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PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT III

July 2–3, 2013

Revised Edition



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

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Editors:
Jee Sun Nam
Agus Subiyanto
Nurhayati

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Editors' Note

In the international seminar on Language Maintenance and Shift III, there are some new issues. First, the committee changes the previous theme into "Investigating Local Wisdom through Indigenous Language". Through the new theme, the committee invites language practitioners to discuss the problems concerning the importance of maintaining indigenous languages because the languages function as a means of expressing local wisdom. Second, the seminar uses the new label, LAMAS, the acronym which was proposed by Prof. Dr. Bambang Kaswanti Purwo in the previous seminar, to make the participants easily remember it. Third, most of the keynote speakers come from various institutions. Those are Dr. Johnny Tjia (Summer Institute of Linguistics, Indonesia-International), Prof. Jee Sun Nam, Ph.D (Hankuk University of Foreign Studies, Korea), Prof. Dr. Mahsun, M.S. (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Prof. Dr. Bambang Kaswanti Purwo (Atma Jaya Catholic University, Jakarta-Indonesia), Prof. Dr. I Dewa Putu Wijana (Gadjah Mada University, Yogyakarta, Indonesia), Prof. Drs. Ketut Artawa, M.A., Ph.D (Udayana University, Denpasar, Indonesia), and Dr. Suharno, M.Ed. (Diponegoro University, Semarang, Indonesia).

There are 113 participants who present the papers covering various topic areas. Those are 38 papers on sociolinguistics, 14 papers on morphology, 13 papers on applied linguistics, 8 papers on anthropological linguistics, 8 papers on discourse analysis, 8 papers on cognitive linguistics, 7 papers on ethnography of communication, and 7 papers on computational linguistics.

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.

Editors' Note for Revised Edition

There are some changes in this revised edition. First, we enclose the article by Prof. Jee Sun Nam, Ph.D entitled "Retrieving Local Wisdom in Korean with the Support of Corpus Processing Software" on page 555. Second, we delete the article by Yusup Irawan 'Tiga Syarat Menuju Fonetik Modern' as he cancelled his status as a participant. These changes have an impact on the change of table of contents.

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**SCHEDULE OF THE INTERNATIONAL SEMINAR
"LANGUAGE MAINTENANCE AND SHIFT III (LAMAS III)"**

DAY 1 (July 2, 2013)

TIME	ACTIVITIES		ROOM
	NAME	TITLE	
09.30 – 10.45 WIB	REGISTRATION		PAKOEBUWONO
10.45 – 11.00 WIB	OPENING		PAKOEBUWONO
11.00 – 11.30 WIB	KEYNOTE SPEECH		PAKOEBUWONO
	Prof. Dr. Mahsun, M.S.		
11.30 – 12.30 WIB	LUNCH AND PRAY		PAKOEBUWONO
12.30 – 14.00 WIB	PLENNARY SESSION 1		PAKOEBUWONO
	Prof. Jee Sun Nam, Ph.D.	RETRIEVING LOCAL WISDOM IN KOREAN WITH THE SUPPORT OF CORPUS PROCESSING SOFTWARE	
	Dr. Johnny Tjia	ISU KEBERTAHANAN DALAM USAHA PENCAGARAN BAHASA	
	Dr. Suharno, M.Ed.	INCORPORATING LOCAL WISDOM INTO ENGLISH LANGUAGE TEACHING (ELT)	
	Moderator : J. Herudjati Purwoko, Ph.D		
14.00 – 15.30 WIB	PARRALEL SESSION 1 A		PAKOEBUWONO
	Kahar Dwi Prihantono	PENATAAN ULANG KAMUS DIALEK BANYUMASAN; SEBUAH SUMBANGAN LEKSIKOGRAFIS BAGI UPAYA PEMERTAHANAN DIALEK (RE-ORGANISATION OF BANYUMAS DIALECT DICTIONARY; LEXICOGRAPHIC CONTRIBUTION TO DIALECT PRESERVATION)	
	Mualimin	KO AND RIKA IN JAVANESE OF TEGAL	
	Rukni Setyawati	PEMERTAHANAN BAHASA DAERAH SEBAGAI UPAYA MENINGKATKAN KETAHANAN BUDAYA	
	Retno Wulandari Setyaningsih	PENGASINGAN RAMBU PETUNJUK DI PUSAT-PUSAT PERBELANJAAN DI SURABAYA	
14.00 – 15.30 WIB	PARRALEL SESSION 1 B		PAKOEBUWONO
	Herudjati Purwoko	MUATAN SOSIO-KULTURAL DAN POLITIS DALAM BAHASA DARI SEGI ETNOGRAFI	
	Syahron Lubis	LOSS OF WORDS IN MANDAILINGNESE	
	M. Suryadi	GENERASI MUDA JAWA PERKOTAAN KAGOK DENGAN BAHASA JAWANYA SENDIRI	
	Fatchul Mu'in	PENGGUNAAN BAHASA DALAM RANAH JUAL BELI DI PASAR TERAPUNG LOK BAIN TAN KABUPATEN BANJAR KALIMANTAN SELATAN	

