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PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT II

July 5-6, 2012



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

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Editors:

Agus Subyanto

Mualimin

Prihantoro



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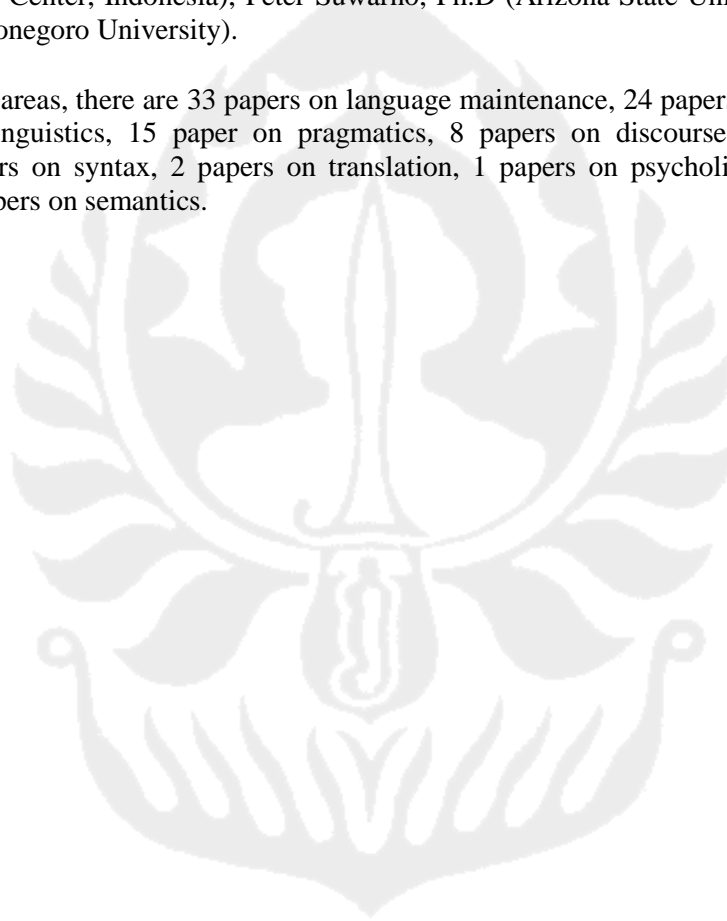
Editors' Note

