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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.

CONTENTS

Editor's note .....

BAHASA DAERAH PADA ERA GLOBALISASI PELUANG DAN TANTANGANNYA
Hanna 1

PENANGANAN BAHASA DAERAH: SEBUAH TANTANGAN
Sugiyono 9

LINGUISTIC DOMAINS: KEYS TO THE MAINTENANCE OF JAVANESE
Herudjati Purwoko 16

REVITALISASI BUDAYA NGA-DONGENG LEWAT TEKNOLOGI INFORMASI SEBAGAI UPAYA PELESTARIAN BUDAYA TUTUR (SASTRA LISAN) DIKALANGAN KELUARGA SUNDA MODERN
Asih Prihandini & Denny Nugraha 28

MENGURAI DILEMA BAHASA KAILI DITENGAH ARUS GLOBALISASI
Deni Karsana 33

THE IMPORTANCE OF POSITIVE LANGUAGE ATTITUDE IN MAINTAINING JAVANESE LANGUAGE
Dwi Wulandari 39

LANGUAGE ATTRITION IN JAVA (SOME NOTES ON THE PROSSES OF JAVANESES LANGUAGE LOSS)
Hendarto Supatra 44

PEMERTAHANAN BAHASA IBU DI DAERAH TERTINGGAL
Hidayatul Astar 51

PERANAN BAHASA-BAHASA DAERAH DALAM PERKEMBANGAN BAHASA GAUL REMAJA INDONESIA
I Dewa Putu Wijana 55

KARONESSE INTERFERENCE IN INDONESIAN AS THE REFLECTION OF KARONESSE MAINTENANCE
Indah Arvianti 58

PERGESERAN BAHASA SUNDA DAN BAHASA CINA DI JAWA BARAT: ANALISIS KOMPARATIF
M. Abdul Khak 62

KERAPUHAN PENGGUNAAN BAHASA JAWA PADA KELUARGA MUDA JAWA PERKOTAAN
M. Suryadi 68

PANDANGAN WONG USING BANYUWANGI TERHADAP BAHASA USING: KAJIAN PEMERTAHANAN BAHASA
M.Oktavia Vidiyanti 73

SASAK LANGUAGE AND TINDIH MAINTAINING
Muhammad 78

MAINTAINING JAVANESE LANGUAGE AND CULTURE TO SUPPORT CHARACTER EDUCATION IN GLOBALIZATION ERA
Ngadiso 83

ON MONITORING LANGUAGE CHANGE WITH THE SUPPORT OF CORPUS PROCESSING
Prihantoro 86

ASPEK SOSIAL BUDAYA, DAN KEPRIBADIAN INDIVIDU SEBAGAI JEMBATAN PEMERTAHANAN BAHASA IBU
Rukni Setyawati 95

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)
Swany Chiakrawati 101

THE DYING PHENOMENON OF JAVANESE LANGUAGE USE IN ITS SPEECH COMMUNITY
Teguh Sarosa 105

PEMERTAHANAN BAHASA VS PERUBAHAN BAHASA PADA CAKAP KARO DI TANAH KARO, SUMATERA UTARA
Yune Andryani Pinem 109

AM I A TROUBLE MAKER? FILLER WORDS IN SPONTANEOUS SPEECH; STRATEGIES OR INTERFERENCE (PRELIMINARY STUDY)
Arapa Efendi 116

TEACHING RHETORICS THROUGH LANGUAGES IN ADVERTISEMENTS
Isry Laila Syathroh 121

BUKA PINTU: BUHUN YANG TIDAK SELALU TERISTIMEWAKAN
Juanda & Nungki Heriyati 124

THE FLOWS OF IDEAS OF ENGLISH ARGUMENTS BY INDONESIAN WRITERS FOUND IN THE OPINION FORUM OF THE JAKARTA POST: AN INDICATION OF LANGUAGE SHIFT
Katharina Rustipa, Abbas Achmad Badib, Djoko Sutopo 130

REQUESTS IN JAVANESE: A CASE STUDY ON READERS FORUM OF PS MAGAZINE
Mualimin 135

ENGLISH LANGUAGE LEARNING THROUGH THE CULTURE OF LEARNER'S INDIGENOUS LANGUAGE
Lalu Ari Irawan 140

ENGLISH LEARNING STRATEGIES FOR TOURISM MANAGEMENT STUDENTS WITH MULTI CULTURAL BACKGROUND AT BANDUNG INSTITUTE OF TOURISM
Naniek Kuswardhani and Retno Budi Wahyuni 146

