



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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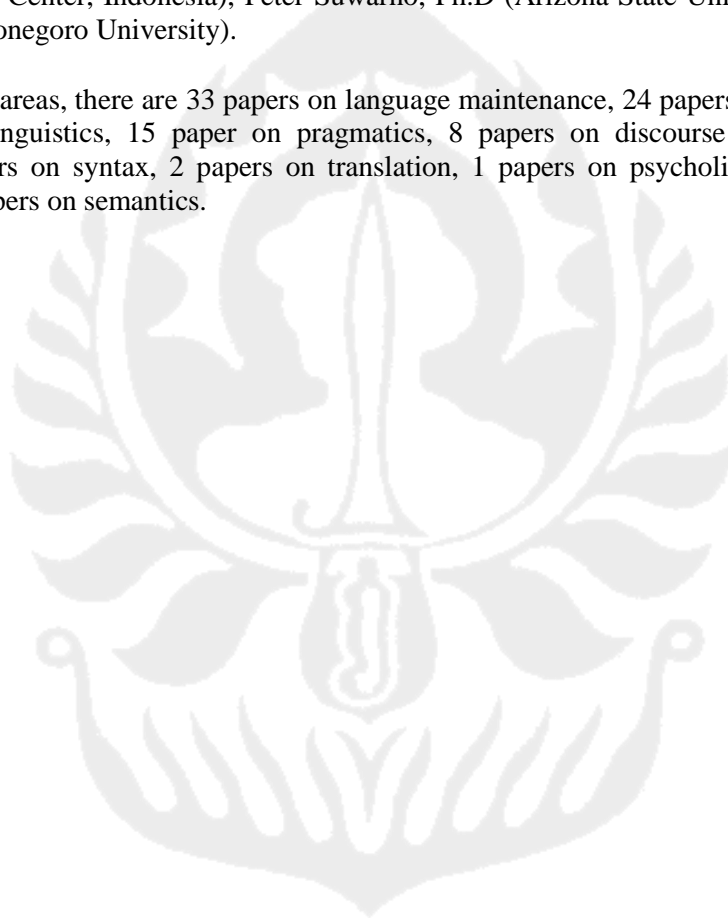
Editors' Note

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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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	PENGUNAAN 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 MAINTAINENCE IN CLASSROOM	
	Bening Angga Dita	USING CONSTRUCTIVIST METHOD TO TEACH HORTATORY EXPOSITION FOR GRADE 8 OF JUNIOR HIGH SCHOOL STUDENTS	
13.30 - 14.30 WIB	Casiyah	THE ROLE OF KYAI IN JAVANESE LANGUAGE MAINTENANCE	ROOM B
	Dewi Puspitasari	LAGU DOLANAN ANAK ALTERNATIVE SONGS IN TEACHING JAVANESE LANGUAGE FOR CHILDREN	
	Didit Kurniadi	TEACHING ENGLISH AS A FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL USING CONSTRUCTIVISM APPROACH	
	Euis Kurniasih	RAGAM BAHASA DALAM UPACARA PRA-NIKAH ADAT SUNDA “NGEUYEUK SEUREUH”	
13.30 - 14.30 WIB	Fider Saputra T	LANGUAGE POLITENESS	ROOM C
	Hamza Aabeed .K.	LANGUAGE MAINTENANCE AND SHIFT	
	Hazairin Eko Prasetyo	PRESERVING INDIGENOUS LANGUAGES THORUGH A MORE INTEGRATED NATIONAL CULTURAL STRATEGY	
	I. Maria Hendrarti	NARRATIVE DISCOURSE: HYBRID CONSTRUCTION AND DOUBLED VOICE IN EUDORA WELTY’S <i>THE OPTIMIST’S DAUGHTER</i>	
13.30 - 14.30 WIB	Hetty Catur Ellyawati, Muhammad Arief Budiman	WOMAN REPRESENTATION AT BUMPER STICKERS ON THE BACKS OF DUMP TRUCKS	ROOM D
	Ignatius Maryoto	THE LETTER OF SECURITY COUNCIL ON “NO FLYING ZONE” IN THE POINT OF VIEW OF METHAPORIC ANALYSIS	
	Ikha Adhi Wijaya	TRANSITION THROUGH ACCULTURATION AMONG ENGLISH AND INDONESIAN LANGUAGE, AND HOW IS ABOUT OUR IDENTITY ?	
	Indriani Triandjojo	LOCAL LANGUAGE MAINTAINCE: CASE STUDY IN A. HADIWIDJAJA FAMILY	
13.30 - 14.30 WIB	Izzati Gemi Seinsiani	THE LEARNERS’ ATTITUDE TOWARD JAVANESE LANGUAGE SUBJECT AS ONE OF JAVANESE’S LANGUAGE MAINTENANCE EFFORT	ROOM A
	Johanes Sutomo	INTRODUCING JAVANESE WEBLOGS ENHANCES PARTICIPATION TOWARDS JAVANESE DISCOURSE	
	Khairi Zaglom	USE OF COHESIVE FEATURES IN ESL STUDENTS’ E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY	
	Kharisma Puspita Sari	SPEECH LEVEL PATTERN AND REFERENCE/ DEIXIS BASED ON SOCIAL STATUS CLASSIFICATION OF JAVANESE LANGUAGE USING (A STUDY ABOUT TRADITION AS INFLUENCE IN ISLAMIC ANCIENT BOARDING SCHOOL/PONDOK PESANTREN SALAFI LANGUAGE STYLE)	