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

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

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

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



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

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

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

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

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

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	Yessi Aprilia Waluyo	PRESERVING AND PROTECTING JAVANESE LANGUAGES BY APPLYING CODE SWITCHING AND CODE MIXING IN TEACHING ENGLISH IN CLASSROOM (SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE ASSIGNMENT OF PRAGMATICS)	
	Yohana Ika Harnita Sari	THE APPLICATION OF FUNCTIONAL APPROACH IN STANDAR KOMPETENSI LULUSAN (SKL) UJIAN NASIONAL SMP/MTsOF ENGLISH IN ACADEMIC YEAR 2011 – 2012	
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	Arapa Efendi	AM I A TROUBLE MAKER? FILLER WORDS IN SPONTANEOUS SPEECH; STRATEGIES OR INTERFERENCE (PRELIMINARY STUDY)	
	Isry Laila Syathroh	TEACHING RHETORICS THROUGH LANGUAGES IN ADVERTISEMENTS	
	Juanda, Nungki Heriyati	BUKA PINTU: BUHUN YANG TIDAK SELALU TERISTIMEWAKAN	
	Katharina Rustipa, Abbas Achmad Badib, Djoko Sutopo	THE FLOWS OF IDEAS OF ENGLISH ARGUMENTS BY INDONESIAN WRITERS FOUND IN THE OPINION FORUM OF THE JAKARTA POST: AN INDICATION OF LANGUAGE SHIFT	
14.30 - 16.00 WIB	PARALLEL 2 B		ROOM B
	Lalu Ari Irawan	ENGLISH LANGUAGE LEARNING THROUGH THE CULTURE OF LEARNER'S INDIGENOUS LANGUAGE	
	Naniek Kuswardhani, Retno Budi Wahyuni	ENGLISH LEARNING STRATEGIES FOR TOURISM MANAGEMENT STUDENTS WITH MULTI CULTURAL BACKGROUND AT BANDUNG INSTITUTE OF TOURISM	
	Sonezza Ladyanna	SALAM DALAM BEBERAPA BAHASA DI DUNIA	
	Sri Murtiningsih	BUILDING CROSS – CULTURAL COMPETENCE TO IMPROVE ENGLISH EFFECTIVE COMMUNICATION	
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	Suharno, Abbas A. Badib, Joko Sutopo	CITATION AND TENSE FOR REVIEWING PREVIOUS RESEARCH IN THE INRODUCTION SECTION OF ENGLISH SCIENCE JOURNALS BY NON-NATIVE SPEAKERS.	
	Syaifur Rochman	CORPORAL PUNISHMENT IN SCHOOLS BASED ON THE STUDENT'S CULTURAL VALUES (A SURVEY OF CORPORAL PUNISHMENT IN SCHOOLS EXPERIENCED BY STUDENTS OF ENGLISH LANGUAGE AND LITERATURE DEPARTMENT, JENDERAL SOEDIRMAN UNIVERSITY)	
	Luita Aribowo	AFASIOLOGI: PERSPEKTIF LINGUISTIK	
	Dahlya Indra Nurwanti	ANALYZING THE WORD CHOICE IN RELATION TO THE SEMANTIC ADJUSTMENT IN THE ENGLISH-INDONESIAN TRANSLATION OF DISNEY'S DONALD DUCK SERIAL COMIC BOOK	
14.30 - 16.00 WIB	PARALLEL 2D		ROOM D
	Ajeng Dianing Kartika	ANALISIS PRAGMATIK TEKS HUMOR POLITIK PADA SITUS WWW.KETAWA.COM	
	Daniel Ginting	THE RHETORICAL STRUCTURE AND COMMUNICATIVE STRATEGIES OF THE STUDENTS' REQUESTS IN THE WEB DISCUSSION FORUM	
	Muhamad Ahsanu	THE IMPLICATURE AND VIOLATIONS OF CONVERSATIONAL MAXIMS IN INDONESIAN ADVERTISEMENTS	
	Agus Hari Wibowo	PHONOLOGICAL PROCESS IN INDONESIAN SPEECH (CASE OF ASSIMILATION AND ELISION IN INDONESIAN)	
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	Prima Hariyanto	KATA BERINFIKS DALAM BAHASA INDONESIA	
	Surono	UNIVERSAL NASAL ASSIMILATIONS IN MONOMORPHEMIC AND POLYMORPHEMIC WORDS ACROSS LANGUAGES	
	Yusup Irawan	AMBANG KONTRAS AKUSTIK INTONASI KALIMAT DEKLARATIF-INTEROGATIF DALAM BAHASA SUNDA	
	Maryanti E. Mokoagouw	WACANA MOB PAPUA: KAJIAN EKOLINGUISTIK DIALEKTIKAL	
16.30 - 18.00 WIB	PARALLEL 3 B		ROOM B
	Deli Nirmala	EMBODIED EXPERIENCES IN METAPHORS IN BAHASA INDONESIA	
	Hyunisa Rahmanadia	KOSAKATA WARNA DALAM BAHASA SUNDA KANEKES	
	Rizki Hidayatullah, Septi Mustika Sari	KONSEP WANGI DALAM <i>JANGJAWOKAN MINYAK SEUNGIT</i> : KAJIAN ANTROPOLINGUISTIK DI DESA JATISARI, KECAMATAN JATISARI, KABUPATEN CIANJUR	
	Chusni Hadiati	THE CHARACTERISTICS OF BANYUMASAN CONVERSATIONAL IMPLICATURES	
16.30 - 18.00 WIB	PARALLEL 3 C		ROOM C
	Oktiva herry Chandra	JAVANESE AFFECTIVE WORDS IN TERM OF DRESS	
	Mytha Candria	A RELEVANCE-THEORETIC ANALYSIS OF PARALLELISM IN MUSTOFA BISRI'S "SIAPA MENYURUH"	
	Yovita M. Hartarini	PEMERTAHANAN LOGAT BAHASA IBU DI WILAYAH KOTA KENDAL	
	Nurhayati	FROM <i>MARTO</i> TO <i>MARFELINO</i> , A SHIFT IN NAMING IN GOTPUTUK VILLAGE	
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	Syihabul Irfan	MENDADAK "BAHASA INDONESIA": DAYA ILOKUSIONER DALAM TUTURAN M. TABRANI IHWAL USULAN NAMA BAHASA PERSATUAN	
	Mualimin	REQUESTS IN JAVANESE: A CASE STUDY ON READERS FORUM OF PS MAGAZINE	
	M. Abdul Khak	PERGESERAN BAHASA SUNDA DAN BAHASA CINA DI JAWA BARAT: ANALISIS KOMPARATIF	
	Hidayatul Astar	PEMERTAHANAN BAHASA IBU DI DAERAH TERTINGGAL	
18.00 - 19.00 WIB	PRAYING		PAKOEBUWONO
19.00 - 21.00 WIB	DINNER		PAKOEBUWONO
FRIDAY, JULY 6, 2012			
07.30 - 08.00 WIB	REGISTRATION		LOBBY
08.00 - 09.30 WIB	PARALLEL 4 A		ROOM A
	Agus Sudono	POLA PILIHAN BAHASA DALAM JUAL BELI DI PASAR TRADISIONAL (STUDI KASUS DI PASAR WINONG, KABUPATEN PATI)	
	Devina Christania, Pradipta Wulan Utami	CAMPUR KODE BAHASA BETAWI DAN BAHASA INDONESIA DALAM KOLOM "ALI ONCOM" PADA SURAT KABAR HARIAN POS KOTA: KAJIAN SOSIOLINGUISTIS	
	Evynurul Laily Zen	SISTEM PANGGILAN KEKERABATAN SEBAGAI CERMIN BUDAYA DAN POLA PIKIR MASYARAKAT JAWA: DULU DAN KINI	
	Sudirman Wilian	THE POTENTIAL LOSS OF SASAK SPEECH LEVEL: A SURVEY OF LANGUAGE USE AMONG SASAK YOUTHS IN WEST LOMBOK	

