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PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT II

July 5-6, 2012

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

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Editors:
Agus Subyanto
Mualimin
Prihantoro

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Editors' Note

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

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

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

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

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

TIME	NAME	TITLE	ROOM
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	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"*	
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	Hamza Aabeed .K.	LANGUAGE MAINTENANCE AND SHIFT	
	Hazairin Eko Prasetyo	PRESERVING INDIGENOUS LANGUAGES THORUGH A MORE INTEGRATED NATIONAL CULTURAL STRATEGY	
	I. Maria Hendrarti	NARRATIVE DISCOURSE: HYBRID CONSTRUCTION AND DOUBLED VOICE IN EUDORA WELTY'S *THE OPTIMIST'S DAUGHTER*	
13.30 - 14.30 WIB	Hetty Catur Ellyawati, Muhammad Arief Budiman	WOMAN REPRESENTATION AT BUMPER STICKERS ON THE BACKS OF DUMP TRUCKS	ROOM D
	Ignatius Maryoto	THE LETTER OF SECURITY COUNCIL ON "NO FLYING ZONE" IN THE POINT OF VIEW OF METHAPORIC ANALYSIS	
	Ikha Adhi Wijaya	TRANSITION THROUGH ACCULTURATION AMONG ENGLISH AND INDONESIAN LANGUAGE, AND HOW IS ABOUT OUR IDENTITY ?	
	Indriani Triandjojo	LOCAL LANGUAGE MAINTAINCE: CASE STUDY IN A. HADIWIDJAJA FAMILY	
13.30 - 14.30 WIB	Izzati Gemi Seinsiani	THE LEARNERS' ATTITUDE TOWARD JAVANESE LANGUAGE SUBJECT AS ONE OF JAVANESE'S LANGUAGE MAINTENANCE EFFORT	ROOM A
	Johanes Sutomo	INTRODUCING JAVANESE WEBLOGS ENHANCES PARTICIPATION TOWARDS JAVANESE DISCOURSE	
	Khairi Zaglom	USE OF COHESIVE FEATURES IN ESL STUDENTS' E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY	
	Kharisma Puspita Sari	SPEECH LEVEL PATTERN AND REFERENCE/ DEIXIS BASED ON SOCIAL STATUS CLASSIFICATION OF JAVANESE LANGUAGE USING (A STUDY ABOUT TRADITION AS INFLUENCE IN ISLAMIC ANCIENT BOARDING SCHOOL/PONDOK PESANTREN SALAFI LANGUAGE STYLE)	

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

TIME	NAME	TITLE	ROOM
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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

TIME	NAME	TITLE	ROOM
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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 *JANGJAWOKAN MINYAK SEUNGIT*: KAJIAN ANTROPOLINGUISTIK DI DESA JATISARI, KECAMATAN JATISARI, KABUPATEN CIANJUR	
	Chusni Hadiati	THE CHARACTERISTICS OF BANYUMASAN CONVERSATIONAL IMPLICATURES	
16.30 - 18.00 WIB	**PARALLEL 3 C**		ROOM C
	Oktiva herry Chandra	JAVANESE AFFECTIVE WORDS IN TERM OF DDRESS	
	Mytha Candria	A RELEVANCE-THEORETIC ANALYSIS OF PARALLELISM IN MUSTOFA BISRI'S "*SIAPA MENYURUH*"	
	Yovita M. Hartarini	PEMERTAHANAN LOGAT BAHASA IBU DI WILAYAH KOTA KENDAL	
	Nurhayati	FROM *MARTO* TO *MARFELINO,* A SHIFT IN NAMING IN GOTPUTUK VILLAGE	
16.30 - 18.00 WIB	**PARALLEL 3D**		ROOM D
	Syihabul Irfan	MENDADAK "BAHASA INDONESIA": DAYA ILOKUSIONER DALAM TUTURAN M. TABRANI IHWAL USULAN NAMA BAHASA PERSATUAN	
	Mualimin	REQUESTS IN JAVANESE: A CASE STUDY ON READERS FORUM OF PS MAGAZINE	
	M. Abdul Khak	PERGESERAN BAHASA SUNDA DAN BAHASA CINA DI JAWA BARAT: ANALISIS KOMPARATIF	
	Hidayatul Astar	PEMERTAHANAN BAHASA IBU DI DAERAH TERTINGGAL	
18.00 - 19.00 WIB	**PRAYING**		PAKOEBUWONO
19.00 - 21.00 WIB	**DINNER**		PAKOEBUWONO
FRIDAY, JULY 6, 2012			
07.30 - 08.00 WIB	**REGISTRATION**		LOBBY
08.00 - 09.30 WIB	**PARALLEL 4A**		ROOM A
	Agus Sudono	POLA PILIHAN BAHASA DALAM JUAL BELI DI PASAR TRADISIONAL (STUDI KASUS DI PASAR WINONG, KABUPATEN PATI)	
	Devina Christania, Pradipta Wulan Utami	CAMPUR KODE BAHASA BETAWI DAN BAHASA INDONESIA DALAM KOLOM "ALI ONCOM" PADA SURAT KABAR HARIAN POS KOTA: KAJIAN SOSIOLINGUISTIS	
	Evynurul Laily Zen	SISTEM PANGGILAN KEKERABATAN SEBAGAI CERMIN BUDAYA DAN POLA PIKIR MASYARAKAT JAWA: DULU DAN KINI	
	Sudirman Wilian	THE POTENTIAL LOSS OF SASAK SPEECH LEVEL: A SURVEY OF LANGUAGE USE AMONG SASAK YOUTHS IN WEST LOMBOK	