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	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 <i>KITAB KUNING</i> AND ITS IMPLICATIONS TO THE JAVANESE LANGUAGE MAINTENANCE	
	Sari Kusumaningrum	ENCOURAGING CHILDREN IN LEARNING ENGLISH COMMUNICATIVELY BY USING SOME FUN ACTIVITIES IN THE CLASSROOM	
	Setiawan Bayu Nugroho	DESIGNING SPEAKING TEST BETWEEN PERFORMANCE TEST AND IMITATIVE TEST FOR DEVELOPING VOCABULARY COMPETENCE	
13.30 - 14.30 WIB	Solegar Anggit Prasetyo	EMBODIMENT IN SECOND LANGUAGE LEARNING AND TEACHING	ROOM B
	Sri Sulihingtyas Drihartati	PEMERTAHANAN BAHASA BELANDA MELALUI UJIAN INTEGRASI	
	Suharyo	POLA PEMILIHAN BAHASA DI KALANGAN PENUTUR JAWA KOTA SEMARANG	
	Tri Pramesti	TWILIGHT AND INDONESIAN YOUNG ADULT FICTION <i>TUILET’</i> : A PARODY	
13.30 - 14.30 WIB	Umi Jaroh	MENULIS MENINGKATKAN KECERDASAN LINGUISTIK	ROOM C
	Uniwati	LAGU WULELE SANGGULA MENUJU KEBERTAHANAN BAHASA IBU	
	Widyashanti Kunthara Anindita	THE IMPLICATION ON TEACHING EFL (ENGLISH FOREIGN LANGUAGE) READING FUN TO VARIOUS LEVELS OF INDONESIAN STUDENTS	
	Wiwik Wijayanti	ANALISIS KONTRASTIF MONOLINGUAL BAHASA INDONESIA	

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

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	

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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 Fadzei 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

THE APPLICATION OF FUNCTIONAL APPROACH IN STANDAR KOMPETENSI LULUSAN (SKL) UJIAN NASIONAL SMP/MTs OF ENGLISH IN ACADEMIC YEAR 2011 – 2012

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Abstract

Ujian Nasional (UN) or national examination for the ninth grader of Junior High School has been conducted. Each subject tested has its own competency standard for the graduation or standar kompetensi lulusan (SKL). SKL is used as the assessment standard to determine the graduation of the students. The SKL for Ujian Nasional (UN) SMP/MTs of English in academic year 2011 - 2012 covers competency in reading and writing skill. This writing shows that competencies and the indicators of the SKL Ujian Nasional (UN) SMP/MTs of English in academic year 2011 - 2012 reflect functional approach in English Language Teaching.