TIME	NAME	TITLE	ROOM
14.00 – 15.30 WIB	PARRALEL SESSION 1 C		CEMPAKA
	Neli Purwani	PENGGUNAAN BAHASA INGGRIS DALAM IKLAN MAKANAN DAN MINUMAN: PELUANG ATAUKAH ANCAMAN?	
	Ikmi nur Oktavianti	SEMANTIC SHIFT ON MALAY WORDS IN CLASSICAL MALAY TEXT HIKAYAT HANG TUAH COMPARE TO MODERN MALAY (INDONESIAN LANGUAGE) AND THE RELATION TO CULTURAL CONTEXT	
	Nunung Supriadi	PENGARUH DIALEK LOKAL TERHADAP BAHASA MANDARIN YANG DIGUNAKAN MASYARAKAT TIONGHUA DI PURWOKERTO	
	Agustina Lestary	DO BANJARESE WOMEN AND MEN SPEAK DIFFERENTLY?	
14.00 – 15.30 WIB	PARRALEL SESSION 1 D		MELATI
	Esther Hesline Palandi	KATA SERAPAN DALAM BAHASA JEPANG: UPAYA BANGSA JEPANG DALAM PEMELIHARAAN BAHASA DAN TERJADINYA PERGESERAN BAHASA SESUAI BUDAYA LOKAL	
	Maria Yosephin Widarti Lestari	THE FEATURES OF JAVANESE WOMEN SPEECH: A SOCIOLINGUISTICS STUDY BASED ON LAKOFF'S THEORY	
	Meti Istimurti	PEMERTAHANAN DAN REVITALISASI BAHASA JAWA DIALEK BANTEN	
	Retno Purwani Sari Dan Tatan Tawami	THE STRATEGY OF THE TEXT AND THE STRUCTURAL RELATIONS TO EXERCISE SUNDANESE CRITICS' IDEOLOGICAL HEGEMONY	
14.00 – 15.30 WIB	PARRALEL SESSION 1 E		BOUGENVILLE
	Layli Hamida	SOSIALISASI DAN KEBIJAKAN ATAS KEBERAGAMAN BAHASA PADA MASYARAKAT TENGGER JAWA TIMUR: SEBUAH FENOMENA KEARIFAN LOKAL	
	Dwi Wulandari dan Wiwik Sundari	SANTRI'S LANGUAGE ATTITUDE TOWARD JAVANESE LANGUAGE ON PESANTREN TEACHING WITHIN THE CONTEXT OF JAVANESE LANGUAGE MAINTENANCE	
	Kharisma Puspita Sari	STYLE AND REGISTER USED AT PONDOK PESANTREN (A DIMENSION OF SOCIOLINGUISTICS)	
	Anandha	FENOMENA SOSIOLINGUISTIK BAHASA JAWA PESISIR SEBAGAI CERMIN KEARIFAN LOKAL	
15.30 – 16.00 WIB	BREAK AND PRAY		PAKOEJUWONO

TIME	NAME	TITLE	ROOM
16.00 – 17.30 WIB	PARRALEL SESSION 2 A		PAKOEBUWONO
	Surono	SOLIDARITAS (TU) DAN KESOPANAN (VOUS) DALAM BAHASA JAWA SEBAGAI WUJUD KEARIFAN LOKAL	
	Riadi Darwis	SIKAP BERBAHASA PARA SISWA SEKOLAH DASAR ISLAM TERPADU KABUPATEN BANDUNG DALAM KONTEKS MULTIBAHASA	
	Fandy Prasetya Kusuma	PERGESERAN BAHASA HOKKIAN DALAM UPACARA TE PAI DI INDONESIA	
	Elisa Carolina Marion	PERGESERAN PENGGUNAAN KEIGO KHUSUSNYA PADA PENGGUNAAN HONORIFIC TITLE (呼称) DAN PERUBAHAN HUBUNGAN ATASAN DAN BAWAHAN YANG TERJADI PADA PERUSAHAAN JEPANG	
16.00 – 17.30 WIB	PARRALEL SESSION 2 B		PAKOEBUWONO
	Dian Swastika	JAVANESE EXPRESSIONS AS LOCAL WISDOM MANIFESTATION	
	Meka Nitrit Kawasari	PENGGUNAAN BAHASA JAWA PADA UPACARA TUMURUNING KEMBARMAYANG SEBAGAI CERMINAN KEARIFAN BUDAYA JAWA	
	Endang Setyowati	CONTRASTIVE ANALYSIS OF PROVERBS IN INDONESIAN AND ENGLISH: AN ANTHROPOLOGICAL LINGUISTIC STUDY	
	Prayudha	METAFORA SEBAGAI NASIHAT DALAM HOROSKOP JAWA: STUDI LINGUISTIK ANTROPOLOGIS	
16.00 – 17.30 WIB	PARRALEL SESSION 2 C		CEMPAKA
	Sri Sulihingtyas D.	PANTUN BUKA PALANG PINTU: KEARIFAN LOKAL DALAM PERNIKAHAN ADAT BETAWI	
	Hatmiati	TUTURAN PAMALI DALAM TRADISI LISAN MASYARAKAT BANJAR	
	Atin Kurniawati	JAVANESE VIEW ON EDUCATION: AN ETNOLINGUISTIC STUDY	
	Muhammad	A SOCIAL CONTEXT OF SASAK PERSONAL PRONOUNS	
16.00 – 17.30 WIB	PARRALEL SESSION 2 D		MELATI
	Habiba Al Umami	PRESUPPOSITION ANALYSIS OF THE QUESTION IN MATA NAJWA "POLITIK SELEBRITI" EPISODE	
	Muhammad Rohmadi	TINDAK TUTUR PERSUASIF DAN PROVOKATIF DALAM WACANA SPANDUK KAMPANYE PILKADA JAWA TENGAH TAHUN 2013	
	Endro nugroho wasono aji	PERUBAHAN KATA GANTI ORANG KEDUA DALAM BAHASA JAWA	
	Yenny budhi listianingrum	PEMILIHAN BAHASA KELUARGA MUDA DI DESA KLOPODUWUR CERMIN PEMERTAHANAN IDENTITAS DAN EKSISTENSI BAHASA	

