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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	
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 Bkti 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 TEREKSEKSI 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

DEVELOPING ISLAMIC-CONTENT BASED READING COMPREHENSION MATERIALS FOR ISLAMIC HIGHER EDUCATION

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Abstract

This study was motivated by the needs for an appropriate reading comprehension material for the students of the English Education Department (EED) in Islamic Higher Education (IHE) context. The aims of this study are (1) to describe the profile of the present textbooks used by EED in IHE; (2) to describe the quality of the present textbooks used in EED of IHE; (3) to get the deeply information on the needs to design ICRCM; (4) to construct the prototype model of ICRCM; and (5) to evaluate the strengths and weaknesses of the prototype model. This study has used R&D which was conducted in three phases. The first was the exploration phase which consists of evaluating the quality of present textbooks used in IHE in West Sumatera, and to analyze the needs for the ICRCM textbook. The second was the prototype development phase where the prototype model was constructed, evaluated, and tried out. The last was expert validation in which experts and practitioners were involved to review the model in order to help the refinements. The results of the research indicated that the qualities of the present textbooks were fair. Meanwhile, the result of need analysis pointed out that the lecturers, students, and heads of the EED need the model of ICRBM. In the prototype development phase, the draft of ICRCM was carefully constructed. It was designed using skill-based reading, authentic materials, Islamic-character building, intensive & extensive reading activities, and collaborative learning. Furthermore, the results of field tryout revealed that the students enjoy reading ICRCM in the classroom. They felt that they were motivated to read ICRCM. Finally, the results of experts' and practitioner's judgment showed that the reading textbook needs to be revised in terms of mechanical aspect, grammatical points and teacher's guide. The research findings conclude that the use of ICRCM in the IHE context empirically can improve students' motivation to read, increase their reading performance, and build their Islamic characters. These findings recommend that ICRCM could be adopted as RC materials in teaching RC at EED of IHE in West Sumatera because it had strong pedagogical justification.

Keywords: *Research and Development (R & D), Islamic-content based Reading Comprehension Materials (ICRCM), Reading Comprehension (RC), Islamic Higher Education (IHE)*

A. Background of the Problem

It is almost true to say that reading is a passkey skill for English language learners in today's world. It is a skill that provides an access to crucial information in a short-cut. Reading comprehension is taught for five semesters (RC I–V) for EED students in IHE such as IAIN and STAIN in West Sumatera. The aims of these subjects are to enable students to: (1) comprehend texts of various topics; (2) apply reading comprehension skills; (3) think in English while reading texts of various topics; (4) practice reading faster with better comprehension; and (5) develop their own reading habits. By having these subjects, it is expected that they have several strategies to read and apply in their daily life.

However, from observations and interviews conducted with lecturers and students, three main issues emerged. *Firstly*, finding appropriate Islamic reading comprehension materials is one of the major problems for the lecturers of Reading Comprehension. Although there are some related books, they are not satisfactory yet. Ideally, the books used are in pertaining to Islamic values. This is as mandated in the Vision of EED of IHE: “Making English Department as a producer of professional Islamic Educational scholars who have an integrative Islamic horizon in the field of English teaching”. To guarantee the success of the vision of institution, adapting Islamic reading material can be implemented. This is important since the final goal of national education does not only aim at producing brilliant Indonesian graduates—who are excellence from the academic aspect—but it has to develop students' potential to become a citizen of faith and piety of God Almighty, a citizen who is noble, healthy, capable, creative, independent, democratic, and responsible as well (Article 3 of Law No. 20/ 2003).

Secondly, many students get difficulty in understanding reading materials. Based on my 13 - year teaching experience in teaching reading comprehension in the classroom, students seem to get difficulties in understanding reading texts. The failure of understanding reading text is not only due to inadequate

knowledge of vocabulary and grammar, but also unfamiliarity of the contents or more popularly known as background knowledge. Research consistently demonstrates that background knowledge, also known as schemata, correlates more highly with reading comprehension. Perhaps, this is the reason why Kuswardani (2011:501) recommended that in regarding to teaching reading or literacy, first thing to bear in mind is the students' background, especially Indonesian students.

Thirdly, students are not motivated to read the texts. This could be caused by topics of interest. Harmer (2001) advises that we should try and choose topics in which our students will be interested despite the fact that individual learners have individual interests and that inclusion of a variety of topics and genres will help us cater their interests. Hence, it is expected that course books make use of interesting and catchy topics for reading passages so that they can lead the learners to a productive reading and learning activity.