SPEECH PLANNINGS IN THE STUDENTS' COVERSATION (A CASE STUDY OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT DIAN NUSWANTORO UNIVERSITY)
Sri Mulatsih 151

BUILDING CROSS – CULTURAL COMPETENCE TO IMPROVE ENGLISH EFFECTIVE COMMUNICATION
Sri Murtiningsih 156

CITATION AND TENSE FOR REVIEWING PREVIOUS RESEARCH IN THE INRODUCTION SECTION OF ENGLISH SCIENCE JOURNALS BY NON-NATIVE SPEAKERS.
Suharno, Abbas A. Badib, and Joko Sutopo 160

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)
Syaifur Rochman 164

DECONSTRUCTION OF IDEOLOGICAL HEGEMONY OF LANGUAGE-CULTURE MAINTENANCE IN SUNDANESE MEDIA
Retno Purwani Sari 169

KATA BERINFIKS DALAM BAHASA INDONESIA
Prima Hariyanto 173

UNIVERSAL NASAL ASSIMILATIONS IN MONOMORPHEMIC AND POLYMORPHEMIC WORDS ACROSS LANGUAGES
Surono 177

AMBANG KONTRAS AKUSTIK INTONASI KALIMAT DEKLARATIF-INTEROGATIF DALAM BAHASA SUNDA
Yusup Irawan 184

ANALISIS PRAGMATIK TEKS HUMOR POLITIK PADA SITUS WWW.KETAWA.COM
Ajeng Dianing Kartika 191

ANALYZING THE WORD CHOICE IN RELATION TO THE SEMANTIC ADJUSTMENT IN THE ENGLISH-INDONESIAN TRANSLATION OF DISNEY'S DONALD DUCK SERIAL COMIC BOOK
Dahlya Indra Nurwanti 195

THE RHETORICAL STRUCTURE AND COMMUNICATIVE STRATEGIES OF THE STUDENTS' REQUESTS IN THE WEB DISCUSSION FORUM
Daniel Ginting 202

EMBODIED EXPERIENCES IN METAPHORS IN BAHASA INDONESIA
Deli Nirmala 207

KOSAKATA WARNA DALAM BAHASA SUNDA KANEKES
Hyunisa Rahmanadia 212

THE IMPLICATURE AND VIOLATIONS OF CONVERSATIONAL MAXIMS IN INDONESIAN ADVERTISEMENTS
Muhamad Ahsanu 217

JAVANESE AFFECTIVE WORDS IN TERM OF ADDRESS
Oktiva herry Chandra 225

KONSEP WANGI DALAM *JANGJAWOKAN MINYAK SEUNGIT*: KAJIAN ANTROPOLINGUISTIK DI DESA JATISARI, KECAMATAN JATISARI, KABUPATEN CIANJUR
Rizki Hidayatullah dan Septi Mustika Sari 233

MENDADAK "BAHASA INDONESIA": DAYA ILOKUSIONER DALAM TUTURAN M. TABRANI IHWAL USULAN NAMA BAHASA PERSATUAN
Syihabul Irfan 237

THE CHARACTERISTICS OF BANYUMASAN CONVERSATIONAL IMPLICATURES
Chusni Hadiati 246

A RELEVANCE-THEORETIC ANALYSIS OF PARALLELISM IN MUSTOFA BISRI'S "*SIAPA MENYURUH*"
Mytha Candria 250

FROM *MARTO* TO *MARFELINO*, A SHIFT IN NAMING IN GOTPUTUK VILLAGE
Nurhayati 254

PEMERTAHANAN LOGAT BAHASA IBU DI WILAYAH KOTA KENDAL
Yovita M. Hartarini 260

PERSON DIEXIS DALAM BODORAN SUNDA (STUDI KASUS PADA BODORAN SUNDA CANGEHGAR EPISODE "BASA CINA" DAN "ASAL-USUL")
Zubaedah Wiji Lestari & Muhamad Qushoy 269

POLA PILIHAN BAHASA DALAM JUAL BELI DI PASAR TRADISIONAL (STUDI KASUS DI PASAR WINONG, KABUPATEN PATI)
Agus Sudono 275

CAMPUR KODE BAHASA BETAWI DAN BAHASA INDONESIA DALAM KOLOM "ALI ONCOM" PADA SURAT KABAR HARIAN POS KOTA: KAJIAN SOSIOLINGUISTIS
Devina Christania & Pradipta Wulan Utami 280