Keywords: *Functional Approach, Standar Kompetensi Lulusan (SKL), Ujian Nasional (National Examination)*

Introduction

Ujian Nasional (UN) or national examination for the ninth grader of Junior High School has been held in April 23rd to 26th, 2012. The national examination was conducted for the first time in 1986. Although it has undergone some changing in its names or abbreviations but essentially it is the same. First, it was named UAN (Ujian Akhir Nasional means the final national examination), then UNAS (Ujian Akhir Nasional) and for the last few years it has become Ujian Nasional (UN). Ujian Nasional (UN) is a national standardized testing for Primary and Secondary school students in Indonesia. The main goal of the National Examination is to measure and assess the students' knowledge and competence in particular subjects they have learned. It is also going to be used as one of consideration for four purposes: first, as a means of mapping Indonesia's national education quality; second, as a basis to determine whether students can pass and proceed from one educational level to another level; third, as the main consideration on whether to accept new students in the upper levels of education; fourth, as a basis to supervise and assist particular schools in order to achieve the quality of national education.

For Junior High School level, the subjects tested in National Examination are Indonesian language, English, Mathematics, and Science. Each subject tested has its own competency standard for the graduation or *standar kompetensi lulusan (SKL)*. SKL is used as the assessment standard to determine the graduation of the students. The SKL for Ujian Nasional (UN) SMP/MTs of English in academic year 2011 - 2012 covers competency in reading and writing skill. The details of the SKL are in the following table.

NO	KOMPETENSI	INDIKATOR
1.	READING (Membaca) Memahami makna dalam wacana tertulis pendek baik teks fungsional maupun esai sederhana berbentuk deskriptif (<i>descriptive</i> , <i>procedure</i> , maupun <i>report</i>) dan naratif (<i>narrative</i> dan <i>recount</i>) dalam konteks kehidupan sehari-hari.	Menentukan gambaran umum/pikiran utama paragraf/informasi tertentu/informasi rinci, tersurat dan atau tersirat/rujukan kata atau makna kata/frasa atau tujuan komunikatif dalam teks fungsional pendek berbentuk <i>caution/notice/warning</i> , <i>greeting card</i> , <i>letter/e-mail</i> , <i>short message</i> , <i>advertisement</i> , <i>announcement</i> , <i>invitation</i> .
		Menentukan gambaran umum/pikiran utama paragraf/informasi tertentu/informasi rinci, tersurat dan atau tersirat/rujukan kata atau makna kata/frasa atau tujuan komunikatif dalam teks berbentuk <i>procedure</i> .
		Menentukan gambaran umum/pikiran utama paragraf/informasi tertentu/informasi rinci, tersurat dan atau tersirat/rujukan kata atau makna kata/frasa atau tujuan komunikatif dalam teks berbentuk <i>descriptive</i> .