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

USE OF COHESIVE FEATURES IN ESL STUDENTS' E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY

Khairi Alarbi Zaglom
Diponegoro University
li_bya333@yahoo.com

Abstract

As the computer is rapidly finding its way into classrooms around the world at all levels of education,teachers are trying to find effective ways to integrate this technology into their curriculum. While the effectiveness of using word processing in the teaching of writing is acknowledged, there is still no general consensus on how to use, or even whether to use, asynchronous electronic mail, leaving a number of questions unanswered. For example, when given comparable academic tasks, do students produce similar texts in the two media or do they write differently according to the medium used? In order to determine whether the medium has an effect on the language that the students produce, a discourse analysis of comparable word processed and e-mail writing assignments was carried out, focusing on twelve cohesive features and on text length. The students involved in the study were enrolled in a higher-intermediate English as a Foreign Language course at a university in the United States. The results indicate that two of the cohesive features, as well as text length, differentiated e-mail and word-processed writing. It was also found that, while they tended to write shorter texts in both media, Arab students tended to use more of some of the cohesive features than Asian students.

1. INTRODUCTION

A decade ago the principal debate over the use of computers in the writing classroom centred on word processing. The advent of this technology raised questions as to what the benefits would be of using computers to write compositions. Through observations of its use in writing classrooms, instructors found word processing to be a useful tool, a conclusion substantiated by the empirical research that followed. This literature generally indicates that word processinghas been very effective in promoting the emphasis on writing as a process by facilitating the development of ideas as well as revisions/editing (Collins & Sommers, 1985; Handa, 1990; Hawisher & Selfe, 1991; Holdstein & Selfe, 1990). Now similar questions centre on the use of electronic mail (e-mail) in writing

Instruction. ('E-mail' in this study refers exclusively to asynchronous e-mail and not to other forms such as Chat, Moo and Web Boards.) As more and more classrooms have access to e-mail, teachers are looking for ways to integrate it into their curriculum at all levels of education. Resembling word processing on the surface, one might hypothesize that e-mail would facilitate the writing process in ways similar to word processing. One important difference, however, is that e-mail editing facilities are generally considerably more limited. Another significant difference is that e-mail is generally considered a more interactive and informal medium (Murray, 1991; Sproull & Kiesler, 1986,1991). In fact, while researchers have associated word-processed texts with written discourse, the language of e-mail, while also written, is often seen as closer to speaking or as a hybrid of elements of spoken and written speech (Baron, 1998; Murray, 1996).

2. REVIEW OF THE LITERATURE

Linguists have analysed asynchronous e-mail writing in an attempt to find a place for it on the spectrum that places written language at one end and spoken language at the other. Baron (1998) suggests that: Email is more a moving linguistic target than a stable system, thereby complicating the problem of constructing a unified grammar of email. Three major sources of fluidity in email bearnote: evolution of the *technology*, growth in *usership*, and partial *maturation* of the genre. (p.144, italics in original) In the area of business writing, several studies have found that e-mail containselements of oral and written language (Murray, 1985, 1991; Rice, 1995; Yates etal., 1997). Inaddition, Murray (1996) notes that e-mail has elements unique to it. Few studies have been carried out in academic settings with ESL/EFL

students. Using a multilevel discourse analysis approach, Tella (1992) investigated the frequency and use of cohesive structures, lexicon and rhetorical features in e-mail texts of Finnish secondary students.

The results of this investigation suggest that e-mail texts resemble oral communication in that ellipsis and colloquialisms were more prominent in e-mail texts than in word processed texts. The e-mail messages were more informal in style (see also Baron, 1998), whereas a greater occurrence of cohesive lexical items and hierarchical rhetorical organization was observed in word-processed texts. Tella (1992) and Wang (1993) also found that, in general, the length of the e-mail texts exceeded that of the word-processed texts. Lepeintre (1995) conducted a study in which she compared the linguistic performance of university ESL students in conversation, in class timed writings, and e-mail.