JAVANESE CULTURE DEPICTED IN THE USE OF KINSHIP ADDRESS TERMS
Evynurul Laily Zen 284

MEMANFAATKAN DATA-DATA BAHASA YANG HILANG DALAM REKAMAN HUMOR MAKING USE THE RECORDED LANGUAGE RELICS IN HUMOR PIECES
Khristianto & Widya Nirmalawati 288

WACANA MOB PAPUA: KAJIAN EKOLINGUISTIK DIALEKTIKAL
Maryanti E. Mokoagouw 296

KAJIAN BAHASA PERHUBUNGAN MASYARAKAT DI SEMPADAN MALAYSIA-THAILAND: ANALISIS PILIHAN BAHASA
Mohammed Azlan Mis, Mohammad Fadzeli Jaafar, Norsimah Mat Awal, Hayati Lateh 302

SALAM DALAM BEBERAPA BAHASA DI DUNIA
Sonezza Ladyanna 305

INDUSTRI KREATIF, ANAK MUDA, DAN *BASA SUNDA*
Taufik Mulyadin 311

ANALISIS DIALEK A DAN DIALEK O BAHASA LAMPUNG: KAJIAN FONOLOGI
Veria Septianingtias 316

INTEGRASI BAHASA CINA DIALEK HAKKA PADA REGISTER PENAMBANGAN TIMAH INKONVENSIONAL DI BANGKA
Yuni Ferawaty 321

THE POTENTIAL LOSS OF SASAK SPEECH LEVEL: A SURVEY OF LANGUAGE USE AMONG SASAK YOUTHS IN WEST LOMBOK
Sudirman Wilian 327

AFASIOLOGI: PERSPEKTIF LINGUISTIK
Luita Aribowo 331

KONTRASTIF BAHASA MINANGKABAU DENGAN BAHASA INDONESIA DI TINJAU DARI SEGI PREPOSISI
Yuliarni 336

LEXICAL MEANING AND ITS LOSS AND GAIN OF INFORMATION IN TRANSLATION
Frans I Made Brata 346

PHONOLOGICAL PROCESS IN INDONESIAN SPEECH (CASE OF ASSIMILATION AND ELISION IN INDONESIAN)
Agus Hari Wibowo 352

PATTERNS OF LANGUAGE CHOICE IN SEMARANG SOCIETY: A CASE STUDY ABOUT LANGUAGE SHIFT AND MAINTENANCE IN THE SUB DISTRICT OF SOUTH SEMARANG
Aan Setyawan 358

PENGGUNAAN KOSA KATA DALAM BAHASA TEGAL
Abadi Supriatin 364

PRESERVING AND MAINTAINING NATIVE TONGUE THROUGH CULTURAL EXPOSURE
Agnes Widyaningrum 369

THE EFFECTIVENESS OF JAVANESE AS A COMPULSORY LOCAL CONTENT SUBJECT IN THE PRIMARY EDUCATION CURRICULUM TO MAINTENANCE THE JAVANESE LANGUAGE IN JAVA
Andi Rizki Fauzi 375

THE IMPLICATION OF BEHAVIOURISM THEORY IN TEACHING GRAMMAR FOR ELEMENTARY STUDENTS
Anggi Riris Pawesty 380

LANGUAGE CHOICE IN MULTILINGUAL COMMUNITIES
Anik Widyastuti 383

INTRODUCING TRANSLATION ACTIVITY: AN IMPLEMENTATION OF LANGUAGE MANTAINENCE IN CLASSROOM
Barans Irawan Palangan 387

USING CONSTRUCTIVIST METHOD TO TEACH HORTATORY EXPOSITION FOR GRADE 8 OF JUNIOR HIGH SCHOOL STUDENTS
Bening Angga Dita 392

THE ROLE OF KYAI IN JAVANESE LANGUAGE MAINTENANCE
Casiyah 397

LAGU DOLANAN ANAK ALTERNATIVE SONGS IN TEACHING JAVANESE LANGUAGE FOR CHILDREN
Dewi Puspitasari 401

TEACHING ENGLISH AS A FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL USING CONSTRUCTIVISM APPROACH
Didit Kurniadi 406

RAGAM BAHASA DALAM UPACARA PRA-NIKAH ADAT SUNDA "NGEUYEUK SEUREUH"
Euis Kurniasih 411

POLITENESS STRATEGIES
Fider Saputra T 416

LANGUAGE MAINTENANCE AND SHIFT
Hamza Aabeed .Khalfalla. 420

PRESERVING INDIGENOUS LANGUAGES THORUGH A MORE INTEGRATED NATIONAL CULTURAL STRATEGY
Hazairin Eko Prasetyo 423

NARRATIVE DISCOURSE: HYBRID CONSTRUCTION AND DOUBLED VOICE IN EUDORA WELTY'S THE OPTIMIST'S DAUGHTER
I. M. Hendrarti 428

WOMAN REPRESENTATION AT BUMPER STICKERS ON THE BACKS OF DUMP TRUCKS
Hetty Catur Ellyawati & Muhammad Arief Budiman 434

