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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 anthropolinguistics, 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

EDITORS' NOTE	i
EDITORS' NOTE FOR REVISED EDITION	ii
CONTENTS	iii
SCHEDULE OF THE INTERNATIONAL SEMINAR “LAMAS III”	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
 PENGUNAAN 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 ACCOMODATING 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 Irwaniyanti 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 Istiwati</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 sugiarto</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
PENGUNAAN 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

PEDAGOGOFONOLOGIS 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 Utama</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 Jeesun Nam</i>	431

LANGUAGE MAINTENANCE OF BALINESE MOTHER TONGUE THROUGH THE TRADITIONAL STORY TELLING (MESATUA) IN BATU BULAN VILLAGE, GIANJAR	
<i>Sang Ayu Isnu 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	PENGUNAAN BAHASA DALAM RANAH JUAL BELI DI PASAR TERAPUNG LOK BANTAN KABUPATEN BANJAR KALIMANTAN SELATAN	

TIME	NAME	TITLE	ROOM
14.00 – 15.30 WIB	PARRALEL SESSION 1 C		CEMPAKA
	Neli Purwani	PENGUNAAN 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 SOCIOLINGUISTIK BAHASA JAWA PESISIR SEBAGAI CERMIN KEARIFAN LOKAL	
15.30 – 16.00 WIB	BREAK AND PRAY		PAKOEBUWONO

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 YEAR2011/2012	
	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	PENGUNAAN 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

A SURVEY ON MOTIVATIONAL ORIENTATION IN LEARNING EFL OF PUBLIC ADMINISTRATION POST GRADUATE STUDENTS OF JENDERAL SOEDIRMAN UNIVERSITY

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Abstract

This study investigated instrumental and integrative motivations (motivational orientation) of a group of EFL students, namely post graduate students of Public Administration in Jenderal Soedirman University. Students learned English intensively because they were projected to apply for scholarships in Burapha University in Thailand that had an MOU with Jenderal Soedirman University. Students were going to undertake a sandwiches program in Burapha University, Thailand. A motivation questionnaire was developed and distributed to 12 students consisting of 5 male and 7 females. After that, they were interviewed. It was expected that the students joined in this project would have a high motivation to learn English for a selection process. However, an instrumental motivation was found to be the main reason for the students to learn English. The motivational orientation functioned as a motivation initiator that subsequently enhanced the motivational drive in learning the target language.

Key words: *Motivational orientation, integrative and instrumental motivations*

Introduction

English is an important tool for the Indonesians who want to communicate with other people internationally. Nowadays, English has become one of job requirements in many work places across the country. This has resulted in the growth of the teaching and learning of English in universities and the use of the language has extended in various purposes, like for applying scholarships in country as well as overseas. Therefore, the English Language Teaching (ELT) in the universities has to be in line with the students' needs to meet this demand so that this can motivate them to learn EFL (Harmer, 2001).

It is important to know what drives the students to learn English (Hedge, 2002). Some might learn it because of, for instances, social or academic purposes. Others learn it for identification of the community where English is used. In other words, the ELT needs to recognize whether the students have an instrumental or integrative motivation orientation in learning English (Hadley, 2001; Ellis, 2003).

Dornyei (2003), Gardner *et.al* (2004) and Liu (2007) investigate factors influencing the motivation and attitude when the students learn a foreign or second language. They advocate that integrative motivation can achieve a better result for the students in learning EFL than that of the instrumental one. The integrative motivation could lead the EFL students of having an orientation of being a part of community and culture of the target language.

The motivational orientation is the main concern of this study involving a group of post graduate students at Magister of Public Administration of Jenderal Soedirman University projected to join a sandwich program with Burapha University in Thailand. As they are going to study overseas, the students are supposed to have a motivational orientation that socially and physiologically is bound into the use of EFL in a new country, i.e., Thailand. The study is intended to find out if it is instrumental or integrative motivation that forms the basis for the participant's involvement in the course.