TIME	NAME	TITLE	ROOM
16.00 – 17.30 WIB	PARRALEL SESSION 2 E		BOUGENVILLE
	Sri wahyuni	PERUNDUNGAN BAHASA DAERAH MELALUI PENGGUNAAN LOGAT DIALEK DALAM TAYANGAN SINETRON DI TELEVISI	
	Lalu erwan husnan	LINGUISTIC ADAPTATION OF BAJO IN SUMBAWA ISLAND: A PRELIMINARY STUDY FOR SOCIAL MOTIVATION OF LANGUAGE CHANGE	
	Tubiyono	COMPANY'S PARTICIPATION IN THE LOCAL LANGUAGE RETENTION	
	Endang sri wahyuni dan khrishandini	VARIASI BAHASA DALAM SINETRON TUKANG BUBUR NAIK HAJI (TBNH) KAJIAN ETNOGRAFI KOMUNIKASI	
17.30 – 18.30 WIB	BREAK AND PRAY		PAKOEBUWONO
18.30 – 19.30 WIB	PARALLEL SESSION 2 F-1		PAKOEBUWONO A
	Rini Esti Utami	BAHASA JAWA DALAM SLOGAN-SLOGAN CALON GUBERNUR DAN WAKIL GUBERNUR JAWA TENGAH TAHUN 2013	
	Miza Rahmatika Aini	KESENIAN JARANAN SEBAGAI BENTUK PEMERTAHANAN BAHASA JAWA	
	Putu Utama	PELESTARIAN BAHASA BALI DALAM PENDIDIKAN FORMAL: PERSPEKTIF POLITIK DAN REGULASI	
	Leksito Rini	TARLING MUSIC AS A MEANS OF MAINTAINING INDIGENOUS JAVANESE LANGUAGE AT NORTHERN COAST (PANTURA) IN THE PROVINCES OF WEST JAVA AND CENTRAL JAVA	
	Enita Istriwati	PENGENALAN UNGKAPAN-UNGKAPAN BAHASA JAWA: SUATU UPAYA PEMERTAHANAN BANGSA	
	Icuk Prayogi	PERGESERAN PEMAKAIAN PRONOMINA PERSONA DALAM BAHASA INDONESIA INFORMAL REMAJA: STUDI KASUS FILM TANGKAPLAH DAKU KAU KUJITAK (1987) DAN BANGUN LAGI DONG, LUPUS (2013)	

TIME	NAME	TITLE	ROOM
18.30 – 19.30 WIB	PARALLEL SESSION 2 F-2		PAKOEBUWONO B
	Ikha Adhi Wijaya	PRANOTOCORO AS ONE OF THE SYMBOL OF JAVANESE CULTURE THAT BECOMES DIMINISH FROM DAY TO DAY	
	Siti Suharsih	LANGUAGE MAINTENANCE AND SHIFT: HOW JAVANESE PRESERVED AND SHIFTED IN INDUSTRIAL AREA CASE STUDY IN NIKOMAS COMPANY	
	Sang Ayu Isnu Maharani dan I Komang Sumaryana Putra	LANGUAGE MAINTENANCE OF BALINESE MOTHER TONGUE THROUGH THE TRADITIONAL STORY TELLING (MESATUA) IN BATU BULAN VILLAGE, GIANYAR	
	Sutarsih	LANGUAGE AND SAFETY	
	Anang Febri Priambada	ALIH KODE DAN CAMPUR KODE PADA CERAMAH BUDAYA EMHA AINUN NAJIB	
	Didik Santoso	PEKALONGAN DIALECT IN RAPROX BAND LYRICS	
	Maria Christiani sugiarto	A REFLECTION OF LANGUAGE ATTITUDE TOWARD KID CARTOONS: A CASE STUDY OF FIRST GRADERS IN MARSUDIRINI ELEMENTARY SCHOOL	
18.30 – 19.30 WIB	PARALLEL SESSION 2 F-3		PAKOEBUWONO C
	Asih Prihandini dan N. Denny Nugraha	KEARIFAN LOKAL MITIGASI BENCANA DALAM TRADISI SASTRA LISAN NUSANTARA	
	Yozar Firdaus Amrullah	MOTHER'S TONGUE INFLUENCE TOWARDS NAMING IN KEBONADEM VILLAGE	
	Muhammad Zulkarnain Ashya hifa	THE USE OF PERSONAL NAMES IN NAMING PRODUCTS	
	Ida Hendriyani	THE ETHNOGRAPHY OF COMMUNICATION APPROACH TOWARDS THE MOTIVATORS' SPEECH IN ORIFLAME	
	Bambang Hariyanto	THE IDENTITY OF JAVANESE PEOPLE (A STUDY ON SELAMATAN IN EAST JAVA, ETHNOLINGUISTICS PERSPECTIVE)	
	Abadi Supriatin	BAHASA PERMOHONAN DI DALAM TRADISI KLIWONAN DI "SUMUR BERKAH" DESA WONOYOSO KABUPATEN PEKALONGAN	
	Mastuti Ajeng Subianti	THE ANALYSIS OF FACE WANTS AS SELF IMAGE USED BY AGNES MONICA IN KICK ANDY SHOW	

