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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

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

## **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.

## CONTENTS

<b>EDITORS' NOTE</b> .....	i
<b>EDITORS' NOTE FOR REVISED EDITION</b> .....	ii
<b>CONTENTS</b> .....	iii
<b>SCHEDULE OF THE INTERNATIONAL SEMINAR “LAMAS III”</b> .....	xiv
ISU KEBERTAHANAN DALAM USAHA PENCAGARAN BAHASA <i>Johnny Tjia</i> .....	1
KEARIFAN LOKAL: PERTARUNGAN ANTARA TEKS IDEAL DAN TEKS SOSIAL <i>Ketut Artawa</i> .....	15
KEBANGGAAN BERBAHASA SEBAGAIMANA YANG TEREKSEKSI DALAM WACANA TEKA-TEKI <i>I Dewa Putu Wijana</i> .....	26
SYNTACTICO-SEMANTIC CLASSIFICATION OF SENTIMENT WORDS IN THE ELECTRONIC DICTIONARY DECO <i>Won-Fill Jung, Eunhae Son, Jee-Sun Nam, Jaemog Song</i> .....	31
INCORPORATING LOCAL WISDOM INTO ENGLISH LANGUAGE TEACHING (ELT) <i>Suharno</i> .....	37
THE WEALTH CONCEPT OF JAVANESE SOCIETY: ANTHROPOLOGICAL LINGUISTICS APPROACH IN CUBLAK-CUBLAK SUWENG FOLKSONG <i>Aan Setyawan</i> .....	42
BAHASA PERMOHONAN DI DALAM TRADISI KLIWONAN DI “SUMUR BERKAH” DESA WONOYOSO KABUPATEN PEKALONGAN <i>Abadi Supriatin</i> .....	47
PENGGUNAAN BAHASA DAERAH DALAM IKLAN LAYANAN MASYARAKAT SEBAGAI ALAT PEMERTAHANAN BUDAYA BANGSA (STUDI KASUS DI KOTA SERANG PROVINSI BANTEN) <i>Ade Husnul Mawadah</i> .....	51
MULTICULTURAL ENGLISH CURRICULUM ACCOMODATATING LOCAL WISDOM <i>Agnes Widyaningrum</i> .....	56
TINDAK ILOKUSI PROPAGANDA CAGUB-CAWAGUB JAWA TENGAH PERIODE 2013-2018 <i>Agus Edy Laksono</i> .....	61

MOTION-DIRECTION SERIAL VERB CONSTRUCTIONS IN JAVANESE: A LEXICAL-FUNCTIONAL APPROACH <i>Agus Subiyanto</i> .....	65
DO BANJARESE WOMEN AND MEN SPEAK DIFFERENTLY? <i>Agustina Lestary</i> .....	70
STUDENTS’ MOTIVES IN SWITCHING FROM ENGLISH TO INDONESIAN OR JAVANESE IN A FOREIGN LANGUAGE SETTING <i>Almira Irwanianti Utami</i> .....	74
THE IMPORTANCE OF NOTICING IN IMPROVING EFL STUDENTS’ WRITING SKILLS <i>Amrih Bekti Utami</i> .....	79
FENOMENA SOSIOLINGUISTIK BAHASA JAWA PESISIR SEBAGAI CERMIN KEARIFAN LOKAL <i>Anandha</i> .....	82
ALIH KODE DAN CAMPUR KODE PADA CERAMAH BUDAYA EMHA AINUN NAJIB <i>Anang Febri Priambada</i> .....	87
A LYRIC’S WORTH IN GESANG’S “CAPING GUNUNG” <i>Ariya Jati</i> .....	92
KEARIFAN LOKAL MITIGASI BENCANA DALAM TRADISI SASTRA LISAN NUSANTARA <i>Asih Prihandini and N. Denny Nugraha</i> .....	97
JAVANESE VIEW ON EDUCATION: AN ETNOLINGUISTIC STUDY <i>Atin Kurniawati</i> .....	102
TRANSLATION UNIT IN THE TRANSLATION OF AL-QURAN INTO INDONESIA <i>Baharuddin</i> .....	106
THE IDENTITY OF JAVANESE PEOPLE (A STUDY ON SELAMATAN IN EAST JAVA, ETHNOLINGUISTICS PERSPECTIVE) <i>Bambang Hariyanto</i> .....	111
METAPHORICAL SWITCHING: A LINGUISTIC REPERTOIRE OF MUSLIM JAVANESE PRIESTS <i>Bernadetta Yuniati Akbariah</i> .....	115