Literature Review

Oxford and Shearin (1994) mentions that both instrumental and integrative motivations will affect the contexts of where the learning happens. She says that the instrumental motivation is strongly influential for those learning a language in a foreign language (FL) context. The integrative motivation contributes the successful learning in a second language (SL) context. Harmer (1998) states the differences between FL and SL contexts. In FL context, students do not use the language as a daily communication. On the other hands, in SL context, students use the language as a means of daily conversation.

Gardner *et. al.* (2004) see motivation as the social and physiological construct of goal-directed behaviors. It is started by the individual goals to reach target in which they consist of behaviors, efforts, and desires to attain the target. They believe that motivation is the major affective drive for learning a

language. Furthermore, they say that motivation will determine the success of the language learning process.

Motivation gives a stimulus for students to learn the language as this can make the learning sustain in a long and tedious process as explained by Dornyei and Csizer (2002). Motivation involves cognitive aspects that stimulate the initiation of language learning, determination of the language choice, and the energizing of the language learning process.

Rahman (2005) classifies motivational orientation consisting of instrumental and integrative motivations that become the basic principles for the students to learn a language. Furthermore, he says that instrumental motivation refers to students learning a language to reach a better position or opportunities; while integrative motivation refers to students learning a language to interact with community of the language.

A study conducted by Liu (2007) finds that both motivations can complement in the success of learning a language. According to Liu, the integrative motivation shows a better language achievement than that of the instrumental one. However, the instrumental motivation seems to have a significant correlation with proficiency for the students. Dornyei and Csizer (2002) agree with this opinion because both motivations can trigger the learning process to achieve the mastery of target language.

Methodology

The respondents were 12 students consisting of 5 male and 7 females. They were the post graduate students on Master in Public Administration at Jenderal Soedirman who got scholarships from the Directorate of Higher Education, Ministry of National Education of Republic Indonesia. They went to several selection processes to get the scholarships. After studying for two semesters at Jenderal Soedirman University, those students, then, were nominated to apply for another scholarship from Burapha University to join a sandwich program for one semester in that university in Thailand.

A survey method was used for this study to examine motivational orientations of the respondents. A guided interview was set to see the motivational orientation, focusing on integrative and instrumental ones. At the beginning, respondents were asked reasons why they took the English class. They brainstormed it orally in the class so that the researcher could get various justifications of respondents for joining the English course.

Having collected the respondent's reasons for joining the intensive English course, all of them were collected and grouped into similar responses that came into 10 statements referring to instrumental and integrative motivations. Those statements, then, were disturbed equally into 2 under the major themes of reasons for integrative and instrumental motivations. The motivational statements were set randomly in a written questionnaire. The respondents filled in the questionnaire by ticking the motivational statements they agreed and crossing the ones they disagreed. After that, the respondents were interviewed individually to know further reasons of their choices.

The questionnaire distribution and interview were conducted after the participants completed an intensive English course for 100 hours covering the materials to prepare them on how to sit for a written as well as oral selection test in English, how to study in an international class in Thailand, and how to prepare the cross cultural understanding matters. The interview was conducted in English and was video-recorded for insightful and in-depth interpretations of the findings.

Results and Discussion

Respondents were categorized into the intermediate level of English as it could be seen from the results of an EFL proficiency test devised by the British Council before students began the course. The 12 participant's ages ranged from 20 to 26. They completed their undergraduates from some universities in various subjects, like Sociology, Public Administration, Politics, Accountancy, Management, and Indonesian Literature.

The motivational orientation which was considered as instrumental ones consisted of three general themes, namely future career, further education, and technology accessibility. Surprisingly, respondents ranked the future career to be the first motivation. Even though respondents knew the main purpose of undertaking intensive English course in the post graduate program was to prepare them to join a sandwich program in Burapha University in Thailand, they nominated the future career as the motivational orientation. Learning English for further education fell into the second rank; while English for Technology Accessibility was in the third one.

