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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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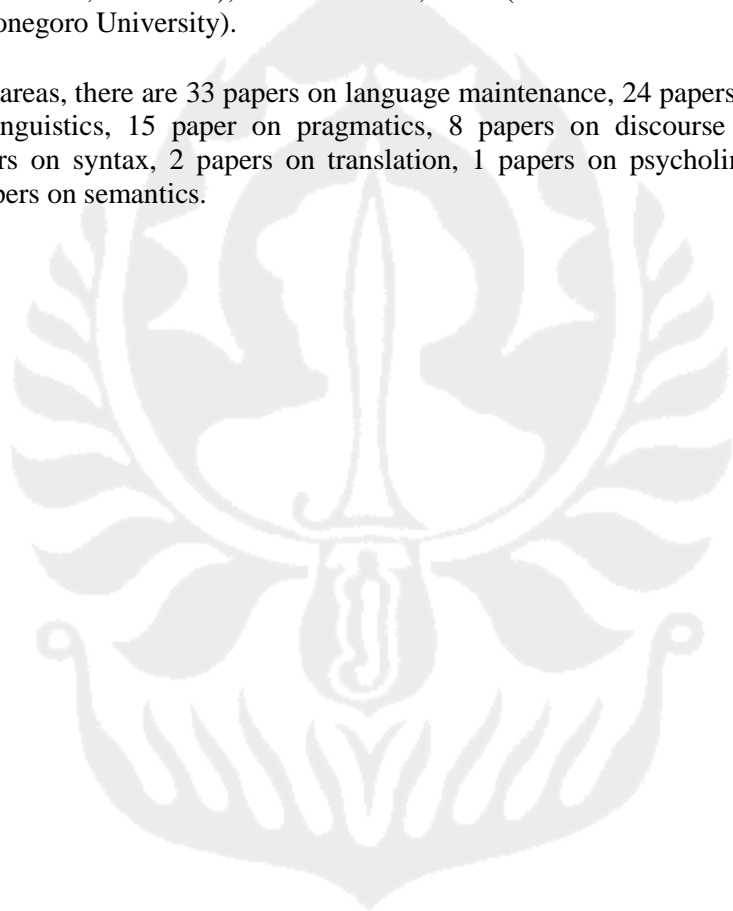
Editors' Note

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

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

TIME	NAME	TITLE	ROOM
13.30 - 14.30 WIB	Aan Setyawan	PATTERNS OF LANGUAGE CHOICE IN SEMARANG SOCIETY; STUDY ABOUT LANGUAGE SHIFT AND MAINTENANCE	ROOM A
	Abadi Supriatin	PENGGUNAAN KOSA KATA DALAM BAHASA TEGAL	
	Agnes Widyaningrum	PRESERVING AND MAINTAINING NATIVE TONGUE THROUGH CULTURAL EXPOSURE	
	Andi Rizki Fauzi	THE EFFECTIVENESS OF JAVANESE AS A COMPULSORY LOCAL CONTENT SUBJECT IN THE PRIMARY EDUCATION CURRICULUM TO MAINTENANCE THE JAVANESE LANGUAGE IN JAVA	
13.30 - 14.30 WIB	Anggi Riris Pawesty	THE IMPLICATION OF BEHAVIOURISM THEORY IN TEACHING GRAMMAR FOR ELEMENTARY STUDENTS	ROOM A
	Anik Widyastuti	LANGUAGE CHOICE IN MULTILINGUAL COMMUNITIES	
	Barans Irawan Palangan	INTRODUCING TRANSLATION ACTIVITY: AN IMPLEMENTATION OF LANGUAGE MANTAINENCE IN CLASSROOM	
	Bening Angga Dita	USING CONSTRUCTIVIST METHOD TO TEACH HORTATORY EXPOSITION FOR GRADE 8 OF JUNIOR HIGH SCHOOL STUDENTS	
13.30 - 14.30 WIB	Casiyah	THE ROLE OF KYAI IN JAVANESE LANGUAGE MAINTENANCE	ROOM B
	Dewi Puspitasari	LAGU DOLANAN ANAK ALTERNATIVE SONGS IN TEACHING JAVANESE LANGUAGE FOR CHILDREN	
	Didit Kurniadi	TEACHING ENGLISH AS A FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL USING CONSTRUCTIVISM APPROACH	
	Euis Kurniasih	RAGAM BAHASA DALAM UPACARA PRA-NIKAH ADAT SUNDA "NGEUYEUK SEUREUH"	
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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 <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	
13.30 - 14.30 WIB	Izzati Gemi Seinsiani	THE LEARNERS' ATTITUDE TOWARD JAVANESE LANGUAGE SUBJECT AS ONE OF JAVANESE'S LANGUAGE MAINTENANCE EFFORT	ROOM A
	Johanes Sutomo	INTRODUCING JAVANESE WEBLOGS ENHANCES PARTICIPATION TOWARDS JAVANESE DISCOURSE	
	Khairi Zaglom	USE OF COHESIVE FEATURES IN ESL STUDENTS' E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY	
	Kharisma Puspita Sari	SPEECH LEVEL PATTERN AND REFERENCE/ DEIXIS BASED ON SOCIAL STATUS CLASSIFICATION OF JAVANESE LANGUAGE USING (A STUDY ABOUT TRADITION AS INFLUENCE IN ISLAMIC ANCIENT BOARDING SCHOOL/PONDOK PESANTREN SALAFI LANGUAGE STYLE)	