TIME	NAME	TITLE	ROOM
18.30 – 19.30 WIB	PARALLEL SESSION 2 F-4		PAKOEBUWONO D
	Wuwuh Andayani	DISCOURSE CONNECTORS IN ARGUMENTATIVE WRITINGS PRODUCED BY INDONESIAN EFL UNIVERSITY STUDENTS	
	Muhammad Nanang Qosim	PEDAGOGONOLOGIS SEBUAH KAJIAN FONOLOGI DAN ILMU PENDIDIKAN	
	Juanda dan M. Rayhan Bustam	THE CREATION OF LANGUAGE THROUGH MOTTO (THE STUDY OF LANGUAGE AND ENTREPRENEURSHIP IN A MOTTO OF ACADEMIC INSTITUTION)	
	Fitriansyah	PENDEKATAN EMIK-ETIK TERHADAP UPACARA PASAK INDONG SUKU TIDUNG DI DESA SALIMBATU, KECAMATAN TANJUNG PALAS TENGAH, KALIMANTAN UTARA KAJIAN LINGUISTIK ANTROPOLOGI	
	Sogimin	METAFORA YANG DIGUNAKAN OLEH DALANG DALAM MELAKONKAN WAYANG KULIT	
18.30 – 19.30 WIB	PARALLEL SESSION 2 F-5		PAKOEBUWONO E
	Henny Krishnawati dan Defina	KESALAHAN DALAM PENENTUAN JENIS KALIMAT DALAM BAHASA INDONESIA: STUDI KASUS MAHASISWA TPB IPB	
	Emilia Ninik Aydawati	STUDENTS' DERIVATION MASTERY AND THEIR ABILITY IN ANSWERING READING QUESTIONS	
	Masitha Achmad Syukri	STRATEGI INTERAKSI EKSTRA-TEKSTUAL GURU UNTUK MENINGKATKAN PEMAHAMAN TEKSTUAL SISWA TUNA GRAHITA	
	Titi Rokhayati	A STUDY ON STUDENTS' ABILITY IN CONDUCTING CONVERSATION WITH NATIVE SPEAKERS: CROSS CULTURAL ASPECT AND ADJUSTMENT	
	Sari Kusumaningrum	THE USE OF COHESIVE DEVICES IN RELATION TO THE QUALITY OF THE STUDENTS' ARGUMENTATIVE WRITING	
Almira Irwaniyanti Utami	STUDENTS' MOTIVES IN SWITCHING FROM ENGLISH TO INDONESIAN OR JAVANESE IN A FOREIGN LANGUAGE SETTING		
19.30 – 21.00 WIB	PARRALEL SESSION 3 A		PAKOEBUWONO
	P. Ari Subagyo	NAFAS BAHASA JAWA DI JAGAT MAYA	
	Sri Andika Putri	REFLEKSI KEDUDUKAN PEREMPUAN MINANG DALAM PITARUAH AYAH	
	Erlita Rusnaningtias	BENTUK DAN FUNGSI KALIMAT TANYA DALAM TALK SHOW "INDONESIA LAWYERS CLUB"	
Ninuk Krismanti	BANJARESE IDEOLOGIES PORTRAYED IN SI PALUI		

TIME	NAME	TITLE	ROOM
19.30 – 21.00 WIB	PARRALEL SESSION 3 B		PAKOEBUWONO
	Nungki Heriyati	WOMEN, LANGUAGE AND CULTURAL CHANGE	
	Nurhayati	(RE)-READING A KARTINI'S LETTER USING CRITICAL DISCOURSE ANALYSIS	
	Wiwik Wijayanti	ANALISIS WACANA PERCAKAPAN SIARAN "ON AIR" RADIO DANGDUT INDONESIA: PENDEKATAN PRAGMATIK	
	Yenny Hartanto	RHETORICAL STRATEGIES IN FLOUTING GRICE'S MAXIMS AS FOUND IN "PYGMALION".	
19.30 – 21.00 WIB	PARRALEL SESSION 3 C		CEMPAKA
	Deli Nirmala	LOCAL WISDOM IN JAVANESE PROVERBS (A COGNITIVE LINGUISTIC APPROACH)	
	Ratih Kusumaningsari	TINJAUAN RELATIVITAS BAHASA DALAM LAGU KERONCONG	
	Aan Setyawan	THE WEALTH CONCEPT OF JAVANESE SOCIETY: ANTHROPOLOGICAL LINGUISTICS APPROACH IN CUBLAK-CUBLAK SUWENG FOLKSONG	
	Tatie Soedewo	THE LOSS OF IDENTITY OF SOME SUNDANESE CHILDREN IN BOGOR CITY DUE TO LACK OF EXPOSURE TO SUNDANESE LANGUAGE	
19.30 – 21.00 WIB	PARRALEL SESSION 3 D		MELATI
	Ridha Fadillah	IMPLEMENTATION OF ENGLISH LEARNING MODEL BASED ON NEGATIVE ANXIETY REDUCTION THROUGH CONSTRUCTIVISM THEORY IN BANJARBARU SENIOR HIGH SCHOOLS	
	Kundharu Saddhono	MODEL PEMBELAJARAN KOOPERATIF TEKNIK STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) UNTUK MENINGKATKAN KETERAMPILAN MENULIS NARASI MAHASISWA ASING DI UNIVERSITAS SEBELAS MARET	
	Farikah	USING THEMATIC PROGRESSION PATTERNS WITH COOPERATIVE LEARNING METHOD (TP-CL) TO IMPROVE THE WRITING SKILL OF THE ENGLISH DEPARTMENT STUDENTS OF UTM IN THE ACADEMIC YEAR 2011/2012	
	Amrih Bakti Utami	THE IMPORTANCE OF NOTICING IN IMPROVING EFL STUDENTS' WRITING SKILLS	