THE INFLUENCE OF TRADITIONAL MAIDS’ JAVANESE TO CHILDREN’S LANGUAGE (A CASE STUDY AT KAMPUNG KENTENG, KEJIWAN, WONOSOBO) <i>Christina</i> .....	120
LOCAL WISDOM IN JAVANESE PROVERBS (A COGNITIVE LINGUISTIC APPROACH) <i>Deli Nirmala</i> .....	124
JAVANESE EXPRESSIONS AS LOCAL WISDOM MANIFESTATION <i>Dian Swastika</i> .....	129
PEKALONGAN DIALECT IN RAPROX BAND LYRICS <i>Didik Santoso</i> .....	133
THEMATIC STRUCTURE SHIFT FOUND IN ENGLISH - INDONESIAN TRANSLATION OF OBAMA’S SPEECH IN INDONESIA UNIVERSITY <i>Diyah Fitri Wulandari</i> .....	137
SANTRI’S LANGUAGE ATTITUDE TOWARD JAVANESE LANGUAGE ON PESANTREN TEACHING WITHIN THE CONTEXT OF JAVANESE LANGUAGE MAINTENANCE <i>Dwi Wulandari and Wiwik Sundari</i> .....	141
THE TRANSLATION OF SHALL IN THE INDONESIAN VERSION OF ASEAN CHARTER: A PRELIMINARY RESEARCH ON PATTERNS AND CONSEQUENCES OF MODAL TRANSLATION <i>Dyka Santi Des Anditya</i> .....	146
PERGESERAN PENGGUNAAN KEIGO KHUSUSNYA PADA PENGGUNAAN HONORIFIC TITLE (呼称) DAN PERUBAHAN HUBUNGAN ATASAN DAN BAWAHAN YANG TERJADI PADA PERUSAHAAN JEPANG <i>Elisa Carolina Marion</i> .....	151
STUDENTS’ DERIVATION MASTERY AND THEIR ABILITY IN ANSWERING READING QUESTIONS <i>Emilia Ninik Aydawati</i> .....	156
CONTRASTIVE ANALYSIS OF PROVERBS IN INDONESIAN AND ENGLISH: AN ANTHROPOLOGICAL LINGUISTIC STUDY <i>Endang Setyowati</i> .....	159
VARIASI BAHASA DALAM SINETRON TUKANG BUBUR NAIK HAJI (TBNH) KAJIAN ETNOGRAFI KOMUNIKASI <i>Endang Sri Wahyuni and Khrishandini</i> .....	164

PERUBAHAN KATA GANTI ORANG KEDUA DALAM BAHASA JAWA <i>Endro Nugroho Wasono Aji</i> .....	168
Pengenalan Ungkapan-ungkapan Bahasa Jawa: Suatu Upaya Pemertahanan Bangsa <i>Enita Istriwati</i> .....	172
Bentuk dan Fungsi Kalimat Tanya dalam Talk Show “Indonesia Lawyers Club” <i>Erlita Rusnaningtias</i> .....	177
Kata Serapan dalam Bahasa Jepang: Upaya Bangsa Jepang dalam Pemeliharaan Bahasa dan Terjadinya Pergeseran Bahasa Sesuai Budaya Lokal <i>Esther Hersline Palandi</i> .....	182
Pergeseran Bahasa Hokkian dalam Upacara Te Pai di Indonesia <i>Fandy Prasetya Kusuma</i> .....	187
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 <i>Farikah</i> .....	192
Penggunaan Bahasa dalam Ranah Jual Beli di Pasar Terapung Lok Baintan Kabupaten Banjar Kalimantan Selatan <i>Fatchul Mu’in</i> .....	197
Pendekatan Emik-etik terhadap Upacara Pasak Indong Suku Tidung di Desa Salimbatu, Kecamatan Tanjung Palas Tengah, Kalimantan Utara Kajian Linguistik Antropologi <i>Fitriansyah</i> .....	201
Presupposition Analysis of the Question in Mata Najwa “Politik Selebriti” Episode <i>Habiba Al Umami</i> .....	205
Tuturan Pamali dalam Tradisi Lisan Masyarakat Banjar <i>Hatmiati</i> .....	210
Kesalahan dalam Penentuan Jenis Kalimat dalam Bahasa Indonesia: Studi Kasus Mahasiswa TPB IPB <i>Henny Krishnawati and Defina</i> .....	215



MUATAN SOSIO-KULTURAL DAN POLITIS DALAM BAHASA DARI SEGI ETNOGRAFI <i>Herudjati Purwoko</i> .....	220
PERGESERAN PEMAKAIAN PRONOMINA PERSONA DALAM BAHASA INDONESIA INFORMAL REMAJA: STUDI KASUS FILM TANGKAPLAH DAKU KAU KUJITAK (1987) DAN BANGUN LAGI DONG, LUPUS (2013) <i>Icuk Prayogi</i> .....	225
THE ETHNOGRAPHY OF COMMUNICATION APPROACH TOWARDS THE MOTIVATORS’ SPEECH IN ORIFLAME <i>Ida Hendriyani</i> .....	230
PRANOTOCORO AS ONE OF THE SYMBOL OF JAVANESE CULTURE THAT BECOMES DIMINISH FROM DAY TO DAY <i>Ikha Adhi Wijaya</i> .....	235
SEMANTIC SHIFT ON MALAY WORDS IN CLASSICAL MALAY TEXT HIKAYAT HANG TUAH COMPARE TO MODERN MALAY (INDONESIAN LANGUAGE) AND THE RELATION TO CULTURAL CONTEXT <i>Ikmi Nur Oktavianti</i> .....	240
THE CREATION OF LANGUAGE THROUGH MOTTO (THE STUDY OF LANGUAGE AND ENTREPRENEURSHIP IN A MOTTO OF ACADEMIC INSTITUTION) <i>Juanda and M. Rayhan Bustam</i> .....	245
PENATAAN ULANG KAMUS DIALEK BANYUMASAN; SEBUAH SUMBANGAN LEKSIKOGRAFIS BAGI UPAYA PEMERTAHANAN DIALEK (RE-ORGANISATION OF BANYUMAS DIALECT DICTIONARY; LEXICOGRAPHIC CONTRIBUTION TO DIALECT PRESERVATION) <i>Kahar Dwi Prihantono</i> .....	250
STYLE AND REGISTER USED AT PONDOK PESANTREN (A DIMENSION OF SOSIOLINGUISTICS) <i>Kharisma Puspita Sari</i> .....	255
MODEL PEMBELAJARAN KOOPERATIF TEKNIK STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) UNTUK MENINGKATKAN KETERAMPILAN MENULIS NARASI MAHASISWA ASING DI UNIVERSITAS SEBELAS MARET <i>Kundharu Saddhono</i> .....	259
LINGUISTIC ADAPTATION OF BAJO IN SUMBAWA ISLAND: A PRELIMINARY STUDY FOR SOCIAL MOTIVATION OF LANGUAGE CHANGE <i>Lalu Erwan Husnan</i> .....	263