The three categories of motivations for which the students took an intensive English course were supported by the results of the interview. Here were the reasons for learning English for future career.

According to them, English was to get a high paid job, to get promotion at work, to meet the demand by the workplace, to become a teacher of English, to work in foreign company, to do international business, and to travel for official purposes.

Seemingly, most respondents did not have a fixed job yet because only two respondents had already got jobs as a journalist and a staff in a private company. However, they hoped to find a better job when they mastered English. As the effect of long term goal, English could assure the respondents for a good future career when they completed their study.

Regarding to the main goal of the English intensive course, all of the respondents believed that they would be able to use English properly and to survive in Thailand if they were accepted for the scholarship's selection. In other words, participants thought that the course so far could help them prepare the selection test.

Meanwhile, respondents viewed that English for education was aimed to be qualified to study in overseas institutions. All respondents thought of having high scores in TOEFL or IELTS, to continue education in non English speaking countries, like Japan, Korea, China, France, and Germany.

In addition, reasons for further education were found in Rahman's study (2005) in Bangladesh. According to him, students were enthusiastic about continuing their study abroad because those students who could get a scholarship to study overseas normally were highly valued for their academic performance. From the result of the interview, it revealed that respondents also had a similar opinion to the one stated by Rahman.

This finding was also in line with the study done by Liu (2007) that revealed about the motivation for students for educational purposes in China. Students wanted to continue their education because they believed that it promised better and well-paid jobs. In this research, respondents thought that a life experience in overseas was very attractive. Respondents wanted to study abroad and after graduated, they could work there.

The question addressing learning English for technology accessibility ranked at the lowest one. Possibly, the technology accessibility did not become a problem for the respondents. In Indonesia, cyber cafe was very common for most respondents. Besides using the internet wifi in the campus, all respondents had a private access for the internet. As a result, they did not prioritize that learning English was for technology accessibility, like internet. However, they acknowledged that English was necessary to understand information about the new technology.

Most participants mentioned English for technology for the use of internet and email. Seemingly, participants only remembered about the technology with these two things. However, actually there were other uses on technology, like e book, LCD, tablets, and mobile phone that were becoming important in daily life.

The themes that dealt with the integrative motivation were founds, namely cultural interest and integrativeness. The result showed that respondents were interested in EFL and English culture. Some learned EFL to understand English films or songs. Dornyei (2003) explains the passive socio-cultural language contact because the learners have a minimum direct interaction with native speakers. Therefore, it can be said that the integrative motivation concerns more with a psychological and emotional identification with an L2 community.

Some cultural interests could be seen in the respondent's opinions as follows. Respondents stated that they wanted to learn EFL to have foreign friends, to understand the films and pop music because most of their favorite artists were American. Another interesting finding was that respondents wanted to learn English to understand English literature and novels, to understand British culture, and to meet people whose native language was English.

Some respondents could be considered to have an integrative motivation for the following reasons. They said that they were interested in learning English because they wanted to live in USA, Australia, UK, or Canada. Others mentioned their willingness to do like the way English speakers do. Respondents also said that they loved English because the way the language sounded was. They also wanted to communicate directly to native speakers of English to improve their English especially pronunciation. Respondents saw this as an opportunity to practice the language rather than to identify themselves with the native speakers of English.

Conclusion

The study showed that respondents learned English for an instrumental motivation. Students wanted to qualify to reach the functional purposes, like to work in a well-paid job, or to win a scholarship

to study abroad. The motivational orientation could be traced from the reasons to take the English course for future career.

Students had a rare opportunity to have contact with native speakers of English. Consequently, students had an integrative motivation in passive purposes, like accessing them to electronic media. To do this, they had to value the language and culture to function the language properly.

EFL teachers need to analyze the reasons for their students to learn the language. Such understanding is essential when the teachers develop a syllabus. Because of that, the motivational drives should be kept in mind so that the learning process can run well.

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