THE LETTER OF SECURITY COUNCIL ON "NO FLYING ZONE" IN THE POINT OF VIEW OF METHAPORIC ANALYSIS
Ignatius Maryoto 437

TRANSITION THROUGH ACCULTURATION AMONG ENGLISH AND INDONESIAN LANGUAGE, AND HOW IS ABOUT OUR IDENTITY ?
Ikha Adhi Wijaya 443

LOCAL LANGUAGE MAINTAINCE: CASE STUDY IN A. HADIWIDJAJA FAMILY
Indriani Triandjojo 447

THE LEARNERS' ATTITUDE TOWARD JAVANESE LANGUAGE SUBJECT AS ONE OF JAVANESE'S LANGUAGE MAINTENANCE EFFORT
Izzati Gemi Seinsiani 452

INTRODUCING JAVANESE WEBLOGS ENHANCES PARTICIPATION TOWARDS JAVANESE DISCOURSE
Johanes Sutomo 456

USE OF COHESIVE FEATURES IN ESL STUDENTS' E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY
Khairi Alarbi Zaglom 460

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)
Kharisma Puspita Sari 465

STRATEGIES OF CONSTRUCTING APPEALS IN OBAMA'S VICTORY SPEECH
Luqman Hakim 470

DESIGNING WRITING TEST
Machalla Megaiab Abdullah 474

PROSES ADAPTASI PENYERAPAN KOSAKATA BAHASA INGGRIS KE DALAM BAHASA INDONESIA : SEBUAH KAJIAN MORFOLOGI
Maria Theresia Priyastuti 477

INFLECTIONAL MORPHEMES IN ENGLISH COMPARED WITH BAHASA INDONESIA AND BASA SUNDA
Maria Yosephin Widarti Lestari 482

HOW TO PREVENT JAVANESE FROM LANGUAGE LOSS
Mas Sulis Setiyono 487

'NGURI – NGURI BUDAYA JAWA' MELALUI PEMERTAHANAN PENGGUNAAN BAHASA JAWA DI MEDIA MASSA
Meka Nitrit Kawasari 492

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
Milad Ali Milad Addusamee 497

JAVANESE VS. ENGLISH: POSITIVE AND NEGATIVE CONSEQUENCES ON LEARNERS
Nurul Adhalina 499

LINGKUNGAN SEBAGAI SARANA PEMBELAJARAN BAHASA INDONESIA
Peni kustiati 504

KAJIAN SOSIOLINGUISTIK TERHADAP RAGAM BAHASA PERCAKAPAN PADA HARIAN SOLOPOS (KAJIAN ATAS RUBRIK "AH…TENANE")
Ratih Kusumaningsari 507

THE IMPLICATION OF FUNCTIONAL THEORY IN TEACHING READING A DESCRIPTIVE TEXT FOR MIDDLE AGE STUDENTS (FUNCTIONAL COMMUNICATION ACTIVITIES IN LANGUAGE TEACHING)
Rayda Ary Ana 512

BAHASA BANJAR: ITS VARIETIES AND CHARACTERISTICS (A CONCEPTUAL DESCRIPTION OF BAHASA BANJAR IN SOCIOLINGUISTICS POIN OF VIEW)
Rezqan Noor Farid 517

THE REAL ACTIONS OF YOUNG GENERATION IN MAINTAINING JAVANESE LANGUAGE IN THE GLOBALIZATION ERA
Rika Rahma Anissa 522

THE PATTERNS OF CODE SWITCHING IN TEACHING AND LEARNING KITAB KUNING AND ITS IMPLICATIONS TO THE JAVANESE LANGUAGE MAINTENANCE
Saidatun Nafisah 526

ENCOURAGING CHILDREN IN LEARNING ENGLISH COMMUNICATIVELY BY USING SOME FUN ACTIVITIES IN THE CLASSROOM
Sari Kusumaningrum 531

DESIGNING SPEAKING TEST BETWEEN PERFORMANCE TEST AND IMITATIVE TEST FOR DEVELOPING VOCABULARY COMPETENCE
Setiawan Bayu Nugroho 536