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	Maria Yosephin Widarti Lestari	INFLECTIONAL MORPHEMES IN ENGLISH COMPARED WITH BAHASA INDONESIA AND BASA SUNDA	
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	Meka Nitrit Kawasari	'NGURI – NGURI BUDAYA JAWA' MELALUI PEMERTAHANAN PENGGUNAAN BAHASA JAWA DI MEDIA MASSA	
	Milad Ali Milad Addusamee	LANGUAGE CHOICE IN CODE-MIXING AND CODE-SWITCHING APPROACH, A CASE OF STUDY IN SOCIOLINGUISTICS REFERS TO THE EFFECTIVENESS OF USING MULTIPLE-LANGUAGE IN TEACHING METHOD	
	Nurul Adhalina	JAVANESE VS. ENGLISH: POSITIVE AND NEGATIVE CONSEQUENCES ON LEARNERS	
13.30 - 14.30 WIB	Peni kustiati	LINGKUNGAN SEBAGAI SARANA PEMBELAJARAN BAHASA INDONESIA	ROOM D
	Ratih Kusumaningsari	KAJIAN SOSIOLINGUISTIK TERHADAP RAGAM BAHASA PERCAKAPAN PADA HARIAN SOLOPOS (KAJIAN ATAS RUBRIK "AH...TENANE")	
	Rayda Ary Ana	THE IMPLICATION OF FUNCTIONAL THEORY IN TEACHING READING A DESCRIPTIVE TEXT FOR MIDDLE AGE STUDENTS (FUNCTIONAL COMMUNICATION ACTIVITIES IN LANGUAGE TEACHING)	
	Rezqan Noor Farid	BAHASA BANJAR: ITS VARIETIES AND CHARACTERISTICS (A CONCEPTUAL DESCRIPTION OF BAHASA BANJAR IN SOCIOLINGUISTICS POIN OF VIEW)	
13.30 - 14.30 WIB	Rika Rahma Anissa	THE REAL ACTIONS OF YOUNG GENERATION IN MAINTAINING JAVANESE LANGUAGE IN THE GLOBALIZATION ERA	ROOM A
	Saidatun Nafisah	THE PATTERNS OF CODE SWITCHING IN TEACHING AND LEARNING <i>KITAB KUNING</i> AND ITS IMPLICATIONS TO THE JAVANESE LANGUAGE MAINTENANCE	
	Sari Kusumaningrum	ENCOURAGING CHILDREN IN LEARNING ENGLISH COMMUNICATIVELY BY USING SOME FUN ACTIVITIES IN THE CLASSROOM	
	Setiawan Bayu Nugroho	DESIGNING SPEAKING TEST BETWEEN PERFORMANCE TEST AND IMITATIVE TEST FOR DEVELOPING VOCABULARY COMPETENCE	
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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	
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)	
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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	
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	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

**BUILDING CROSS – CULTURAL COMPETENCE
TO IMPROVE ENGLISH EFFECTIVE COMMUNICATION**

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Abstract

This paper is intended to expose the importance of cross-cultural competence to improve English oral communication effectively. The background of this paper is due to my teaching experience in English Department of School of Bumiayu Islamic Teacher Training. (CCU) course is offered to the students in the sixth semester. To know the students' knowledge about cross-culture, in the beginning of semester session, before they got the materials, the writer instructed them to make a group of two or three, then practiced communicating in English. The number of the students in a class is thirty five, so there are about twelve groups. Each group was then extended one topic to perform in the role play. The writer took several topics from the guidance book entitled 'Business Across Culture: Effective Communication Strategies'. Based on practicing to communicate in English with foreigners through role plays, most students still performed/showed Javanese or Moslem attitude in which are not appropriate with foreign's culture. Meanwhile, the cultural competence will affect practically some aspect of language use. It can influence the foreigners' respond whether or not they accept the communicator's attitude. Negative or inappropriate impression of English learners of course can inhibit the effective communication.