TIME	NAME	TITLE	ROOM
19.30 – 21.00 WIB	PARRALEL SESSION 3 E		BOUGENVILLE
	Yudha Thianto	THE EVOLUTION OF A CHRISTIAN TEXT FROM SEVENTEENTH-CENTURY MALAY TO MODERN-DAY INDONESIAN: A HISTORICAL LINGUISTICS STUDY FROM THE PERSPECTIVE OF TRANSFORMATIONAL-GENERATIVE MODEL	
	Suparto	INDONESIAN NOUN PHRASE=NOUN+NOUN: A SEMANTIC PERSPECTIVE	
	Won-Fill Jung, Eunchae Son, Jaemog Song Dan Jeesun Nam	SYNTACTICO-SEMANTIC CLASSIFICATION OF SENTIMENT WORDS IN THE ELECTRONIC DICTIONARY DECO	
	Sai-Rom Kim, Jeesun Nam Dan Hae-Yun Lee	ANALYSIS OF IDIOMATIC EMOTION EXPRESSIONS DETECTED FROM ONLINE MOVIE REVIEWS	

DAY 2 (July 3, 2013)

TIME	ACTIVITIES		ROOM
	NAME	TITLE	
08.00 – 09.30 WIB	PARRALEL SESSION 4 A		ANGGREK 1
	Diyah Fitri Wulandari	THEMATIC STRUCTURE SHIFT FOUND IN ENGLISH - INDONESIAN TRANSLATION OF OBAMA'S SPEECH IN INDONESIA UNIVERSITY	
	Retno Hendrastuti	KAJIAN PENERJEMAHAN IDEOLOGI DENGAN PENDEKATAN APPRAISAL	
	Dyka Santi Des Anditya	THE TRANSLATION OF SHALL IN THE INDONESIAN VERSION OF ASEAN CHARTER: A PRELIMINARY RESEARCH ON PATTERNS AND CONSEQUENCES OF MODAL TRANSLATION	
	Baharuddin	TRANSLATION UNIT IN THE TRANSLATION OF AL-QURAN INTO INDONESIA	
08.00 – 09.30 WIB	PARRALEL SESSION 4 B		ANGGREK 2
	Mulyadi	VERBA "MIRIP TAKUT" DALAM BAHASA MELAYU ASAHAN	
	Agus Subiyanto	MOTION-DIRECTION SERIAL VERB CONSTRUCTIONS IN JAVANESE: A LEXICAL FUNCTIONAL APPROACH	
	Siti Jamzaroh	TIPOLOGI SINTAKSIS: URUTAN KATA DAN FRASA BAHASA BANJAR DAN IMPLIKASINYA	
	Mulyono	GEJALA INKORPORASI PADA BAHASA MEDIA CETAK	

TIME	NAME	TITLE	ROOM	
08.00 – 09.30 WIB	PARRALEL SESSION 4 C			ANGGREK 3
	Mytha Candria	A FEMINIST STYLISTIC READING OF TRIYANTO TRIWIKROMO'S "TUJUH BELAS AGUSTUS TANPA TAHUN"		
	Ariya Jati	A LYRIC'S WORTH IN GESANG'S "CAPING GUNUNG"		
	Agus Edy Laksono	TINDAK ILOKUSI PROPAGANDA CAGUB-CAWAGUB JAWA TENGAH PERIODE 2013-2018		
	Ade Husnul Mawadah	PENGGUNAAN BAHASA DAERAH DALAM IKLAN LAYANAN MASYARAKAT SEBAGAI ALAT PEMERTAHANAN BUDAYA BANGSA (STUDI KASUS DI KOTA SERANG PROVINSI BANTEN)		
TIME	NAME	TITLE	ROOM	
08.00 – 09.30 WIB	PARRALEL SESSION 4 D			MELATI
	Christina	THE INFLUENCE OF TRADITIONAL MAIDS' JAVANESE TO CHILDREN'S LANGUAGE (A CASE STUDY AT KAMPUNG KENTENG, KEJIWAN, WONOSOBO)		
	Bernadetta Yuniati Akbariah	METAPHORICAL SWITCHING: A LINGUISTIC REPERTOIRE OF MUSLIM JAVANESE PRIESTS		
	Swany Chiakrawati	CONFORMITY TOWARDS LOCAL WISDOM AMONG THE SAME INDIGENOUS LANGUAGE SPEAKERS		
	Syaifur Rochman	A SURVEY ON MOTIVATIONAL ORIENTATION IN LEARNING EFL OF PUBLIC ADMINISTRATION POST GRADUATE STUDENTS OF JENDERAL SORDIRMAN UNIVERSITY		
	Syamsurizal	ANALISIS KESANTUNAN BERBAHASA PADA KASET PASAMBAHAN ADAT ALEK MARAPULAI BALERONG GRUP JAKARTA: SEBUAH KARAKTERISTIK KEARIFAN LOKAL ETNIS MINANGKABAU		
08.00 – 09.30 WIB	PARRALEL SESSION 4 E			BOUGENVILLE
	Agnes Widyaningrum	MULTICULTURAL ENGLISH CURRICULUM ACCOMODATATING LOCAL WISDOM		
	Ruth Hastutiningsih	ICT (WEB. DESIGN) AND JAVANESE LANGUAGE LEARNING IN INDONESIA: REVITALIZATION INDIGENOUS LANGUAGES		
	Prihantoro	ANNOTATION MODEL FOR LOANWORDS IN INDONESIAN CORPUS: A LOCAL GRAMMAR FRAMEWORK		
	Sirajul Munir	DEVELOPING ISLAMIC-CONTENT BASED READING COMPREHENSION MATERIALS FOR ISLAMIC HIGHER EDUCATION		
09.30 – 10.00 WIB	BREAK			ANGGREK