EMBODIMENT IN SECOND LANGUAGE LEARNING AND TEACHING
Solegar Anggit Prasetyo 538

PEMERTAHANAN BAHASA BELANDA MELALUI UJIAN INTEGRASI
Sri Sulihingtyas Drihartati 543

POLA PEMILIHAN BAHASA DI KALANGAN PENUTUR JAWA KOTA SEMARANG
Suharyo 547

TWILIGHT AND INDONESIAN YOUNG ADULT FICTION TUILET': A PARODY
Tri Pramesti 551

MENULIS MENINGKATKAN KECERDASAN LINGUISTIK
Umi Jaroh 556

LAGU WULELE SANGGULA MENUJU KEBERTAHANAN BAHASA IBU
Uniawati 562

THE IMPLICATION ON TEACHING EFL (ENGLISH FOREIGN LANGUAGE) READING FUN TO VARIOUS LEVELS OF INDONESIAN STUDENTS
Widyashanti Kunthara Anindita 567

ANALISIS KONTRASTIF MONOLINGUAL BAHASA INDONESIA
Wiwik Wijayanti 571

CAMPUR KODE PADA RUBRIK GLANGGANG REMAJA: AITI MAJALAH PANJEBAR SEMANGAT
Wuri Sayekti Sutarjo 574

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)
Yessi Aprilia Waluyo 578

THE APPLICATION OF FUNCTIONAL APPROACH IN STANDAR KOMPETENSI LULUSAN (SKL) UJIAN NASIONAL SMP/MTsOF ENGLISH IN ACADEMIC YEAR 2011–2012
Yohana Ika Harnita Sari 583

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 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
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 *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
13.30 - 14.30 WIB	Wuri Sayekti Sutarjo	CAMPUR KODE PADA RUBRIK GLANGGANG REMAJA: AITI MAJALAH PANJEBAR SEMANGAT	ROOM D
	Yessi Aprilia Waluyo	PRESERVING AND PROTECTING JAVANESE LANGUAGES BY APPLYING CODE SWITCHING AND CODE MIXING IN TEACHING ENGLISH IN CLASSROOM (SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE ASSIGNMENT OF PRAGMATICS)	
	Yohana Ika Harnita Sari	THE APPLICATION OF FUNCTIONAL APPROACH IN STANDAR KOMPETENSI LULUSAN (SKL) UJIAN NASIONAL SMP/MTsOF ENGLISH IN ACADEMIC YEAR 2011 – 2012	
14.30 - 16.00 WIB	**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
16.30 - 18.00 WIB	**PARALLEL 3A**		ROOM A
	Prima Hariyanto	KATA BERINFIKS DALAM BAHASA INDONESIA	
	Surono	UNIVERSAL NASAL ASSIMILATIONS IN MONOMORPHEMIC AND POLYMORPHEMIC WORDS ACROSS LANGUAGES	
	Yusup Irawan	AMBANG KONTRAS AKUSTIK INTONASI KALIMAT DEKLARATIF-INTEROGATIF DALAM BAHASA SUNDA	
	Maryanti E. Mokoagouw	WACANA MOB PAPUA: KAJIAN EKOLINGUISTIK DIALEKTIKAL	
16.30 - 18.00 WIB	**PARALLEL 3 B**		ROOM B
	Deli Nirmala	EMBODIED EXPERIENCES IN METAPHORS IN BAHASA INDONESIA	
	Hyunisa Rahmanadia	KOSAKATA WARNA DALAM BAHASA SUNDA KANEKES	
	Rizki Hidayatullah, Septi Mustika Sari	KONSEP WANGI DALAM *JANGJAWOKAN MINYAK SEUNGIT*: KAJIAN ANTROPOLINGUISTIK DI DESA JATISARI, KECAMATAN JATISARI, KABUPATEN CIANJUR	
	Chusni Hadiati	THE CHARACTERISTICS OF BANYUMASAN CONVERSATIONAL IMPLICATURES	
16.30 - 18.00 WIB	**PARALLEL 3 C**		ROOM C
	Oktiva herry Chandra	JAVANESE AFFECTIVE WORDS IN TERM OF DDRESS	
	Mytha Candria	A RELEVANCE-THEORETIC ANALYSIS OF PARALLELISM IN MUSTOFA BISRI'S "*SIAPA MENYURUH*"	
	Yovita M. Hartarini	PEMERTAHANAN LOGAT BAHASA IBU DI WILAYAH KOTA KENDAL	
	Nurhayati	FROM *MARTO* TO *MARFELINO,* A SHIFT IN NAMING IN GOTPUTUK VILLAGE	
16.30 - 18.00 WIB	**PARALLEL 3D**		ROOM D
	Syihabul Irfan	MENDADAK "BAHASA INDONESIA": DAYA ILOKUSIONER DALAM TUTURAN M. TABRANI IHWAL USULAN NAMA BAHASA PERSATUAN	
	Mualimin	REQUESTS IN JAVANESE: A CASE STUDY ON READERS FORUM OF PS MAGAZINE	
	M. Abdul Khak	PERGESERAN BAHASA SUNDA DAN BAHASA CINA DI JAWA BARAT: ANALISIS KOMPARATIF	
	Hidayatul Astar	PEMERTAHANAN BAHASA IBU DI DAERAH TERTINGGAL	
18.00 - 19.00 WIB	**PRAYING**		PAKOEBUWONO
19.00 - 21.00 WIB	**DINNER**		PAKOEBUWONO
FRIDAY, JULY 6, 2012			
07.30 - 08.00 WIB	**REGISTRATION**		LOBBY
08.00 - 09.30 WIB	**PARALLEL 4A**		ROOM A
	Agus Sudono	POLA PILIHAN BAHASA DALAM JUAL BELI DI PASAR TRADISIONAL (STUDI KASUS DI PASAR WINONG, KABUPATEN PATI)	
	Devina Christania, Pradipta Wulan Utami	CAMPUR KODE BAHASA BETAWI DAN BAHASA INDONESIA DALAM KOLOM "ALI ONCOM" PADA SURAT KABAR HARIAN POS KOTA: KAJIAN SOSIOLINGUISTIS	
	Evynurul Laily Zen	SISTEM PANGGILAN KEKERABATAN SEBAGAI CERMIN BUDAYA DAN POLA PIKIR MASYARAKAT JAWA: DULU DAN KINI	
	Sudirman Wilian	THE POTENTIAL LOSS OF SASAK SPEECH LEVEL: A SURVEY OF LANGUAGE USE AMONG SASAK YOUTHS IN WEST LOMBOK	