SOSIALISASI DAN KEBIJAKAN ATAS KEBERAGAMAN BAHASA PADA MASYARAKAT TENGGER JAWA TIMUR: SEBUAH FENOMENA KEARIFAN LOKAL <i>Layli Hamida</i> .....	267
TARLING MUSIC AS A MEANS OF MAINTAINING INDIGENOUS JAVANESE LANGUAGE AT NORTHERN COAST (PANTURA) IN THE PROVINCES OF WEST JAVA AND CENTRAL JAVA <i>Leksito Rini</i> .....	271
A REFLECTION OF LANGUAGE ATTITUDE TOWARD KID CARTOONS: A CASE STUDY OF FIRST GRADERS IN MARSUDIRINI ELEMENTARY SCHOOL <i>Maria Christiani sugiaro</i> .....	274
THE FEATURES OF JAVANESE WOMEN SPEECH: A SOCIOLINGUISTICS STUDY BASED ON LAKOFF'S THEORY <i>Maria Yosephin Widarti Lestari</i> .....	279
STRATEGI INTERAKSI EKSTRA-TEKSTUAL GURU UNTUK MENINGKATKAN PEMAHAMAN TEKSTUAL SISWA TUNA GRAHITA <i>Masitha Achmad Syukri</i> .....	283
GENERASI MUDA JAWA PERKOTAAN KAGOK DENGAN BAHASA JAWANYA SENDIRI <i>M. Suryadi</i> .....	288
THE ANALYSIS OF FACE WANTS AS SELF IMAGE USED BY AGNES MONICA IN KICK ANDY SHOW <i>Mastuti Ajeng Subianti</i> .....	292
PENGGUNAAN BAHASA JAWA PADA UPACARA TUMURUNING KEMBARMAYANG SEBAGAI CERMINAN KEARIFAN BUDAYA JAWA <i>Meka Nitrit Kawasari</i> .....	295
PEMERTAHANAN DAN REVITALISASI BAHASA JAWA DIALEK BANTEN <i>Meti Istimurti</i> .....	300
KESENIAN JARANAN SEBAGAI BENTUK PEMERTAHANAN BAHASA JAWA <i>Miza Rahmatika Aini</i> .....	305
KO AND RIKA IN JAVANESE OF TEGAL <i>Mualimin</i> .....	309
A SOCIAL CONTEXT OF SASAK PERSONAL PRONOUNS <i>Muhammad</i> .....	313

PEDAGOGONOLOGIS SEBUAH KAJIAN FONOLOGI DAN ILMU PENDIDIKAN <i>Muhammad Nanang Qosim</i> .....	318
TINDAK TUTUR PERSUASIF DAN PROVOKATIF DALAM WACANA SPANDUK KAMPANYE PILKADA JAWA TENGAH TAHUN 2013 <i>Muhammad Rohmadi</i> .....	322
THE USE OF PERSONAL NAMES IN NAMING PRODUCTS <i>Muhammad Zulkarnain Ashya Hifa</i> .....	327
VERBA “MIRIP TAKUT” DALAM BAHASA MELAYU ASAHAN <i>Mulyadi</i> .....	331
GEJALA INKORPORASI PADA BAHASA MEDIA CETAK <i>Mulyono</i> .....	336
A FEMINIST STYLISTIC READING OF TRIYANTO TRIWIKROMO’S “TUJUH BELAS AGUSTUS TANPA TAHUN” <i>Mytha Candria</i> .....	341
PENGUNAAN BAHASA INGGRIS DALAM IKLAN MAKANAN DAN MINUMAN: PELUANG ATAUKAH ANCAMAN? <i>Neli Purwani</i> .....	346
BANJARESE IDEOLOGIES PORTRAYED IN SI PALUI <i>Ninuk Krismanti</i> .....	351
WOMEN, LANGUAGE AND CULTURAL CHANGE <i>Nungki Heriyati</i> .....	356
PENGARUH DIALEK LOKAL TERHADAP BAHASA MANDARIN YANG DIGUNAKAN MASYARAKAT TIONGHUA DI PURWOKERTO <i>Nunung Supriadi</i> .....	361
(RE)-READING A KARTINI’S LETTER USING CRITICAL DISCOURSE ANALYSIS <i>Nurhayati</i> .....	365
NAFAS BAHASA JAWA DI JAGAT MAYA <i>P. Ari Subagyo</i> .....	370
METAFORA SEBAGAI NASIHAT DALAM HOROSKOP JAWA: STUDI LINGUISTIK ANTROPOLOGIS <i>Prayudha</i> .....	375