		Menentukan gambaran umum/pikiran utama paragraf/informasi tertentu/informasi rinci, tersurat dan atau tersirat/rujukan kata atau makna kata/frasa atau tujuan komunikatif dalam teks berbentuk <i>recount</i> .
		Menentukan gambaran umum/pikiran utama paragraf/informasi tertentu /informasi rinci, tersurat dan atau tersirat/rujukan kata atau makna kata/frasa atau pesan moral/tujuan komunikatif dalam teks berbentuk <i>narrative</i> .
		Menentukan gambaran umum/pikiran utama paragraf/informasi tertentu/informasi rinci, tersurat dan atau tersirat/rujukan kata atau makna kata/frasa atau tujuan komunikatif dalam teks berbentuk <i>report</i> .
2.	WRITING (Menulis) Mengungkapkan makna secara tertulis teks fungsional pendek dan esai sederhana berbentuk deskriptif (<i>descriptive</i> , <i>procedure</i> , maupun <i>report</i>) dan naratif (<i>narrative</i> dan <i>recount</i>) dalam konteks kehidupan sehari-hari.	Menentukan kata yang tepat untuk melengkapi teks rumpang bentuk <i>recount/narrative</i> sederhana.
		Menentukan kata yang tepat untuk melengkapi teks rumpang bentuk <i>descriptive/procedure</i> sederhana.
		Menentukan susunan kata yang tepat untuk membuat kalimat yang bermakna.
		Menentukan susunan kalimat yang tepat untuk membuat paragraf yang padu dan bermakna.

Source: www.gusschool.wordpress.com

From the *SKL* above, we can see that in reading competency, the students are to understand meaning in short written text, functional texts and short essay, in the form of descriptive (descriptive, procedure, and report) and narrative (narrative and recount) related to the daily life context. While in the writing competency, the students should be able to express meaning in short written text, functional texts and short essay, in the form of descriptive (descriptive, procedure, and report) and narrative (narrative and recount) related to the daily life context.

Those two competencies, reading and writing, are basically related to the functional texts in which their indicators cover the general information, specific (explicit and implicit) information, main idea, vocabulary, and communicative purpose for reading and also the text completion and text arrangement for writing. And, the question is whether the competencies and the indicators of the *SKL* are in accordance with functional approach in English Language Teaching or not. Well, to answer that question, let's find out what functional approach is.

Brown (2000) states that the increase in constructivist approaches to the study of language, results a shift from the generative/cognitive side of the continuum into the essence of language. Two emphases have emerged: (a) Researchers began to see that language was one manifestation of the cognitive and affective ability to deal with the world, with others, and with the self, (b) Moreover, the generative rules that were proposed under the nativistic framework were abstract, formal, explicit, and quite logical, yet they dealt specifically with the forms of language and not with the deeper functional levels of meaning constructed from social interaction. Examples of forms of language are morphemes, words, sentences, and the rules that govern them. Functions are the meaningful, interactive purposes, within a social (pragmatic) context, that we accomplish with the forms.

Besides, Hymes (cited at Johnson, 2004: 87 – 89) introduces the term communicative competence and states that there are rules of use without which the rules of grammar would be useless. Hymes also views language as functional and he provides the characteristics of it, they are; (1) structure of speech (act, event) seen as ways of speaking, (2) analysis of use precedes analysis of language code, (3) gamut of social functions is the *norm*, and (4) heterogeneous speech and community. Hymes adheres to the functional paradigm, in which language is viewed not as a code, but as ways of speaking, the structure of language is not grammar but a speech act or speech event, and language code and language use are in dialectical relationship. Within this functional paradigm, a single homogeneous ("idealized") speech community is replaced by a speech community regarded as running the gamut of speech styles. Also, language is viewed as societal phenomenon rather than a mental phenomenon. Hymes claims when a child acquires his or her native language, the child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and

as to what to talk about with whom, when, where, in what manner. And Johnson (2004: 89) says that some researchers working in the field of second language acquisition found Hymes' communicative competence relevant for the second language learning context.

Moreover, Littlewood (1981: 1) states that one of the most characteristic features of communicative language teaching is that it pays systematic attention to function as well as structural aspects of language, combining these into a more fully communicative view. Then, he suggests that (1) the learners must attain as high a degree as possible of linguistic competence, (2) the learners must distinguish between the forms which he has mastered as part of his linguistic competence, and the communicative functions that they perform, (3) the learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations, and (4) the learners must become aware of the social meaning of language forms.