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

ENCOURAGING CHILDREN IN LEARNING ENGLISH COMMUNICATIVELY BY USING SOME FUN ACTIVITIES IN THE CLASSROOM

Sari Kusumaningrum
Diponegoro University
Pos-el: kendrinet@yahoo.com

Abstract

This paper is talking about the interesting and fun way in teaching children as the young learner in English. It refers to an approach that is called the functional approach that focuses in the method of communicative language teaching. In this method children are not only taught English structurally, but also the communicative aspect of learning English for second language. By using this method it is really hoped that the children will not only learning English and practicing in the classroom. Later, the children are asked to practice their English in real life situation, therefore, the material and the atmosphere of teaching and learning English must be fun and bring the children as if they face it in the real life. So, the English teacher must give some task and activities that support this method, it can be in the form of games, role play, projects, and telling stories.

Key words: English, young learner, communicative language teaching, communicative atmosphere, activities.

A. Introduction

Nowadays, the subject of English has been the subject that is inserted in school curriculum. We can see that starting from 3rd grade of elementary school, a student will get English subject at school. Even, starting from Play Group sometimes they are already get English language. We know that there are many benefits we can get from the introduction of English in Elementary School, it is due to that recently, the use of English is widely used around the world. we are

Even though the English learning is important, the method of teaching them should not be a kind of burden to the children. If they feel so hard to learn English, they will not have any interest anymore in learning English, and finally, the main objective, that is to introduce a new language for them, cannot be achieved.

Teaching English to young learner which is in a range of elementary school, is not as simple as people think. Even, it is more complicated than teaching to adult. Teaching English for young learner is nor merely about the content or material to deliver, but it is dealing with how to teach and the skills and managing class activities. So the atmosphere of teaching young learner must be fun, so they won't get bored. And the most important thing is the situation developed is the real situation that is often found in the daily life.

B. Young Learner

If we discuss about Young Learner, we can't ignore the theory of development psychology that cannot be separated from language learning, including foreign language learning. There are three psychologist that concern in this matter, Piaget, Vygotsky and Brunner.

Jean Piaget stated that a child is learning something from the environment surrounding him/her, by developing all they have and having the interaction with anything he/she met. While Vygotsky had different opinion, he stated that a child is an active learner. He focused on social aspect. He believed, that by having interaction with others, especially the adult, a child will get new ideas which can improve their intellectuality development, including the ability of mastering a language. Even though there is some differences with Piaget and Vygotsky, there are still a relationship with those two opinions, that a child is learning how to build a meaning based on their daily experiences. The conceptual knowledge will arise in line with the development of child's age and the experience they got. While Bruner stated that the most important thing from the cognitive development is language development.