ANNOTATION MODEL FOR LOANWORDS IN INDONESIAN CORPUS: A LOCAL GRAMMAR FRAMEWORK <i>Prihantoro</i> .....	380
PELESTARIAN BAHASA BALI DALAM PENDIDIKAN FORMAL: PERSPEKTIF POLITIK DAN REGULASI <i>Putu Sutama</i> .....	385
TINJAUAN RELATIVITAS BAHASA DALAM LAGU KERONCONG <i>Ratih Kusumaningsari</i> .....	390
KAJIAN PENERJEMAHAN IDEOLOGI DENGAN PENDEKATAN APPRAISAL <i>Retno Hendrastuti</i> .....	395
THE STRATEGY OF THE TEXT AND THE STRUCTURAL RELATIONS TO EXERCISE SUNDANESE CRITICS’ IDEOLOGICAL HEGEMONY <i>Retno Purwani Sari and Tatan Tawami</i> .....	400
PENGASINGAN RAMBU PETUNJUK DI PUSAT-PUSAT PERBELANJAAN DI SURABAYA <i>Retno Wulandari Setyaningsih</i> .....	403
SIKAP BERBAHASA PARA SISWA SEKOLAH DASAR ISLAM TERPADU KABUPATEN BANDUNG DALAM KONTEK MULTIBAHASA <i>Riadi Darwis</i> .....	408
IMPLEMENTATION OF ENGLISH LEARNING MODEL BASED ON NEGATIVE ANXIETY REDUCTION THROUGH CONSTRUCTIVISM THEORY IN BANJARBARU SENIOR HIGH SCHOOLS <i>Ridha Fadillah</i> .....	412
BAHASA JAWA DALAM SLOGAN-SLOGAN CALON GUBERNUR DAN WAKIL GUBERNUR JAWA TENGAH TAHUN 2013 <i>Rini Esti Utami</i> .....	417
PEMERTAHANAN BAHASA DAERAH SEBAGAI UPAYA MENINGKATKAN KETAHANAN BUDAYA <i>Rukni Setyawati</i> .....	422
ICT (WEB. DESIGN) AND JAVANESE LANGUAGE LEARNING IN INDONESIA: REVITALIZATION INDIGENOUS LANGUAGES <i>Ruth Hastutiningsih</i> .....	426
ANALYSIS OF IDIOMATIC EMOTION EXPRESSIONS DETECTED FROM ONLINE MOVIE REVIEWS <i>Sai-Rom Kim, Hae-Yun Lee, and Jeusun Nam</i> .....	431

LANGUAGE MAINTENANCE OF BALINESE MOTHER TONGUE THROUGH THE TRADITIONAL STORY TELLING (MESATUA) IN BATU BULAN VILLAGE, GIANYAR <i>Sang Ayu Isnur Maharani and I Komang Sumaryana Putra</i> .....	436
THE USE OF COHESIVE DEVICES IN RELATION TO THE QUALITY OF THE STUDENTS’ ARGUMENTATIVE WRITING <i>Sari Kusumaningrum</i> .....	441
DEVELOPING ISLAMIC-CONTENT BASED READING COMPREHENSION MATERIALS FOR ISLAMIC HIGHER EDUCATION <i>Sirajul Munir</i> .....	446
TIPOLOGI SINTAKSIS: URUTAN KATA DAN FRASA BAHASA BANJAR DAN IMPLIKASINYA <i>Siti Jamzaroh</i> .....	450
LANGUAGE MAINTENANCE AND SHIFT: HOW JAVANESE PRESERVED AND SHIFTED IN INDUSTRIAL AREA CASE STUDY IN NIKOMAS COMPANY <i>Siti Suharsih</i> .....	456
METAFORA YANG DIGUNAKAN OLEH DALANG DALAM MELAKONKAN WAYANG KULIT <i>Sogimin</i> .....	461
REFLEKSI KEDUDUKAN PEREMPUAN MINANGDALAM PITARUAH AYAH <i>Sri Andika Putri</i> .....	465
PANTUN BUKA PALANG PINTU: KEARIFAN LOKAL DALAM PERNIKAHAN ADAT BETAWI <i>Sri Sulihingtyas D.</i> .....	470
PERUNDUNGAN BAHASA DAERAH MELALUI PENGGUNAAN LOGAT DIALEK DALAM TAYANGAN SINETRON DI TELEVISI <i>Sri Wahyuni</i> .....	474
INDONESIAN NOUN PHRASE=NOUN+NOUN: A SEMANTIC PERSPECTIVE <i>Suparto</i> .....	479
SOLIDARITAS (TU) DAN KESOPANAN (VOUS) DALAM BAHASA JAWA SEBAGAI WUJUD KEARIFAN LOKAL <i>Surono</i> .....	484
LANGUAGE AND SAFETY <i>Sutarsih</i> .....	489

