants who disagree with their beliefs. In addition, very often students make use of some non-standard written language both at the level of lexicon and the grammar. They seem to have intentionally made use of these communicative strategies to intensively increase the perlocutionary force of their communicative intension.

The study of rhetorical pattern and the communicative strategies in the discussion forum thread, however, brings about a question: are the students aware of the effects of their utterance on the side of their hearers? This question is important to ponder since whatever the students write in the thread has direct impacts on the interlocutors. This discussion form is basically integrated to the university elite

management website under the name of the rectorat ring on. Obviously, whenever anyone writes his/her ideas in this site, it means that he/she actually is "addressing" the top management of the university, including the university rector. Direct expressions along with non-standard language obviously represent the transgression of the politeness principle, creating FTA of the interlocutor's positive face and negative face.

I personally disagree the way the students bring forward their ideas in such a way. No matter how desperate they might find with the campus management's service, they still have to adhere to the communication ethics. However, it is natural human expression. Students do not make up their real impression about the problems. Hence, this phenomenon can be said to be good information for the campus management. There are problems that they have to take quick measure. Their service is not yet satisfactory.

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

**Jalan Imam Bardjo, S.H. No.5 Semarang
Telp/Fax +62-24-8448717
Email: seminarlinguistics@gmail.com
Website: www.mli.undip.ac.id**