Students' Basic Competence in Learning English as Second Language.

There are four language competence that are taught to the students, those are listening, speaking, writing, and reading. Those four competence should be taught in a communicative way just like the situation the students meet in their daily life.

1. Listening
   For some students, listening is really hard competence. So, the teacher must help the students by using some activities that enable them pay attention and make them feel motivated. Listening can be done by this activities: listen and imitate, listen and repeat, listen and follow instruction and listen and match.
2. Speaking
   Children tend to have a great willingness to apply what they got at school, especially in applying the conversation in English. The activities that can be conducted dealing with Speaking ability are games, role play, questions and answers, retelling story, etc
3. Reading
   In reading, the students must understand the objectives of the reading material. Whether it is for understanding the text, or getting some information from the text. They don't have to know each word, but it can be connected with the context. The degree of difficultness from the text must suitable with students' ability. There are some techniques that can help the students to make the reading activity more interesting:
   a. Using some interesting pictures that support the reading material
   b. Giving questions related to the text
   c. Using not so complicated and long sentences
4. Writing
   Writing is such a complex ability in learning English. It needs the ability of pronunciation, using the right vocabulary and grammar. The ability of writing can be divided into two categories:
   a. Copying words, sentence, or short composition
   b. Writing a new composition.

C. Functional Approach

In the theory of language development, there are some theories such as nativist approach, behavioristic approach and functional approach. We will discuss about the theory of functional approach here because, I think that this theory is the most widely used nowadays. Different from other theories of language teaching, this theory emphasize on how the language is used to the way for communication.

In studying the second language, we are not only focusing on grammar and vocabulary but also providing learner with communicatively useful expressions in tandem with a structured syllabus with a clear sense of progression. In addition, the focus on communication inherent in the practice of functional exponents has contributed greatly to communicative language teaching in general.

Since language is used for interactive communication, it is only fitting that one study the communicative function of language: What do children know and learn about talking with others? So, we can conclude that if the structural approach is stable and straightforward (only focuses on the structure of the language, the grammatical system, in functional approach it is variable and depends on specific situational and social factors, or we call it communicative function.

There are some characteristics of communicative classroom. This class is designed to be as real as possible just like situation that the students experience in the real world.

Characteristics of The Communicative Classroom

a. The classroom is devoted primarily to activities that foster acquisition of L2. Learning activities involving practice and drill are assigned as homework.
b. The instructor does not correct speech errors directly.
c. Students are allowed to respond in the target language, their native language, or a mixture of the two.
d. The focus of all learning and speaking activities is on the interchange of a message that the acquirer understands and wishes to transmit, i.e. meaningful communication.
e. The students receive comprehensible input in a low-anxiety environment and are personally involved in class activities. Comprehensible input has the following major components:

   - context
   - gestures and other body language cues

- message to be comprehended
- knowledge of the meaning of key lexical items in the utterance

D. Some Fun Activities used in English Classroom

The teachers of the elementary school must notice children's characteristics when they want to teach English to the young learner. Usually children still have many characteristics that will disturb their language learning, especially in English. The children are easy to get bored, and they have no long term concentration. So, the teachers have to make the activities that are interesting, meaningful, and sometimes challenging.

To improve children language skills and communicative competence, there are some criteria that should be included in activities.

a. Activities should focus on language practice
b. Activities are cognitive simple
c. Activities are not always personalized to pupils' interest
d. Activities should provide control and guided practice
e. Activities should support the linguistics and cognitive demands of task in a structured way.
f. Activities should provide a small degree of freedom and choice.
g. Activities should rehearse specific language items, skills, or strategies. (Brewster, Ellis, and Girard 2004:51)

There are many activities that can be conducted in the classroom in teaching English for young learner.

1. Teaching through children song

   Mostly, children like to sing a song. When they are singing a song, they will actively learn new thing and new words unconsciously, it means that they don't think too much about the words they get from the song, but, they actively construct the meaning. Using a song in learning English will make the students interested in following the class. They feel enjoy without neglecting the element of language that they have to learn. And how we choose the song? Well it is our job to look for the interesting song that suitable with students' real life situations.