TIME	NAME	TITLE	ROOM
10.00 – 11.30 WIB	PLENNARY 2		ANGGREK
	Prof. Dr. Bambang Kaswanti Purwo	ON UNDERSTANDING LOCAL WISDOM THROUGH RIDDLES IN JAVANESE, SUNDANESE, AND WOISIKA LANGUAGE	
	Prof. Dr. I Dewa Putu Wijana, S.U., M.A.	KEBANGGAN BERBAHASA SEBAGAIMANA YANG TEREFLAKSI DALAM WACANA TEKA-TEKI	
	Prof. Drs. Ketut Artawa, MA., Ph.D.	KEARIFAN LOKAL: PERTARUNGAN ANTARA TEKS IDEAL DAN TEKS SOSIAL	
	Moderator : Dr. Agus Subyanto, M.A.		
11.30 – 12.00 WIB	CLOSING		ANGGREK

USING THEMATIC PROGRESSION PATTERNS WITH COOPERATIVE LEARNING METHOD (TP-CL) TO IMPROVE THE WRITING SKILL OF THE ENGLISH DEPARTMENT STUDENTS OF UTM IN THE ACADEMIC YEARS 2011/2012

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Abstract

The study aimed at investigating the effectiveness of thematic progression patterns (theme-rheme negotiation) with cooperative learning method in improving the students' competence in developing the paragraph and the effectiveness of teaching learning activities of paragraph writing class. This classroom action research was conducted in the English Department of Tidar University of Magelang in the academic year of 2011/2012. The subjects of this research were the fourth semester students who took writing III. To collect the research data, the writer used writing test, observation and interview while to analyze the data, she used descriptive statistics for quantitative data and constant comparative method which consisted of four stages for qualitative data. Those stages were comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory and writing the theory. For descriptive statistics, the writer measured the central tendency which consisted of mean and mode calculation.

The first result shows that implementing thematic progression patterns with cooperative learning method (TP-CL) can improve the students' competence in developing the paragraph. It can be seen from the results of writing tests. Based on Brown and Bailey's theory in Brown (2004), it can be seen that the mean score of organization element in pre-cycle is 10.85, first cycle is 15.62, second cycle is 17.31 and the third cycle is 17.53.

The second result shows that there is improvement of the effectiveness of teaching-learning activity of writing class by implementing TP-CL. The improvement can be seen from the indicators of effective teaching based on Blum in Nunan and Lamb (1996) and Creemer's theory (1994). The results suggest that lecturers of paragraph writing class subject should introduce thematic progression patterns with cooperative learning methods to the students in order that they can write paragraphs coherently and artistically and make the teaching learning activities effective.

Key words: *Classroom Action Research, Thematic Progression Patterns, Cooperative Learning, Paragraph Development.*

1. Introduction

In English, a good writing is one that is cohesive and coherent. Conveying written message through written texts is not simple. Based on preliminary observation that the writer did in conducting the classroom action research, it could be inferred that the students of writing class of the third semester students of B class of English Department of UTM still found difficulties especially in developing a paragraph. The above facts were also supported by the results of writing test in pre-cycle stage. It was found that some students were confused in organizing the messages. In this case, some of the students could not develop the next clause from the preceding clause. They did not refer the subject of the next clause to the previous one. As a result, the students could not write the paragraph coherently. Besides that, some students always wrote subject as the theme of the clause. It makes the text/paragraph look monotonous.

To solve the problems mentioned above, to make the teaching- learning activity effective, we need techniques that made the students active and the teaching- learning activity effective. Besides that, it was also important to introduce the students to the easiest ways to develop the coherent paragraphs. One of the ways to make the students easy to develop the paragraph was by introducing thematic progression patterns (theme-rheme negotiation). Thematic progressions patterns here refer to the way in which the theme of the clause may pick up, or repeat, a meaning from a preceding theme or rheme (Paltridge, 2000).

A good organization of theme and rheme in a paragraph will make the paragraph coherent. As Halliday (1994: 37) states the definition of theme and rheme is as follows: theme is the element which serves as point of departure of the message; it is that with which the clause is concerned. The remainder of the message, the part in which theme is developed is called rheme. As a message structure, therefore, a

clause consists of a theme accompanied by a rheme; and the structure is expressed by the order, whatever is chosen as a theme is put first. Theme and rheme are two important elements in developing the paragraph to make it coherent. Developing the paragraph by repeating the theme or rheme in the previous theme or rheme of the clause is called thematic progression patterns (Martin in Paltridge, 2000).

In addition to that, cooperative learning method which has various models is considered as a good method in teaching writing. It is because, in cooperative learning there are some learning methods that can be applied in teaching writing that will make the class active, not monotonous. Cooperative learning methods are instructional methods involving small heterogeneous group working together, usually toward a common goal. In learning writing (foreign language), teachers need to help students make connection between foreign language abstract concepts and language concrete concepts.