To anticipate this problem, the lecturers have to design reading material which containing Islamic characteristics. In line with this, the Ministry of National Education has declared the issue of *character education* very seriously at all levels of education. This policy has, therefore, forced teachers, lecturers, and educational practitioners integrate the conceptual and operational grand design of character education implementation into classroom instruction. There are four ways offered by the grand design for integrating character education: (1) systematically integrating character education into the subject matters and teaching learning activities in and out of classroom, (2) integrating character education into various school and campus extra-curricular activities, (3) integrating character education into diverse school and university/college programs for guiding and educating students, and (4) integrating character education into school and university/college management.

In response to the four ways recommended, this study highlights the first way, i.e. the integration of character education into the subject matters and teaching-learning activities. In this case, the writer attempts to offer English Education lecturers an alternative model to integrate reading comprehension material with Islamic values in teaching reading comprehension in the classroom. This alternative model is expected to help students develop their linguistic and cognitive skill, social awareness and spiritual well-being.

B. Islamic-content based Reading Comprehension Materials(ICRCM)

ICRCM are materials containing Islamic values. Islamic values, on the other hand, are values that are set out in the holy Quran and the Hadiths. Additionally, Islamic values also include the life of prophet's family, *the sahabah* (prophet's Companion), *the khulafa rasyidin*, iconic Muslims, Muslim scholars, and Islamic leaders.

In recent times, billions of ICRCM are provided for students such as books, magazines, newspapers, short stories, novels, comics, etc. Nevertheless, very little is written on the subject of how to teach reading using Islamic-content based reading materials. Shiddiqi (2006:1) states that there is a need for introducing Islamic ideas and values in teaching, specifically in teaching reading comprehension. Since the majority of the inputs of IHE are from students who have Islamic background, I assume that they will be more enthusiastic to read ICRCM in RC subject. For that reason, it is essential to have a set of reading materials that will help them in understanding reading passages contained in an Islamic setting. Thus, ICRCM will enhance their comprehension as well as their application of religious aspects.

C. Method

This study used Research and Development approach. The study was carried out in ten steps as pointed out by Gall & Borg (1983:775-776), that were simplified into three main stages, namely (1) exploration stage, which consist of evaluating the quality of present textbooks used in IHE in West Sumatera, and analyzing the needs for the ICRCM; (2) prototype development stage where the prototype model was constructed, evaluated, and tried out; (3) expert validation in which experts and practitioners were involved to review the model in order to help the refinements.

D. Research Findings and Product

1. What kinds of the reading textbooks taught in EED of IHE?

The five textbooks were used as the compulsory references in learning RC in IHE, especially at IAIN Padang, STAIN Batusangkar, and STAIN Bukittingi in West Sumatera. The textbooks include More Reading Power, Interaction, Guide to College Reading, Reading Theories, and Improving Reading Skill in English for University Students.

2. What is the quality of the Reading Textbooks?

To evaluate the quality of the reading comprehension textbooks, I used a checklist as adapted from Cunningsworth (1995) and Miekley (2005). The checklist contains 10 criteria as follows: (1) Aims and Approaches; (2) Design and Organization; (3) Content; (4) Skills; (5) Vocabulary and Grammar; (6) Exercises and Activities; (7) Methodology; (8) Attractiveness of the Text and Physical Make-Up; (9) Teacher's Manual; and (10) Practical Consideration. To interpret the checklist, the four rating scale was used, namely excellent, good, fair, and poor. The result of evaluation shows that the qualities of the textbook are deemed fair.

3. To what extent do the lecturers, students, and the heads of EED need ICRCM in teaching Reading Comprehension in IHE?

To obtain the information on the extent to which lecturers, students, and heads of EED need ICRCM in teaching RC, in-depth interviews were used. From the question: "*do you agree if I design ICRCM in learning Reading Comprehension?*" All the 39 respondents agreed. The level of agreement could be divided into three categories: strongly agree (64%), agree (36%), and somewhat agree (0%). The reasons for providing ICRCM vary one to another. Some respondents stated that it is closely linked with the vision and mission of IHE. Another respondent commented that it will easily comprehend reading texts. Others said to learn Reading comprehension and Islam simultaneously.