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

ENGLISH LEARNING STRATEGIES FOR TOURISM MANAGEMENT STUDENTS WITH MULTI CULTURAL BACKGROUND AT BANDUNG INSTITUTE OF TOURISM

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Abstract

Learning strategies are used to help students understand any information and solve any language learning problems. A learning strategy is a learner's approach to learning and using information. The learning strategies include strategies for learning how to paraphrase critical or important or main information, picture information to promote understanding and remembering, ask questions and make predictions about text information and identify unknown words in the text. They also help students study information for developing memories or mnemonics and other devices to aid memorization of facts as well as strategies for learning new vocabulary, write sentences and paragraphs, monitor their work for errors and confidently approach. For example : reading strategies that help students figure out what a word is, comprehend what they are reading , acquire vocabulary and understand the structure of text. All of these strategies are essential for a well – integrated, balanced reading program. In other words, an order or array of strategies in other areas is necessary for students success. In this observation, the theory of learning strategies in the second language literature is adapted from Wenden and Rubin (1987 : 72) that can be classified into three strategies. Firstly, meta cognitive strategies are thinking about learning process, planning for learning, monitoring of comprehension and self evaluation after learners have completed their activities. While cognitive strategies related to individual learning tasks. The last type of strategy is social or affective strategies which concern with influence of social learning and process on learning. The writer found out that students who do not know or use good learning strategies often learn passively and ultimately fail in school. A teacher has an important role in learner's learning strategy, therefore a teacher should be able to give instruction which focuses on making the students more active learners by teaching them how to learn and use what they have learned to overcome problems and successful . Such problems can occur in second language classes, in which students are learning a new language in an environment where that language is widely used for everyday communication