Analysing her data based on Och's (1979) features of plannedand unplanned speech, she concludes that e-mail combines features of both spoken and written discourse. Biesenbach-Lucas and Weasenforth (1997), in a preliminary study to the current investigation, found that the e-mail texts and the word-processed texts of ESL university students did not differ significantly in the use of selected cohesive features but they did differ with respect to text length, e-mail texts tending to be shorter. In a related study, the same researchers found some variation in terms of the use of sentence-level connectors across media (Biesenbach-Lucas & Weasenforth, 1998).

3. PROJECT DESCRIPTION

3.1. Subjects

The subjects were 49 non-native speakers of English from largely Asian (76%) and Arab (23%) countries.[1] The study was carried out in six sections of a highintermediate intensive pre-academic course over a three-semester period. In order to assess the students' familiarity with the use of e-mail and word processing, a brief computer survey was conducted initially in each class. The results of the survey showed that almost all of the students had had experience with word processing and with e mail. Furthermore, all of the students, with the exception of one, felt comfortable with computers and expressed enthusiasm about the use of computers in their ESL class (see also Chapelle, 1990; Meloni, 1997). In order to assess the students' familiarity with the use of e-mail and word processing, a brief computer survey was conducted initially in each class. The results of the survey showed that almost all of the students had had experience with word processing and with e-mail. Furthermore, all of the students, with the exception of one, felt comfortable with computers and expressed enthusiasm about the use of computers in their ESL class (see also Chapelle, 1990; Meloni, 1997).

3.2. Writing Tasks

Students were asked to write two essays: one was written as an e-mail text using Pine 3.1, and the other was word-processed using Word Perfect 6.1; the topic for both was immigration.[2] The writing prompts (see Appendix) required students to agree or disagree with an author's point of view, both essays being responses to unadapted newspaper articles (Hoagland, 1996; Ling-Ling, 1994), similar in subject, style, length and difficulty. The e-mail text was composed in class first and sent to the students' two English-language teachers. The word-processed text was written two days later in class and submitted to the same two teachers. A total of 49 essay pairs were collected, a pair being an e-mail and a word-processed text written by the same student.

3.3. Analyses

The focus of this investigation was, on the one hand, selected cohesive features (see also Halliday, 1967, 1973; Halliday & Hasan, 1976; Master, 1986) and, on the other hand, text length (Biesenbach-Lucas & Weasenforth, 1997; Tella, 1992; Wang, 1993).

The following cohesive features were examined:

1. demonstrative pronouns [DmPr] (e.g., *this, that*)
2. demonstrative noun phrases [DmNp] (e.g., *this policy*)
3. sentence connectors [SeCon] (e.g., *however, moreover*)
4. clause co-ordinators [ClCo] (e.g., *and, but, or*)
5. clause subordinators [ClSub] (e.g., *when, although*)
6. phrase subordinators [PhSub] (e.g., *because of*)
7. discourse particles (e.g., *well*)
8. lexical repetition [LexRp]
9. synonyms [Syn]
10. pronouns [Pron]
11. ellipsis [Ellipsis]
12. summative expressions (e.g., *as stated above*)

The decision to investigate cohesive features was based on Tella's (1992) and Lepeintre's (1995) recommendation for further investigations of the role of cohesion in e-mail texts. These particular features were deemed appropriate as students at this level of instruction are typically familiar with these features and could therefore be expected to use them. Considering previous studies (Baron, 1998; Murray, 1995; Rice, 1995) that suggest an association between e-mail and informal spoken discourse and an association between cohesive features and informal spoken discourse (Chafe,1985), the researchers hypothesized that the following features would be more frequent in

the students' e-mail writing:

- clause co-ordinators
- discourse particles
- lexical repetition
- ellipsis

Similarly, students were expected to use sentence connectors more frequently in their word-processed writing (Altenberg, 1986; Biesenbach-Lucas & Weasenforth, 1998; Morrow, 1989; Ochs, 1979), since they are typically more frequently associated with formal written discourse.

The literature is inconclusive regarding the use of the following features in distinguishing informal spoken from formal written texts (Altenberg, 1986; Beaman, 1984; Chafe, 1982; Tottie, 1986):

- demonstrative pronouns
- demonstrative noun phrases
- clause subordinators
- phrase subordinators
- synonyms
- pronouns
- summative expressions

These features, however, were investigated in conjunction with the previous features as devices that contribute to textual cohesion and thus may potentially play a role in distinguishing text types.

With regard to the length of the responses, based on Tella's (1992) and Lepeintre's (1995) findings, one might expect the e-mail texts to be longer than the word-processed texts. However, other research (Biesenbach-Lucas & Weasenforth, 1997) indicates that this might not be the case.

4. RESULTS

The normalized averages of cohesive features for all texts are represented inFigure 1 discourse particles and summative expressions were below .03, indicating that these two features rarely occurred in e-mail or word-processed responses. They were, therefore, omitted from further analyses.The differences between averages across media suggest that the students use the other 10 cohesive features with comparable frequency in both types of writing, contrary to expectations.