CONFORMITY TOWARDS LOCAL WISDOM AMONG THE SAME INDIGENOUS LANGUAGE SPEAKERS <i>Swany Chiakrawati</i> .....	492
LOSS OF WORDS IN MANDAILINGNESE <i>Syahron Lubis</i> .....	496
A SURVEY ON MOTIVATIONAL ORIENTATION IN LEARNING EFL OF PUBLIC ADMINISTRATION POST GRADUATE STUDENTS OF JENDERAL SOEDIRMAN UNIVERSITY <i>Syaifur Rochman</i> .....	501
ANALISIS KESANTUNAN BERBAHASA PADA KASET PASAMBAHAN ADAT ALEK MARAPULAI BALERONG GRUP JAKARTA: SEBUAH KARAKTERISTIK KEARIFAN LOKAL ETNIS MINANGKABAU <i>Syamsurizal</i> .....	505
THE LOSS OF IDENTITY OF SOME SUNDANESE CHILDREN IN BOGOR CITY DUE TO LACK OF EXPOSURE TO SUNDANESE LANGUAGE <i>Tatie Soedewo</i> .....	510
A STUDY ON STUDENTS’ ABILITY IN CONDUCTING CONVERSATION WITH NATIVE SPEAKERS: CROSS CULTURAL ASPECT AND ADJUSTMENT <i>Titi Rokhayati</i> .....	515
COMPANY’S PARTICIPATION IN THE LOCAL LANGUAGE RETENTION <i>Tubiyono</i> .....	520
ANALISIS WACANA PERCAKAPAN SIARAN “ON AIR” RADIO DANGDUT INDONESIA: PENDEKATAN PRAGMATIK <i>Wiwik Wijayanti</i> .....	525
DISCOURSE CONNECTORS IN ARGUMENTATIVE WRITINGS PRODUCED BY INDONESIAN EFL UNIVERSITY STUDENTS <i>Wuwuh Andayani</i> .....	530
PEMILIHAN BAHASA KELUARGA MUDA DI DESA KLOPODUWUR CERMIN PEMERTAHANAN IDENTITAS DAN EKSISTENSI BAHASA <i>Yenny Budhi Listianingrum</i> .....	535
RHETORICAL STRATEGIES IN FLOUTING GRICE’S MAXIMS AS FOUND IN “PYGMALION”. <i>Yenny Hartanto</i> .....	540
MOTHER'S TONGUE INFLUENCE TOWARDS NAMING IN KEBONADEM VILLAGE <i>Yozar Firdaus Amrullah</i> .....	545

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 <i>Yudha Thianto</i> .....	550
RETRIEVING LOCAL WISDOM IN KOREAN WITH THE SUPPORT OF CORPUS PROCESSING SOFTWARE <i>Jee-Sun Nam</i> .....	555

**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	<b>PARRALEL SESSION 1 C</b>		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	<b>PARRALEL SESSION 1 D</b>		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	<b>PARRALEL SESSION 1 E</b>		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	<b>BREAK AND PRAY</b>		PAKOEJUWONO

TIME	NAME	TITLE	ROOM
16.00 – 17.30 WIB	<b>PARRALEL SESSION 2 A</b>		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	<b>PARRALEL SESSION 2 B</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	<b>PARRALEL SESSION 2 C</b>		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	<b>PARRALEL SESSION 2 D</b>		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	<b>PARRALEL SESSION 2 E</b>		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	<b>BREAK AND PRAY</b>		PAKOEBUWONO
18.30 – 19.30 WIB	<b>PARALLEL SESSION 2 F-1</b>		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	<b>PARALLEL SESSION 2 F-2</b>		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	<b>PARALLEL SESSION 2 F-3</b>		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	<b>PARALLEL SESSION 2 F-4</b>		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	<b>PARALLEL SESSION 2 F-5</b>		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	
19.30 – 21.00 WIB	<b>PARRALEL SESSION 3 A</b>		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	<b>PARRALEL SESSION 3 B</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	<b>PARRALEL SESSION 3 C</b>		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	<b>PARRALEL SESSION 3 D</b>		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	<b>PARRALEL SESSION 3 E</b>		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	<b>PARRALEL SESSION 4 A</b>		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	<b>PARRALEL SESSION 4 B</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	<b>PARRALEL SESSION 4 C</b>			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	<b>PARRALEL SESSION 4 D</b>			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	<b>PARRALEL SESSION 4 E</b>			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	<b>BREAK</b>			ANGGREK



<b>TIME</b>	<b>NAME</b>	<b>TITLE</b>	<b>ROOM</b>
10.00 – 11.30 WIB	<b>PLENNARY 2</b>		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	
	<b>Moderator</b> : Dr. Agus Subyanto, M.A.		
11.30 – 12.00 WIB	<b>CLOSING</b>		ANGGREK