Key Words: *learning strategies, implement, conscious control, appropriate strategy, teacher's role, effectively, efficiently.*

I. INTRODUCTION

The most appropriate strategies must be chosen in order to be able to complete the students' task successfully in learning process. . The word learning includes learning strategies which consists of three aspects of strategies. Every learner will use different strategies depending on how good or bad his knowledge, how well motivated he is and his intelligence. In this research, the writer will concern on the strategy of teaching reading . Teaching Reading is sometimes a boring activity not only for students but also for a teacher. Therefore, the teacher should be creative in implementing teaching Reading strategy appropriately, so the students are curious to know what the passage is about exactly. Consequently, what strategies used by the learners will influence their learning process. Secondly, what the conscious control of learning strategies is. The learners should choose appropriate strategies to do the task. The conscious strategies used, can help the learners' process of learning. In fact, there is evidence to support the view that conscious control of learning strategies enhances learning, but the learners should become aware of

choosing appropriate strategies to do a certain task successfully. Thirdly, the role of the teacher is in making students' aware of learning strategies. The teachers' role is as an important point to encourage the students to use appropriate strategies. If the students experience some success in using appropriate strategies, their motivation in learning will increase and the attitudes to their abilities will also change. Therefore, learning foreign languages effectively needs skills and appropriate strategies to deal with learners problems.

Language learners who believe teachers to be the authoritative source of knowledge are more prone to avoid self-directed strategies necessary to achieve language proficiency (Oxford, 1990). A learner belief that fluency can be achieved solely through such traditional means as translation, grammar application and rote memorization can resist his or her range strategies.

II. LEARNING STRATEGIES

Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful. One strand addresses how students acquire information. It includes strategies for learning how to paraphrase critical information, picture information to promote understanding and remembering, ask questions and make predictions about text information, and identify unknown words in text.

A second strand helps students study information once they acquire it. It includes strategies for developing mnemonics and other devices to aid memorization of facts as well as strategies for learning new vocabulary. These strategies help prepare students for tests.

A third strand helps students express themselves. It includes strategies to help students write sentences and paragraphs, monitor their work for errors, and confidently approach and take tests. No single strategy is a panacea. For example, we have reading strategies that help students figure out what a word is, comprehend what they're reading, acquire vocabulary, and understand the structure of text. All of these strategies are essential for a well-integrated, balanced reading program. Likewise, an array of strategies in other areas is necessary for student success.

The learners use a strategy in learning strategies because they need to learn the target language. For instance, the learners have a reading task, they try to use the effective strategies to complete the task appropriately. They focus more on answering the questions rather than using the language orally. If the learners intend to have a conversation or a discussion, they will need to use communication strategies. In communication strategies the learners should know what words or vocabularies they need to use and what kind of sentences they need in order to be able to remain in that conversation. Sometimes the learners need to use gestures or mime and paraphrase. Therefore, communication strategies are also important. If the learners want to continue their discussion or conversation they need to use communication strategies. The learners not only need the communication strategies but they also need to get the opportunities to hear more of the target language. Suppose the learners have successful communication, their motivation for learning a second language can be increased. From a Reading task, the teacher has to able to create some exercises related to four language skills, they are: Reading, Writing, Listening and Speaking. Therefore, the students always practice on those skills, so they are not only good at listening and speaking skills. Therefore, they will be good at language communication. In other words, the more practice their students have the better result they have.

English teachers should avoid going to extremes in adopting teaching methods in the English classroom and that students' learners of English should diversify their learning strategies so that they can select appropriate learning strategies for various learning tasks.

III. CONSCIOUS CONTROL OF LEARNING STRATEGIES

In the learning process, the learners must be active. Active here means, the learners need to listen well in that learning process then ask some questions and answer the questions. So, they are practicing making questions and answering questions in the appropriate way. Not only they receive the information but they must also have the opportunities to internalize the information which is necessary for them. They should know and realize what strategies they need to do the task in an appropriate way.