Being aware of the problem above, the writer conducted classroom action research to improve the students' competence in developing the paragraphs and to improve effective teaching. The writer introduced the students to thematic progression patterns (theme-rhemenegotiation model) with cooperative learning method (TP-CL).

2. Method

This research was a classroom action research with the fourth semester students of B class of English Department of UTM was the subject of this study. As a classroom action research, this study was conducted in three cycles in which each cycle consisted of four stages. Those stages are planning, acting, observing and reflecting. In analyzing the data, the writer used descriptive statistics for quantitative data and constant comparative method (CCM) for qualitative data. Constant Comparative method was developed by Glaser and Strauss (1999). This method consists of four stages. They are comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory.

3. Findings and Discussion

The present study was conducted to investigate the improvement of the students' competence in developing a paragraph and the effectiveness of teaching- learning activity of writing class after implementing Thematic Progression Patterns with cooperative learning in teaching writing. In this section the research findings are presented according to the research questions.

3.1. The Improvement of Students' Competence in Developing a Paragraph

The first purpose of present study was to investigate the improvement of the students' competence in developing a paragraph after implementing thematic progression patterns with cooperative learning in teaching writing. Based on the stages implemented by the writer in this classroom action research, it can be seen that implementing thematic progression patterns with cooperative learning in teaching paragraph writing can improve the students' competence in developing a paragraph. Based on the process of implementing this model, it can be seen that through thematic progression patterns, the students can recognize theme- rheme applied in each clause or clause complex. Based on the theme or rheme, the students can develop the next clause or clause complexes based on the previous theme or rheme to make the paragraphs coherent.

Based on the results of the data analysis in pre cycle, cycle one, cycle two and cycle three, it can be seen that the implementation of thematic progression patterns with cooperative learning method can improve the students' competence in developing a paragraph of discussion, analytical and hortatory exposition text. Based on the data, it could be seen that the implementation thematic progression with cooperative learning method could improve the students' competence in developing a paragraph. It could be seen from the results of paragraph writing tests that could be seen in the following table.

Table 1

The Summary of the Organization Score

	The mean score of organization	The Spread of Organization Score and the Percentage				
		20-18 Excellent to Adequate	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not college level work
Pre-cycle	10.85	0 student 0 %	2 Students 7.69%	8 Students 30.77%	15 Students 57.69%	1 Student 3.85%
Cycle 1	15.62	9 students 34.61%	8 students 30.77%	6 students 23.08%	3 students 11.54%	0
Cycle 2	17.31	13 students 50%	12 students 46.15%	1 student 3.85%	0	0
Cycle 3	17.53	17 students 65.38%	8 students 30.77%	1 student 3.85%	0	0

Based on the pre cycle test data, it could be seen that the ability of the students in organization was still in unacceptable category since the mean score was 10.85 or 11-6 (unacceptable). It means there was shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort of organization. Considering this fact, the writer conducted the research on the implementation of thematic progression patterns with cooperative learning in improving the students' competence in developing a paragraph.

After implementing the above technique in 3 cycles, it could be seen that there was some improvement, especially on the number of the students who got excellent to good category, from 13 students or 50% in cycle 2 into 17 students or 65.38% in cycle 3. In other words, based on the previous explanation, it can be concluded that the implementation of thematic progression patterns with cooperative learning method can improve the students' competence in developing a paragraph.

2.1. The Effectiveness of Teaching- Learning Activity

The second purpose of this present study was to investigate the improvement of the effectiveness of teaching learning activities by implementing thematic progression patterns with cooperative learning methods (TP-CL) in teaching paragraph writing. Based on the research data in this case through observation (students and collaborators' observation) and interview, it can be concluded that teaching-learning activities of paragraph writing class were effective because there were twelve indicators emerged in the teaching- learning activities of paragraph writing class. The improvement of those twelve indicators can be seen in the following parts.

a. Pre planned Curriculum to Guide the Instruction

One of the indicators that made the teaching- learning activities of writing class effective by implementing thematic progression pattern with cooperative learning method was that *the instruction was guided by preplanned curriculum*. Since the curriculum will be understood in the broadest sense as philosophy, purposes, design, and implementation of a whole program, it needs a real implementation. It is through syllabus and lesson planning. In this case, through syllabus and lesson plan designed by the lecturer, she could develop and prioritize learning goals and objectives and organize the materials into lessons. In addition to that, the lecturer could design the sequence of the materials and the sources of the material based on time allotment.

b. Students' Orientation to Lesson

In addition to the above indicators, the second indicator found in this research was *Students are carefully oriented to lesson*. Students' orientation here refers to the students' interest, activities or aims of joining teaching- learning activities of writing class. Based on research data, almost all of the students had high orientation in joining paragraph writing class. Research results indicate that good lesson orientations stimulate students' motivation to learn. In this case, the lecturer can prepare students for learning by providing an initial structure to clarify intended outcomes and cue desired learning strategies.

c. The Clarity and the Focus of the Instruction

The third indicator is that *the instruction is clear and focused*. It was related to how the lecturer gave lectures and demonstration in a clear and focused manner. Based on the data, the writer could find that the implementation of thematic progression patterns with cooperative learning method made the instruction clear and focus. It was because the teaching- learning activities were guided by clear demonstration and instruction either verbally or non verbally. The lecturer reviewed the lesson activities, gave clear written and verbal direction and checked the students' understanding. It is in line with Scheerens and Bosker's opinion (1997). Clarity of presentation is also a consistent correlate of student achievement. Effective teachers are able to communicate clearly and directly with their students without degeneration, speaking above students' level of comprehension or using speech patterns that impair the clarity of what is being taught (Smith and Land, 1981).

d. Monitoring of the Learners' Progress

The fourth indicator was that *the learner progress is monitored closely*. Based on the data, it can be seen that through this model (thematic progression patterns with cooperative learning method/ TP-CL), the lecturer could monitor the students' learning regularly, reviewed and required that students be accountable for their academic work. In addition to that the development of the students could be monitored through group work.