**ICT (WEB. DESIGN) AND JAVANESE LANGUAGE LEARNING IN INDONESIA:  
REVITALIZATION INDIGENOUS LANGUGES**

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**Abstract**

*In this paper, I would like to focus on Javanese language as indigenous language in Indonesia that needs to preserve and develop especially Javanese letters and naturalness conversation. This paper also describes important areas in which technology plays a role in language and culture revitalization and explores efforts made by Indigenous communities to preserve, maintain and revitalize their Indigenous language with the help of computer technology. Why Javanese language?, The Javanese language is becoming endangered, even though it is one of the compulsory subjects taught at Javanese schools. Students become unmotivated when they learn the language at school because of boring and irrelevant teaching and learning materials. Furthermore, their closest mentors such as teachers, parents and relatives cannot provide motivating conditions to learn the Javanese language. In order to preserve the Javanese language through education at schools, ICT-Web Design is an approach proposed for Javanese language learning. The students can learn the usage of Javanese language at a proper Javanese letters, level of politeness through a natural dialogue with ICT. An approach that is not new, but which has been under-utilized and has yet to be proven useful in Indigenous communities is the integration of technology to supplement efforts in Indigenous language education, revitalization and maintenance programs. Many Indigenous communities have embraced technologies, such as audio, video, multimedia, Internet and etc as a means to revitalize their language. However, the language revitalization employs the following categories: Indigenous language preservation; documentation and material development; and building communicative community can be applied to other Indigenous languages as well.*

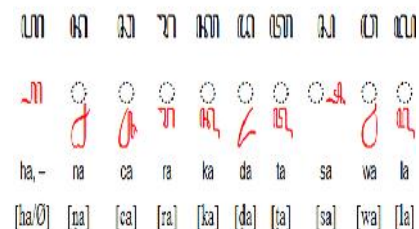
**Keywords:** *ICT (web design), Javanese language, indigenous language*

**A. Introduction**

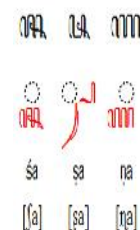
In this paper, I would like to focus on Javanese language as indigenous language in Indonesia that needs to preserve and develop especially Javanese letters and naturalness conversation. This paper also describes important areas in which technology plays a role in language and culture revitalization and explores efforts made by Indigenous communities to preserve, maintain and revitalize their Indigenous language with the help of computer technology. Why Javanese language?, In the Javanese language we can cultivate and explore the meaning of life and how to understand the nature. It believed by many Javanese linguists and scholars that in Javanese language there is something lesson to learn. In Javanese languages itself, it is content something mystical and spiritual. It also can teach moral such as how to respect elderly people, respect to the nature, and learning the world view of local people about this world.

The Javanese language is becoming endangered, even though it is one of the compulsory subjects taught at Javanese schools. Students become unmotivated when they learn the language at school because of boring and irrelevant teaching and learning materials. Furthermore, their closest mentors such as teachers, parents and relatives cannot provide motivating conditions to learn the Javanese language. Javanese language and literature learning are compulsory in Indonesian primary and secondary schools. Students must learn the language for six years in primary school and for three years in secondary school. However, Javanese language learning in schools has many obstacles. The first problem is inadequate time for Javanese language learning in schools because students have to learn other languages such as

Aksara wyanjana (consonants)



Other aksara carakan and pasangan



Bahasa Indonesia as the main language for learning all subjects in schools, and English as a foreign language. Second, the materials of Javanese language learning are too complex and are not interesting for students. For example, students must remember the names of parts of certain plants, animals and other low frequency vocabularies which are difficult to find in society, and that are rarely used in daily communication. In addition, there is a negative opinion among students that the Javanese language is just for old people and not suitable for global education. Therefore, those learning and motivational difficulties may lead to the Javanese language becoming extinct.

## **B. Language revitalization in ICT (web-design)**

Language preservation among Indigenous communities has been a major concern, even more so with how technology can assist in this process. However, technology, which is not new to the Javanese community, has helped to document and preserve the voices of our people, gifting our future generations with priceless knowledge and wisdom. Two general trends are observed in the use of technology for language revitalization: language teaching and language documentation. Language teaching is described as the act of teaching a language learner to speak and understand an Indigenous or heritage language. Incorporating technology into language teaching is often referred to as computer-assisted (or technology-enhanced) language learning. The field of computer-assisted language learning is a fast developing field due in part to continuing improvement and advances in technology. Three general types of digital media are commonly employed in language teaching. These are presentational software (e.g. Power Point), authoring multimedia software (e.g. Flash, Director, Authorware, Claymation), and web-based programs (e.g. HTML software, Javascript, MOO, WebCT). The majority of these teaching tools are media driven in that they employ text, graphics, sound, and video in an interactive learning environment. Website provides invaluable resources, which anyone—Native or non-Native—can access. Although there is seemingly a lack of texts available in the Javanese language, the purpose of this website is to “make these resources available for the use, teaching, and revitalization of the Javanese language and for a broader and deeper understanding of Javanese.

Language revitalization in ICT web design can be in the form of a blog (short for web log) is a website where entries are written in chronological order and displayed in reverse chronological order. Blogs provide commentary or news on a particular subject or issue. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs. This feature may be utilized by both teachers and learners as an attractive and stimulating language learning environment. Most blogs are primarily textual, although some focus on art (artlog), photographs (photoblog), sketchblog, videos (vlog), music (MP3 blog), or audio (podcasting), and are part of a wider network of social software (create communities around a topic or interest.(e.g. learners may have a blog to discuss the grammar issues they find difficult to understand, or exchange/update information on the project they are involved in or the subject they are studying.)