In 1960s, Michael Halliday developed functional grammar (SFG) or systemic functional linguistics (SFL). It is part of a broad social semiotic approach to language called systemic linguistics. The term "systemic" refers to the view of language as "a network of systems, or interrelated sets of options for making meaning". The term "functional" indicates that the approach is concerned with meaning, as opposed to formal grammar, which focuses on word classes such as nouns and verbs, typically without reference beyond the individual clause. Matthiessen and Halliday (1997) state that systemic-functional theory was first developed in work on the grammar of Chinese; and it has been used in educational and computational contexts from an early stage. Unlike the theory of grammar that is still the received tradition in school, systemic-functional grammatics takes the resource perspective rather than the rule perspective; and it is designed to display the overall system of grammar rather than only fragments. In this approach, language function (what it is used for) is often more important than language structure (how it is composed). Language use must be seen as taking place in social contexts. Language is not good or bad, it is appropriate or inappropriate to the context of use.

Related to function and context, Butt, et al (1995: 13) states that language seems to have evolved for three major purposes. These are (1) to talk about what is happening, what will happen, and what has happened, (2) to interact (or to do things with language) and/or to express a point of view, and (3) to turn the output of the previous two functions into a coherent whole. Butt, et al (1995) also argues that systemic functional grammar is a way of describing lexical and grammatical choices from the system of wording so that we are always aware of language is being used to realize meaning. Obviously we need some specialized vocabulary to describe and write about the texts. A specialized language allows us to explore texts by describing how different elements function to realize experiential, interpersonal, and textual meaning. When our specialized language becomes our tool for analyzing the lexicogrammar and meaning of texts, it opens up opportunities for comparing texts with each other. In general, texts which have the same sorts of meanings and/or the same structural elements are said to belong to the same type. In particular, texts with meaning in common are said to belong to the same register and texts with obligatory structural elements in common are said to belong to the same genre.

Some primary schools have introduced an awareness of some text types which fulfill specific social purposes into their curriculum. The curriculum document setting out the different text types begins in the extra linguistic context with a set of purposes for using a language which is shown in the following table.

Purposes for using Language	Text Type
A To tell a story as a means of making sense of events and happenings in the world. It can be both entertaining and informing.	NARRATIVE
B To reconstruct past experiences by retelling events and incidents in the order in which they have occurred.	RECOUNT
C To present factual information about a class of things usually by first classifying them and then describing their characteristics.	INFORMATION REPORT
D To present information and opinions about more than one side of an issue: it may end with a recommendation based on the evidence presented.	DISCUSSION
E To explain why things are as they are or how things work.	EXPLANATION
F To advance or justify an argument or put forward a particular point of view.	EXPOSITION
G To show how something can be accomplished through a series of steps or actions to be taken.	PROCEDURE

Furthermore, different purposes result in texts with distinct structural elements. They are as follows.

Text Type	Structural Features
Narrative	Orientation Complication Sequence of events Resolution Comment Coda (optional)
Recount	Orientation Events in chronological order Personal comments (optional)
Information report	General opening statement or classification Sequence of related statements – grouped in topic areas Concluding statement (optional)
Discussion	Statement (question about the issue) Arguments for (different points of view) Arguments against Usually ends with a considered opinion or a recommendation
Explanation	Introductory question used to position the reader General statement about phenomenon to be explained Sequenced explanations Concluding explanation of the phenomenon
Exposition	Position statement Justification of argument (series of arguments supported by evidence) Summary (restatement of position recommendation)
Procedure	Statement of the aim or purpose Material required Steps or action in series

Discussion

Based on the introduction above, the writer intends to know whether the competencies and the indicators of the *SKL* are in accordance with functional approach in English Language Teaching or not. Thus, two questions that may appear related to the topic are (1) Do the competencies and the indicators of the *SKL Ujian Nasional (UN) SMP/MTs* of English in academic year 2011 - 2012 reflect functional approach in English Language Teaching? And (2) What part does show the application of functional approach in the competencies and the indicators of the *SKL Ujian Nasional (UN) SMP/MTs* of English in academic year 2011 - 2012? To answer those questions, the writer will employ descriptive analysis. The analysis will describe the application of functional approach in the competencies and the indicators of the *SKL Ujian Nasional (UN) SMP/MTs* of English in academic year 2011 – 2012. They are as follows.