Keywords: *effective communication, cross-culture competence, misinterpretation.*

1. Background

Principally the essence of communicative language teaching is the engagement of learners in communication in order to allow them to develop their communicative competence, so the goal of language teaching is the learners' ability to communicate in the target language. The content of a language course will include semantic notions and social functions, not just linguistic structures. Role play or dramatization can be used to adjust the students' use of the target language in different social contexts (Savignon in Celce –Murcia, 2001: 8).

Learning foreign language means learning foreign culture, so learning English as worldwide language means learning the cultures of English users spreading out in this earth planet. To achieve an effective communication in English (particularly with foreigners) the students of English department as well as general English learners should know several aspects of language such as grammatical, textual, and sociolinguistic aspect. Sociolinguistic aspects dealt with such considerations as politeness, formality, metaphor, register, and culturally related aspects of language competence. Let's imagine what will happen if there are two or more people than two from different countries in the same language perform a conversation to do some businesses or overcome any problem, meanwhile each of them only relies on the linguistic competence.

Basically English teachers have a role to extend culture guidance to their students, though they are not native speakers. Teachers and students are both subject and object of culture, yet, teachers are good models to be copied by the students. Hence, it is essential, for the English teachers to learn cross-culture then teach it to the students. Furthermore, to attain a good cross-cultural competence English teacher need to build up cross-culture awareness to the students. The cross-cultural competence is important for English learners especially for those who continue their study or life in English speaking country. As stated by Hinkel in Celce-Murcia (2001: 445) that the most important long-term benefit of teaching culture may be to provide learners with the awareness and the tools that will allow them to achieve their academic, professional, social, and personal goals and become successful in their daily functioning in second or in English foreign language environments.

Another reason why we need to understand and be aware of cross-culture must be it is related to anything concerned with misinterpretations. The next, why we should avoid misinterpretation, since it can create

persistent, negative attitudes towards foreigners. In this case happens, we are not able to achieve an effective English communication.

2. Culture in Language Learning.

According to Levine, Baxter, Mholty (1987) in Lawrence, culture has been described as the system of knowledge, beliefs, and behavior shared by a group of people. Then, People use culture knowledge and beliefs to understand their world (what exists), their own experience (what happens to them) and to guide their own actions and behavior (what to do). When people share a culture, this means that they also have a shared language and communication style as well as shared custom, beliefs, attitude, and values. This shared knowledge is learned and is passed on from generation to generation.

For English foreign learners, attaining linguistic competence is essential but this is not sufficient. They should understand cross-culture, that is knowing how to greet, to make initial contact, to interrupt the conversation, to complain, to manage time, to extend gifts, to express hospitality, to behave appropriately based on people's culture we interact/communicate with, etc so they are able to communicate in English effectively.

Hinkel in Celce- Murcia (2001: 443) also states that in language teaching and research on language, the term of culture includes many definitions and considerations that dealt with forms of speech act, rhetorical structure of text, social cultural behavior, and any ways in which knowledge is transmitted and obtained. Further, she also explains that in term of daily communication, culture finds its manifestation in body language, gesture, concept of time, hospitality custom, and even expression of friendliness.

Samovar et al (1982:17) explain that communication sometimes happens when sender and receiver draws upon some meanings. These various meanings are developed throughout the human lifetime as the result of cultural and personal experience. Consequently, two persons or more than two, from different countries may have some problems in communication due to different cultural background.

Principally there are two kinds of communication that we interact daily that is oral and written communication. Oral communication implies that communication through mouth. It includes individuals conversing with each other. Meanwhile, Written communication involves any type of interaction that makes use of the written word (Brown,1994).

From some linguists' points of view, it can be concluded that effective communication is a communication in which everyone involved in gets no confused and no misinterpretation by other person's messages (oral or written) or attitude. So, it can achieve the goal, the right effect or right outcome effectively and successfully.

One of the reasons why we should understand cross culture when we communicate with very different norms is solely to avoid misinterpretation. Misinterpretation happens in daily life. They can happen both in inter-culture and in intra-culture communication. Intra-culture communication is a communication between members of different cultures. This definition is simple but the process is complex. Meanwhile, intra-culture communication is a communication between members of the same culture. Intra-culture communication involves different perceptions, attitudes, and interpretations. We all know that even two people from the same culture, they can have communication problems. People hurt each other by something they say or do, so the problems arising can be perceived as personal rather than culture. Sometimes they result from the members of two cultures communicating each other (McAllister1995: 13-14).

Thus, second language learning involves transferring culture pattern process from the source language to the target language. Misunderstanding and even helplessness interaction may occur. So, we can say that culture is 'the way of a people'. Sometimes particular ways may be highly commended by several people who share the same culture, but for another society those may be regarded obnoxious, repulsive, and even barbaric. Cultural problem in language learning sometimes arises because of this

infrastructure of preconceived and hidebound notions. We can not learn another language unless we have sympathetic understanding of the culture setting of concerned language.