   Example

   The song entitled "Round the Clock"

   'Round the clock the hours go, ***(Point to clock.)***
   Sometimes fast and sometimes slow. ***(Move clock hands fast, then slow.)***
   Tell me what the two hands say, ***(Point to the two hands.)***
   They will tell the time of day,
   Nine o'clock, it's time for bed. ***(Create rhymes for different hours.)***
   Come along you sleepy head.

   In this song, students are asked to sing the song by using the tune of "Twinkle-twinkle Little Star". The words in this song give the students knowledge how to say time, and how to tell the daily activities, too.

   Teaching Tips:

   a. As a related activity, make clocks from paper plates. Encourage children to use their clocks as they sing the song.
   b. Hold a clock in front of the class. Move the hands to show different times, and ask students to identify the times. Begin by teaching hours (i.e. nine o'clock), then move to minutes (eight-thirty). After students master basic terms, introduce phrases such as "a quarter past," "half past," "a quarter of," and so forth.
   c. Call out times. Let children adjust their clocks to reflect the time you named. (This can be used as a contest.)
   d. Discuss what people do at different times of day. Ask children what time they get up, eat breakfast, go to school, come home, work on homework, eat dinner, get ready for bed, etc.
   e. Review the concept of rhyming words. Encourage children to make up their own rhymes for different hours.

2. Teaching through Story telling

   Stories are often claimed to bring many benefits to young learner classroom, including the language development. Inside the story, the students will get many new vocabularies, and not only that, they

also get the positive messages from the story. The good story for the students must include many aspects that will enable the students to study English in a fun way. Usually, the story for children is provided with some interesting colorful pictures. By using the pictures it will make the students easier to understand the content of the stories. In this kind of activity, the children can listen the story from the teacher first, and then the students try to retell the story in front of the class.

Example:
The Story of "Little Red Riding Hood"
This story has good moral message. There are some steps that can be done in teaching the students using the story:

a. The teacher prepares some activities, included brainstorming vocabulary at the first time. The students are introduced with some words relating to the stories, and it's better if this activity is supported by some pictures, for example picture of the forest, the house etc.
b. Core activity: reading the story.
c. In this step, the teacher will read the story aloud, they shouldn't stop to discuss some difficult words but they have to keep reading until the end of the story. After finishing the story, they can discuss with the students about the difficult words.
d. Follow up activity: vocabulary learning
e. In this follow up activity the goal is to learn the meaning of some new words and practice it in the daily activities.

3. Teaching by Doing Role Play
Role play is appropriate for delivering English language material to young learners. Role play is one of communicative techniques which can develop students' fluency in speaking English. In role play, the students try to be active in the classroom. This method is really useful for the students. They have to use the correct expression, gesture, etc. for example if they have to become a waiter and a customer, so they have to act like the real waiter and customer. By doing this technique, the students will get used to talk in English without feeling nervous, shy and so on.
With the role play techniques:

a. Students are asked to imagine themselves in a situation which could occur outside the classroom. This could be from the simple situation like meeting a friend in the street, ordering menu in a restaurant.
b. Students are asked to adopt a specific role in this situation. In some cases, they have to act as themselves, in other time they have to act as if they are someone else.
c. Students are asked to behave as of the situation really existed, in accordance with their roles (Littlewood 1981: 49).

4. Teaching by Playing Games
There are many games that can be material for teaching young learners. Playing games is one of from some techniques that is really liked by the students. Through the game children can learn and practice languages elements and language skill that they want to improve. We can take the games from the book or download it. By using a game, usually students feel motivated and they will not get bored.
Games that usually used by the teacher are

a. Simon Says
b. Question and answer games
c. Guessing games
d. Find differences
e. Whisper game

5. Teaching by doing some projects.
Doing project is a kind of example of experiential learning. Different from role play, which the students are asked to have a role in doing specific thing as if they are real person, in doing project, the students are asked to use certain expression in certain task on specific need, and of course this happens in natural way. The example of doing project is the students are asked to practice some simple recipes. In this activity the students have to know about the procedure of making omelet, sandwich or other simple recipes. And then they also have to know the material of making that recipe.

E. Conclusion

There are some techniques in teaching English especially for young learner. As a teacher, we have to be creative in arranging the material that is suitable with our students' ability. Besides that, we also have to create many interesting ways in teaching them. Children are not like adult, so we have to find the best techniques in teaching them. And the most important thing is that our material which is learned by the students and the method of our teaching are enable the students to practice in their daily life, in real situation. It can be achieved by doing some interesting techniques like learning English through song, storytelling, role play and doing some interesting projects.

So, by learning English they do not only learning the structure, the content, or the material but also they can use English for their communication.

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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