The *SKL Ujian Nasional (UN) SMP/MTs* of English in academic year 2011 – 2012 demands reading and writing competency. In reading competency, the students are to understand meaning in short written text, functional texts and short essay, in the form of descriptive (descriptive, procedure, and report) and narrative (narrative and recount) related to the daily life context.

“Memahami makna dalam wacana tertulis pendek baik teks fungsional maupun esai sederhana berbentuk deskriptif (descriptive, procedure, maupun report) dan naratif (narrative dan recount) dalam konteks kehidupan sehari-hari.”

While in the writing competency, the students should be able to express meaning in short written text, functional texts and short essay, in the form of descriptive (descriptive, procedure, and report) and narrative (narrative and recount) related to the daily life context.

“Mengungkapkan makna secara tertulis teks fungsional pendek dan esai sederhana berbentuk deskriptif (descriptive, procedure, maupun report) dan naratif (narrative dan recount) dalam konteks kehidupan sehari-hari.”

From the two competencies above, the students are demanded to master not only the language structure (how it is composed) but more on the language function (what it is used for). The language itself is seen in social contexts as it is stated *“dalam konteks kehidupan sehari-hari”* (the daily life context). Since the two competencies related to the daily life context, they can achieve three major purposes of language

proposes by Butt, et al (1995); (1) to talk about what is happening, what will happen, and what has happened, (2) to interact (or to do things with language) and/or to express a point of view, and (3) to turn the output of the previous two functions into a coherent whole.

Then, the next evidence is that the *SKL* has some text types which fulfill specific social purposes, for example, the purpose of the narrative text is to tell a story as a means of making sense of events and happenings in the world. Moreover, the indicators in reading narrative text are to determine the general information, specific (explicit and implicit) information, main idea, vocabulary, communicative purpose, and the moral value.

"Menentukan gambaran umum/pikiran utama paragraf/informasi tertentu /informasi rinci, tersurat dan atau tersirat/rujukan kata atau makna kata/frasa atau pesan moral/tujuan komunikatif dalam teks berbentuk narrative."

The detail of the text types are functional texts – which cover caution/notice/warning, greeting card, letter/e-mail, short message, advertisement, announcement – and invitation, and also short essay, in the form of descriptive (descriptive, procedure, and report) and narrative (narrative and recount). Each text has its structural features which have been discussed before, for example, narrative text consists of orientation, complication, sequence of events, resolution, comment, and coda (optional).

The indicators for writing competency are quite different from the reading competency, they are text completion and text arrangement.

"Menentukan kata yang tepat untuk melengkapi teks rumpang bentuk recount/narrative /descriptive/procedure sederhana, menentukan susunan kata yang tepat untuk membuat kalimat yang bermakna, dan menentukan susunan kalimat yang tepat untuk membuat paragraf yang padu dan bermakna."

But, the details of the indicators reflect the characteristics of language as functional. They do not only focus on the structure of the text but more on the function, which is meaningful text (sentences and paragraphs) for communication.

Conclusion

To conclude, the competencies and the indicators of the *SKL Ujian Nasional (UN) SMP/MTs* of English in academic year 2011 - 2012 reflect functional approach in English Language Teaching. It is proved that from the two competencies above the students are demanded to master not only the language structure (how it is composed) but more on the language function (what it is used for). The language itself is seen in social contexts or the daily life context. In addition, the text types fulfill specific social purposes, each text has its structural features, and the detail of the text types and their indicators reflect the characteristics of language as functional.

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