4. How is the ICRCM constructed?

The draft of the textbook entitled "Reading Comprehension on Character Building for Islamic Higher Education". As the title implies, this textbook is an attempt to improve students' reading comprehension as well as to inject character building based on Islamic values.

This textbook was constructed skill-based reading from simple to more difficult. In addition to this, the top-down and bottom-up strategies were taught to learn new vocabulary words. This reading textbook contains authentic reading texts which are adapted from various Islamic magazines, newspapers, and articles from America, Britain, Canada, Australia, and Indonesia. Several factors to take into consideration when choosing authentic materials are: suitability of content, exploitability, readability, and variety & presentation (Berardo, 2006).

Furthermore, this textbook includes Islamic issues from various topics such as Islamic studies, social studies, science, fiction, and entertainment. Activities designed in this textbook include intensive and extensive reading tasks. Students are also possible to work in pair or group to minimize anxiety. In order to engage students to read the textbook, the sophisticated layout and design are provided. Moreover, a lively picture intensive designed with content selected is also included.

At least three learning outcomes are expected from this model, namely (1) students' reading motivation is improved; (2) students' reading achievement is enhanced; and (3) students' Islamic character building is implanted.

5. What is the result of the field tryout?

Nearly all students said that they enjoy reading Islamic texts. The students' responses can be stated as follows:

"It is a very challenging task to read Islamic magazines on Islamic issues".

"It gave me a lot of ideas how to integrate Islamic values and Reading Comprehension in the classroom"

"This textbook gave me a lot of inspiration on integrating character building and reading comprehension"

"This Islamic reading text is very interesting and I like it"

"This textbook motivates me to read, read, and read".

"Wow... I love it".

Much to my surprise, the students felt that they are confident with Islamic values and attitudes to be implemented not only in IHE but also at all universities. For instance, one of the students in his reflection explained, "I strongly believe that Islamic values, beliefs, and attitude are universal so that this textbook could be well-implemented not only in IHE, but also in other universities".

Finally, when the students were asked, what is the effect of reading Islamic-content based materials on their character building, the majority of the students' responses stated that there is a positive change in their character building. Consider the following statement, "To be honest, this Islamic reading

text makes me come to realize that in fact Islam puts emphasize on the importance of knowledge, the beauty of behavior, and the clear concept on all aspects of human life. Therefore, it unconsciously can change my perception, attitude, as well as my behavior". This finding conformed the similar research done by Narvaez (2002: 16) on moral stories. She concluded her research finding that reading moral texts successfully requires more than reading comprehension skills. Reader moral development, or prior moral knowledge, also influences the recall of the complex moral texts.

6. What are the strengths and weaknesses of the prototype model?

Based on input from experts and practitioners, some refinements need to be done. The revisions include: (1) The textbook should be separated into a teacher's book and student's workbook. The teacher's book is supplemented with a student workbook, answer key, and teacher's guide. Students' book, on the other hand, only includes a student workbook; (2) The textbook title needs to be revised. With this revision, the title is "Reading comprehension for Islamic Higher Education: Fostering Islamic Character Building"; (3) The materials of scanning in chapter I should be broken into subcategories; scanning for advertisement, scanning for tables, scanning for articles, and scanning for encyclopedia entry; (4) A few reading selections should be excluded; (5) Some page layout and design need to be improved so that students can easily read; (6) Several longer reading passages need to be simplified or even be changed, (7) Small fonts in reading passages need to be resized so that students can read comfortably, (8) Grammatical mistakes and word choice need to be rechecked and improved. Releasing the fact, I revised the textbooks based on some comments and suggestions from experts and practitioners.

E. Conclusion, Pedagogical Implication, and Suggestion

In order to better teach reading comprehension at the EED in IHE, it is imperative to say that ICRCM be included as an alternative material development in today's classroom. Both students and lecturers could take several advantages. Students' reading comprehension will be enhanced and their Islamic character building could also be built. Similarly, the lecturers of RC could teach reading skill and Islamic values simultaneously.

Building the students' character is not only the ones who teach religion and civic education, but also the responsibility of all lecturers of IHE. Therefore, the lecturers of RC can take part to build students' good character. Since the result of this study empirically demonstrated that the use of ICRCM could positively affect students' character building, it is recommended that the lecturers of the EED use Islamic materials in teaching reading comprehension.

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