A wiki is a website that allows visitors to add, remove, and edit content. Wikis allow for linking among any number of pages. This ease of interaction and operation makes a wiki an effective tool for mass collaborative authoring. In good hands, a wiki can become a platform for group collaboration in creating dictionaries, definitions, stories, science reports, project presentation materials, grammar references, etc. Materials selected, elaborated and edited by the learner may assume the form of finalized product providing both positive effects on the motivation of the learners and valuable assessment basis for the teacher/tutor.

Audio Layer 3, more commonly referred to as MP3, is a popular audio encoding format. It is designed to greatly reduce the amount of data required to represent the audio recording, yet still sound like a faithful reproduction of the original uncompressed audio to most listeners. A podcast is a digital media file, or a series of such files, that is distributed over the Internet for playback on portable media players and personal computers. In other words, a podcast is a collection of files (in general, these files contain audio or video, but also could be images, text, PDF, or any file type) residing at a unique web address. Podcasting is becoming increasingly popular in education. The language teacher can direct their learners to podcasts available on the Internet, for self-study purposes or to listen to them in class via a computer. Podcasts enable learners and teachers to share information with anyone at anytime. An absent student can download the podcast of the recorded lesson. It can be a tool for teachers or administrators to communicate curriculum, assignments and other information with parents and the community. Teachers can record book talks, vocabulary or foreign language lessons, international pen pal letters (podcast

pals!), music performance, interviews, debates. Podcasting can be a publishing tool for student oral presentations. Video podcasts can be used in all these ways as well.

A screenshot, screen capture, or screen dump is an image taken by the computer to record the visible items displayed on the monitor or another visual output device. A flickr is a photo sharing website and web services suite, and an online community platform. In addition to being a popular Web site for users to share personal photographs, the service is widely used by bloggers as a photo repository. This website may be used as a support in foreign language learning/teaching, e.g., treating intercultural matters.

### **C. ICT effectiveness**

In Indigenous communities, some may be skeptical on how technology can aid in revitalization and if it is even worth the time and investment. Since web design no longer requires a rich knowledge of html programming and code, anyone can design a basic website. As a result, schools can create websites that provides resources relevant to and general knowledge for the broader community. Javanese is good enough for every part of life. That is the sign of a healthy, living language Javanese is a breathing language and there is no limit to where the language can and should be spoken. The Javanese language will be a viable language for the many generations to come. Technology offers us multifunction such as creating on-line dictionaries; Our experience suggests that on-line dictionaries can prove most useful in learning and creating terminology. The on-line dictionaries served as a term-bank built by students in the field, accessible to the whole student community from the moment each respective student added their vocabulary item to the on-line environment.

Power-point presentations; something as basic as a power-point presentation has proved to be most popular with students. Presented in the classroom, the power-point presentations remain up on the net, and offer students the possibility of revisiting the presentations they liked the most, checking up the new vocabulary items presented in the power-point reports, and revising new knowledge on topics interesting for them. Extension to activities in the classroom; Exercises designed as an extension to activities carried out in the classroom support the acquisition of vocabulary, forming one's personal opinion, and being able to express it on topical issues. Another important aspect is the possibility of immediately shaping the learning materials to answer the students' needs. It may, for example, be appropriate to add a grammar or vocabulary exercise in an area/ or on a topic that needs active learning or revision. Encouraging students to cooperate in the process of creating and shaping the study process keeps them interested and motivated.

Web-based solutions integrated with classroom learning; the web-based solutions also offer good possibilities for carrying out eye-to-eye lessons in the computer classroom. The ICT solutions can be used as a support for different classroom activities, e.g. the group-work and pair-work assignments in class, but also for follow-up independent work on classroom activities for students with a different learning style, or as preparatory work. The goal in all these instances is encouraging student-centered learning and the principles of individualization (different interests/ levels/ needs). E-learning as a support for learning in the classroom enables us to make the study process more flexible and to better take into consideration the needs of different students. The students are active and "a part of the process". Multimedia possibilities; for example, the Web-based environment can host different multimedia possibilities for developing speaking skills. It may be done in many different ways. Finding and sharing background information through the Web; another popular activity is finding additional information on the texts, phenomena or people spoken about in our articles or student presentations. We often build this up as a group-work activity.

### **D. Documentation and developing materials**

Documentation of authentic language materials such as video, audio, movie, magazine, music, educational games, and digital short stories are important in developing learning materials. Authentic language materials can be created as needed to develop interactive lessons, digital storybooks, printable books to be used as textbooks, etc. A significant challenge that language instructors face in Indigenous communities, include lack of textbooks, pedagogical, culturally relevant, and authentic materials that represent the language and culture in a non-stereotypical way. We need to develop original materials in Javanese that can reflect our own culture, perspective, and reality. Developing such materials, also involves a huge update of the Javanese lexicon, which had badly stagnated due to 100 years of linguistic repression.