3. Building Cross-Cultural Awareness in the Classroom

Some important aspects of teaching cross-culture can be brought and addressed to English learners via implementing cross-culture habit and instructing assignment. Some of those are such as building time-discipline, expressing greeting, behaving softly, and conducting role play.

English students (ES) are expected to arrive to class on time, such expectation may be not common in our culture. The reason that they need to be punctual is that in English speaking culture (western), the value of time is high and it is considered similar to money (e.g. spend time, waste time, to be on time, time is money). Therefore when students arrive late, they disrupt the class, take other people's time, and show certain level of disrespect for teacher and other students.

ES are expected to be accustomed to expressing greeting to other people (particularly in academic environment) such saying hello, good morning, good afternoon, etc, and to saying see you later, see you next week, and so on. The way of greeting and leaving is a common habit in English speaking community.

For ES, home videos, movie clips, and videotaped excerpts from news-cast and TV program (sitcoms, juvenile shows for younger learner, or interview) can provide a practical resource for examining the influence of culture on language such as interactional practice, body language, turn-taking, and the length of a pause signaling the end of a turn. The information about sociocultural and politeness norms of the community obtained from such materials can be used in role plays, skits, or short plays that students can script and present in class.

Role play is recommend as a device to practice and build cross-culture awareness (Hinkel in Murcia, 2004: 456). The followings are several examples of role plays that reflect the different cultures of each English speaking communities. To recognize whether the role plays reflect the native culture or not, the English teachers and students can consult with the guidance book/ source (*Business Across Culture: Effective Communication Strategies*).

a. 'Handshake in Korea'. Before students learn about the Culture of Korean in Handshake, the students are instructed to make a role play. The role play involves two persons. The first student is a female acting as a Korean, and the second one is male acting as an American. They will meet in one restaurant to talk about the business. In the role play, the Korean waits the American about five minutes, and then the American comes to the restaurant. At the time they meet in the restaurant, the American shakes his hand first and the Korean accepts it. After handshaking they continue their talking about business. Based on BAC page 24, the female Korean should give her hand first because if a man shakes his hand first, it means that he touches her body without permission and it can cause embarrassment.

b. 'Decision making in accepting new staff in Japan'. One student acts as a personnel manager, the other two (boy and girl) as applicants. It is supposed that a Japanese personnel manager is looking for a new staff in his ABC company. There are two applicants who will be interviewed. One of the applicants is a young girl with low experience, and the other one is old man with high experience. The manager interviews them about their previous job experience and their motivation to work in the company. In the end of role play the manager decides that the young girl is accepted as the new staff. Based on BAC page 70, the Japanese manager should accept the old man who has high experience, because in Japan culture the Japanese more respect or trust to male than to female, and they also more appreciate the higher experienced person than the lower one.

c. 'The meaning of InsyaAllah for Arabian'. One of the students acts as Arabian named Abud and the second one acts as Indonesian named Andi. They both act as the students of USA University. They usually study together and discuss about the lesson. One day Abud asks Andi to come to his boarding house to do their homework together, and Andi says "Insya Allah I will come to your boarding house at noon." Some hours latter Abud is waiting for him, but for long time he hasn't come to Abud's boarding house. Abud decides to call him by phone, but he says that he can't come to Abud's boarding house because he has another business. Abud is very angry because in his culture if some one says Insya Allah automatically it must be done. There is a culture reflection that in Arabian culture, Insya Allah means a promise and it must be kept, but in Indonesian culture it is optional.

4. Conclusion

It is important for both English teachers and students to be aware of the manifestation and implementation of foreign language sociocultural values, concepts, and norms, speech and behavior. They can learn them from various sources such TV programs, home videos, movie clips, and videotaped excerpts from news-cast, and other sources like cross-cultural books. English learners need to be taught

to notice polite (often routine) expressions and attitudes in the foreign language community because without becoming astute people or astute watchers, they may find it difficult, or even impossible, to become interactively competent in English communication. In other words, to improve the competence of communicating in English effectively, the English learners should be competent in linguistic as well as in sociocultural aspects.

Being aware of the sociocultural framework does not mean that the English learners have to become 'native-like' but awareness of cross-cultural norms can allow them to make their own choice of what to say and how to say, how to act, how behave appropriately with foreigners without forming negative impression or even misinterpretation. The next, the teacher's task is to provide the learners with the tools they need to recognize that English speaking people own very different cultures from them, they should learn and aware of those differences. The awareness of cross culture is of course one of the aspects to improve the English effective communication, since it can allow English learners to communicate appropriately based on foreign norms, it can create a positive impression and keep a good relation for those who have already got along well with English speaking communities.

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