Examples follow below (all examples are reproduced as they appear in the students' writing without edits): [E-mail text #21–Korean]

For example, in the past time, 10 people shared 1 pizza. **They** could take only 1/10, **but if people** are reduced by 5 people, **they** could take 1/5. **As the result of the reduction**, **they** can increase their shares. **Although** people's **shares** rise, **people** continue to immigrate [E-mail text #33–Arab] **In my opinion**, one-child policy is not a good solution **because** children need pothers. **Also**, the china government must look for another solution.

For example, **they** must develop their factories and their economy. **In addition**, the USA does not have any responsibility what happen [Word-processed text #3–Thai] The overpolulation is a big problem for many countries, **such as** the Unit States, etc. **and** France get **this problem** too. **So they** try to solve **this problem**. **For example**, **they** want to deport the immigrants out of France . . .

The normalized averages represented in Figure 1 above obscure the differential use of the features across media for each pair of texts by conflating the numbers into a single paired value for each feature. The greatest differences between the use of the features in the two media appear to occur in demonstrative noun phrases and sentence connectors. Demonstrative noun phrases, as expected, occur more frequently in word-processed texts, while sentence connectors are more salient in e-mail texts, contrary to expectations.[4] The following examples from the students' e-mail and word-processed texts illustrate this difference:

[Word-processed text #32–Arab]

The immigration may cause dirty in the weather and the cities because of the over polulation.

These environmental problem resulting from rapid population growth in the cities.

[Word-processed text #40–Thai]
Some immigrants want to born their children in other countries that have better living condition. For example, America or industrial countries. As a result, **those countries** have to limit the number of immigrants by making some policies.
[Word-processed text #65–Korean]
Until now, the U.S. have given citizenship to the babies from noncitizen parents. The Republican Party wants to change the rules like those of France. The writer says **these problems** are not only national but also worldwide.

5. DISCUSSION

The current findings contrast with those of Tella (1992), who found more cohesive devices in students' word-processed texts with the exception of ellipsis, which occurred more often in e-mail texts. These findings are also inconsistent with intuitive assumptions that word-processed texts would exhibit a greater occurrence of some cohesive features (Baron, 1998; Lepeintre, 1995). In addition, the findings regarding text length were inconsistent with Tella's (1992) study, in which e-mail texts were longer in general than the wordprocessed texts. Several aspects of the research design may account for these contrastive results. Although students may have had some awareness of the often observed differences in formality levels in e-mail and word-processed texts (Biesenbach-Lucas & Weasenforth, 1998), they may not have had a full command of English syntax to make relevant register changes. Students could have been limited in the use of register-specific language because of cultural background. The majority of the students in the study were Asian, who typically have less contact than Arab students with less formal registers of English.

The academic context of the students' writing may also account for the findings. That is, the fact that students wrote for their professors in a computer classroom and in response to a reading may have prompted the use of more formal language in both e-mail and word-processed responses. Thus, it is plausible that students did not differentiate in their use of cohesive devices due to the perceived similarity of the writing situation, regardless of the medium used. The difference in text length may be accounted for by the limited editing facilities in Pine, leading students to spend more time editing and less time developing their writing. Another reason that may account for the longer wordprocessed texts is the possible practice effect. That is, the fact that the same topic (immigration) was used for both responses and that word-processed texts were written after the e-mail texts may have resulted in the second set of texts being longer. An attempt had been made to mediate this effect by assigning two different articles for the writing prompts, and by spacing the writing tasks over several days, but the overall topic may still have been general enough to allow for some transfer of ideas and thus longer word-processed texts. This seems to have been particularly the case for the Arab students, but less so for the Asian students, for whom both responses were similarly long, with wordprocessed responses being only slightly longer than e-mail responses. Thus, the academic context of the situation seems to determine text length more for Asian students than medium or practice effect. In addition, the writer of the first text prompt, Ling-Ling, reports on a policy that Asian students might be more familiar with than Arab students, namely China's one-child policy, which has prompted many Chinese to leave their country. Therefore, the Asian students may have more easily identified with this particular aspect of the immigration topic and thus simply had more to say on the topic, as the length of their e-mail responses to this text prompt indicates.

6-Conclusion

The results of the current study suggest that students were not aware of— or were not able to employ— syntactic aspects of informal registers in e-mail responses. This seems to argue for teaching conventions and informal language often associated with e-mail. In consideration of the growth of the

Internet and the expected increased use of e-mail in many contexts—formal and informal—teachers are faced with the challenge of instructing students in the appropriate use of e-mail. Marcus (1995) also sees the great potential for e-mail and agrees that teachers should encourage students to use it.

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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
Wesite: www.mli.undip.ac.id