### **E. Active and communicative community**

Active and communicative community is not discussion board, or Web site. It is a mindset. While communities may rely on these technologies, they first must include a strategy for supporting a collaborative community over time — online and off-line. Indigenous language speakers and learners are no longer restricted to a specific geographical area, but instead are scattered throughout the world, thus creating a challenge of communication. However, with the assistance of technology, distance should not be a factor in language learning and speaking. Teachers and administrators are finding ways to connect speakers that are separated by distance and to provide additional environments that can contribute to their students' development and learning. Although face-to-face communication is most beneficial in language learning, e-communication can also play a significant role, providing students opportunities with other modes of communication that are established in the modern world. Too few of our students get a chance to really use Javanese outside of school". When it comes to technology, the question is how to use it to elevate the value of the community focused services of the association to increase member loyalty, drive new members to join, and improve the bottom line. Using technologies such as chat, e-mail, forums, text messages, wikis, and blogs are just a few spaces in which Indigenous languages can be promoted. Application of these tools allows for connections with other speakers and learners all over the world without leaving the comfort of your home. Building active and communicative community as follows;

Forum Online community. Technology such as fb, twitter, forums, wikis, blogs, and through integrating live Web conferencing, narrated presentations, and facilitated online discussions, it becomes possible to deliver an entirely online conference over several days or even a weeklong period. Just like face-to-face conferences, online conferences, when facilitated artfully, allow attendees to obtain compelling content from presenters, ask questions, network with other attendees, and obtain practical resources and information. Unlike face-to-face conferences, however, people can attend from anywhere and at anytime that fits their schedule, which is ideal for an internationally dispersed group. The overall production costs of an online event are significantly less than its physical equivalent.

Initial forum communities. Pre-forum communities "break the ice" prior to a face-to-face event. By engaging attendees in introductions and presentations through Web conferencing, online discussions, and forum calls prior to a face-to-face forum, it becomes possible to accelerate collaborative learning and networking when attendees finally come together in person. Post forum communities. Post forum communities extend relationships and learning following a face to face event. Rather than end the forum when participants walk out the door, a process is provided to keep people connected for a designated period of time. Such communities can serve as vehicles for sharing special interest group projects, discussing findings from research, and mentoring.

Communities of practice. Unlike an event-driven community, communities of practice are ongoing communities that involve people who have common interests in sharing, learning about, and advancing a specific domain of knowledge. The aim that ties the group together involves the desire to share and build collaboratively a body of knowledge that may be put into practice. These communities can become the technology-based platform in which online, pre-, post-forums are delivered.

### **Conclusion**

The scope of tools technology offers for education – especially in the field of Javanese language revitalization – is vast and ever-growing. It should be borne in mind, however, that e-learning requires a good knowledge of both the possibilities technology offers and the management of the utilities themselves. The student profile, accessibility of the technology, affordability of technical support is crucial in creating an e-based course. This creates a challenge to a language teacher and requires additional effort on the teacher's part in both following new developments and mastering their utilization. The Web is in essence a vast pool of information, a resource for the learner with varied technical possibilities and a place to display/share the generated material. However, despite seemingly taking the load away from a teacher, it requires further skills and knowledge in organizing the learning process.

Students born in the 21st century are surrounded by a multitude of technology and cannot live without it: cell phones, the Internet, e-mail, blogs and iPods. They will no longer have textbooks to read and/or take home, but rather be directed to a computer that provides links to applicable websites full of relevant information. Schools will turn into wireless laboratories, with information at their fingertips. However, instead of designating technology for certain projects, technology should be an integral part of the curriculum. The outcome: students will become multi-literate in their mother tongue - Native language, Bahasa Indonesia and English, in addition to being literate in information and computer

technology. "It's like a double advantage for us, we're learning how to use new tools, like new technology and new tools, at the same time we're doing it in Javanese language, and so we get to learn two things at once. We learn new technology, and implementing it with the Javanese language, which I think is really, really good"

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Some example of Web design source of Social Media Tools; Use these social media tools free of charge to help students work collaboratively in dynamic ways.

1. **Edublogs**. Get a free blog for your class on this site that is only for those in education.
2. **Class Blogmeister**. This free service, designed just for educators, will have you creating a class blog in no time.
3. **Blogger**. While this Google-based blogging platform isn't education-specific, it is free and easy to use.
4. **WordPress**. If you are a more experienced blogger looking for more creative opportunities, then check out free WordPress blogs.
5. **21Classes**. This free service helps you create classroom homepages as well as manage blogs for students or the class as a whole.
6. **Twitter**. Twitter has become an incredible tool for connecting teachers and students in collaborative learning environments.
7. **Edmodo**. Edmodo is like Twitter, but just for those in education.
8. **DoResearch4Me**. If your students are relying too heavily on Wikipedia, have them use this Facebook app to find information from reputable online sources.
9. **Flashcards**. Teachers and students can create flashcards for any subject they are studying with this Facebook app.
10. **Class Notes**. Share your class notes, assignments, and reminders with this app.
11. **WikiEducator**. Get free content here or sign up to learn how to create and contribute your own content.
12. **eToolBox**. This wiki from Wissahickon School District is all about integrating technology into the classroom.
13. **Flat Classroom Project**. This project wraps up its fifth year promoting global communication and collaboration between classrooms.



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