Lecturer uses a variety of formal and informal assessment methods to monitor progress towards learning goals. Lecturer uses assessment for evaluating students' progress in learning and for planning curriculum, not just for generating grades.

e. When the students do not understand they are taught (Re-teaching the students who do not understand)

The fifth indicator was that *when the students do not understand, they are taught*. Through thematic progression patterns with cooperative learning method (TP-CL), the lecturer retaught the priority lesson content until students showed they had learned it. Besides, the lecturer would review the concepts to check on and strengthen the students' understanding.

It means that the lecturer provides whatever assistance students need to enable them to engage in learning activities. Lecturer also needs to assess performance for completion and accuracy. When performance is poor, the lecturer will need to provide re-teaching and follow-up assignments designed to ensure that content is understood and skills are mastered.

f. Instructional Groups Formed in the Classroom

The sixth indicator was *instructional groups formed in the classroom fit instructional needs*. Grouping here is related to how the lecturer makes use of grouping strategies to keep the students achieve the priority objectives and provide in-class instruction in a small group. Paragraph writing class implemented by the lecturer was really effective. Through this model, it helped the students to be active. The students were motivated to finish their job in allocated time and to share their ideas in their groups. In this writing class, the lecturer used the whole group instruction when introducing new concepts and skills then formed smaller groups as needed to make sure all students learn thoroughly. In addition to that, the lecturer monitored, reviewed, made use of heterogeneous cooperative learning group and set up peer tutoring and peer evaluation groups to use time effectively.

g. Interaction between Teacher and Students

The seventh indicator of effective teaching by implementing TP-CL was *personal interactions between teachers and students are positive*. The lecturer paid attention to the student interest, problems, encouraged student effort, encourage students to develop a sense of responsibility and self-reliance. In addition to that, the lecturer recognized the students well and did not discriminate the students.

h. Having Positive Attitude

The eighth indicator was *having positive attitude*. The positive attitude in teaching-learning activities are really needed. It helps to cope more easily with the activities. It also brings optimism into the students' life and makes it easier to avoid worry and negative thinking. Based on the research data, it was found that there was positive attitude in writing class by implementing thematic progression patterns with cooperative learning methods. The lecturer always motivates the students to be creative, have good responsibility, and to develop good attitudes, the students and the lecturer have to be able to be discipline, finishing their assignments on time. Besides that, the positiveness here can be seen from the grouping model applied by the lecturer in writing class. The students would not depend on the other members of the group. How the lecturer communicated in the class also stimulated the students to have good responsibilities.

i. Strong Lesson Structuring

The ninth indicator was *Strong lesson structuring*. Strong lesson structuring here is related to the way the lecturer arranges or organizes the lesson. The lesson should include varieties of activities. Based on the results, it can be seen that teaching-learning activities of writing class could be arranged well. The steps were clear and could be followed by the students. Besides that, the arrangement of material based on level of difficulties made the teaching-learning process effective. In addition to that the lecturer applied the steps clearly and interestingly. It is also in line with Rosenshine and Steven's opinion (1986) who state that achievement is maximized when teachers not only actively present material but also structure it by beginning with overviews and/ or review of objectives, outlining the content to be covered and signaling transitions between lesson parts, calling attention to the ideas and reviewing main ideas at the end.

j. The Use of Variety Teaching Methods

The tenth indicator was *the use of a variety of teaching methods*. The variety of teaching methods refer to the methods of teaching applied by the lecturer in teaching-learning activities. The lecturer did not only apply one method but she applied various methods that made the class not monotonous. Based

on the research data, it can be concluded that teaching- learning activities of writing class applied various teaching methods and techniques and the use of suitable techniques makes students understand the material easily and it was interesting for students. Besides that through various techniques, it would motivate the students to be active and creative.

k. Using Appropriate and Varied Questioning

The eleventh indicator was *using appropriate and varied questioning*. Questioning here refers to the way the lecturer uses types of questions in the teaching- learning activities in the classroom. In the classroom settings, teacher questions are defined as instructional cues or stimuli that convey the students the content elements to be learned and directions for what they are to do and how they are to do it. Concerning this questioning, the teaching- learning activities of writing classes used various model of questioning and they were adjusted based on level of difficulties.

l. Having High Expectations of what pupil can achieve

The twelfth indicator was *having high expectations of what pupil can achieve*. Having high expectation of what pupil can learn is a very important element in making the teaching learning activities effective. It is because raising expectations from the teacher can lead to higher achievement. Based on the above results, it can be seen that the lecturer also has high expectations of what pupil can achieve. Both the lecturer and the students had the same expectation. The students were not only able to write coherent paragraphs but were also able to be creative, responsible and tolerant.

3. Conclusion

In conclusion, it can be inferred that implementing thematic progression patterns with cooperative learning method (TP-CL) can improve the students' competence in developing the paragraph. In addition to that, it can also make the teaching- learning activities effective.

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