In relation to this Wenden and Rubin (1987:16) point out that: "Further, students of learner strategies assume that making strategies conscious may enable learners to use their strategies more effectively and efficiently." Based on that theory, the writer was observing fourth semester students of

Management Business Convention at Bandung Institute of Tourism. At that time the teacher asked the students to answer some questions and make a summary from the passage given. In that class there were about 24 students, there were three students who could do the task completely in fifty five minutes. However, the others had not finished completing the task at all. The writer observed those three students while one of them was doing the task she was talking with her friends and asked some questions for clarifications to her teacher. When she had finished the task she asked the teacher to check her work. The teacher checked it and she did it successfully. But another girl was doing the task alone without having a chat with her friends and without asking any questions to her teacher. When she had finished completing the task, she let her friends see her work. It was very neat and her teacher checked it. The third student was doing the assignment, he was asking his friends some questions and checking the new vocabularies in the dictionary. Finally, he finished completing the task, when the teacher asked his task, there were some mistakes in his task. Then the teacher explained the mistakes. He could make correction on his task well. Then finally, he could complete the task well, though in a bit longer time. While the others could not implement their learning strategies appropriately and effectively, they still need more time to finish their task. Some of them do not have good motivation in learning process and some of them have enough motivation but they need some help from their friends or the teacher to explain more. Therefore, in their learning process they need to try to have conscious learning strategies such as, meta cognitive and cognitive strategies well and effectively, then could also implement their social / affective strategy appropriately. They had completed the task appropriately, although all of them were using meta cognitive, cognitive and social/affective strategies, they were using those strategies in different ways and were all doing well. Those students used strategies consciously so that they were able to use their strategies more effectively and efficiently than the others. Therefore, they could pay attention to their learning strategies consciously which helped their learning process and they could also evaluate their learning strategies appropriately. The prime determination factor in language learning success is motivation, because motivation along with attitudes , determines the extent of active personal engagement in language learning. The degree of expressed motivation is the most single powerful on the choice of LLS, with highly motivated students using more strategies than poorly motivated students.

In the Rubin & Henze study (1981:24), Henze reported that conscious attention to her learning strategies helped her focus on her learning and that the writing of a diary helped her evaluate her own learning strategies, enabling her. In some cases to manipulate strategies so that she received the most benefit. Based on that theory, the writer had an experience interviewing her students about the way they studied and about their home. Tina, Ina and Tia were in the fourth semester of Management Business Convention at Bandung Institute of Tourism all doing their tasks well. Tina's parents had professional job, her mother was very strict with her children. Consequently, Tina used to work or do her tasks efficiently. She realized she would have to study much harder to get better results or to be a good student if she wanted to get a good job in the real industry. The students know that English is an important language for hospitality, people who should contact guests directly, should be good at communication. Due to their job later is providing services to their guests. Therefore, they need to have targets in their life, in order to have good motivation to reach their targets. They had to keep practicing their English so they could have good English communication with anyone later. Having a goal is very important for students, so they could have appropriate planning, even in doing their assignments or tasks. They could predict how much time she should spend on it and decide what the task required. She is used to using effective strategies consciously. In fact, they have learned it from their home and their school experience. They have learned to monitor their progress, are aware of their targets and can predict how long they need to complete a task. They use conscious strategies in practicing a routine task which will be very valuable for their life.

Although, Ina has natural talent, her style of working is unplanned and sometimes disordered. She prefers to study or work long hours when she wants to, but she will give up when she makes no progress. She has a powerful memory and is good at getting the main ideas from the text. In fact, she has a strategy in learning. She works, discusses and argues seriously with her friends until she is convinced. She realizes that conscious strategies are very useful for her to lead her success. While the others do not really have conscious learning, but they really want to get the best result with their effort of completing the task. Therefore, they could not implement their learning strategies effectively and appropriately. They could not finish either their tasks on time, they need much longer time and need help to complete the task Prior to that, the writer had told them once her learning process, she used to implement conscious learning strategies through writing her daily activities in English in her notebook, so she could implement all her knowledge to make good sentences using all tenses needed to express her ideas. After a few months, she

checked her written work by reading the whole notes. Then she found some mistakes and she could make correction on those mistakes well. It is meant that her English was improving well. She kept doing it for quiet long time and finally she could express her ideas not only in writing but also in speaking. Finally, she could have good communication. Consequently, some of her students did the same thing and they could see the result or their English was improving a lot.

According to Nisbet and Shucksmith (1988: 6): "What is it then that distinguishes good learners from poor learners, or even good learning episodes from unsatisfactory learning episodes for each of our characters? It is obviously not merely the possessions of a certain intelligence quotient or even a clutch of academic study skills or right methods. What seems to be the pivot of each child's reaction to the learning situation is his or her ability to monitor (consciously or unconsciously) the demands of the task and to respond appropriately – to recognize and manage the learning situation."

Some learners will be more successful than the other learners in learning a second language. It is not only caused by the learners' intelligence, their skills, but also their ability to observe what strategies they need to do the tasks in an appropriate way. Once the writer observed the fourth semester students of Management Business Convention at Bandung Institute of Tourism, they were asked to answer some questions and make a summary from the passage given. There were only three of them who could complete the task successfully, while the others could not finish it. Fortunately, the writer also observed the ones who had not finished the task. Some of them did not try to answer any questions, they were not well motivated in learning the exercises. Some others did try to answer the questions, but they needed much time in finding the answers. It seemed that the exercises were difficult for them or their ability was not good and their response to the questions was inappropriate. Therefore, they could not complete the task on time. They could not choose the appropriate strategies to complete the task. The students' English ability really heterogeneous, due to their different background, However, the teacher tried hard to train them slowly but surely.

Nisbet and Shucksmith (1986:6) said, the successful learner is not necessarily the person who has discovered and mastered the correct procedure for each situation. We use the term strategies to refer to integrated sequences of procedures selected with a purpose in view, and successful learners have developed a range of strategies from which they are able to select appropriately and adapt flexibly to meet the needs of specific situation.

Suppose the learners are given the same learning environment, the same target language, the same language level. Some learners will be more skillful in their approach to the learning task and some others will be more intuitive. There are some ways to succeed depending on the individuals' learning style. The learners should be aware of what they are doing and their learning style. If they realize their strategies are inappropriate, they should change them into the appropriate ones in order to be able to do the task successfully.

Directly connected with the cultural beliefs are individual differences – that is, characteristics of the student that will influence his or her approach to the L2 acquisition process. Four individual difference variables are identified : intelligence, language aptitude , motivation and situational anxiety

IV. CONCLUSION

Learning is how information is processed, reserved and recalled. The way of doing those activities is different for each learner, and depends on the intelligence, personality or motivation. For success and failure in learning depend on whether the principles of learning are applied appropriately or inappropriately, and on the individual. Strategies which are used repeatedly become automatically and remain potentially or effectively . is how information is processed, reserved and recalled. . They become conscious strategies that can help the learners' process in learning. Teachers need to be involved in helping the students to be aware of their motives, resources and selecting strategies then using those strategies appropriately. The teachers also need to encourage the students to monitor and organize the students' comprehension processes. Furthermore, the way the teachers present the information, give instructions, use strategies and their relationships will affect the students' learning. The teacher should change the students' perception that their failures are caused by the lack of effective strategies used rather than by the lack of ability. The successful learners are able to select which strategies work best for a certain situation or task. They should be aware of what they are doing and what their learning strategies are, they are also able to monitor their learning and make an appropriate decision to change their choice if it is not an effective strategy. As a result, the effective learners who are able to apply learning strategies flexibly and can monitor their process will learn more effectively and efficiently.

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