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Balai Bahasa Provinsi Jawa Tengah



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“The Role of Indigenous Languages in Constructing Identity”

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Compiled by:

Herudjati Purwoko (Indonesia)

Agus Subiyanto (Indonesia)

Wuri Sayekti (Indonesia)

Tohom Marthin Donius Pasaribu (Indonesia)

Yudha Thianto (United States of America)

Priyankoo Sarmah (India)

Zane Goebel (Australia)

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

Jalan Imam Bardjo, S.H. No.5 Semarang

Telp/Fax +62-24-8448717

Email: seminarlinguistics@gmail.com

Website: www.mli.undip.ac.id/lamas

NOTE

This international seminar on Language Maintenance and Shift V (LAMAS V for short) is a continuation of the previous LAMAS seminars conducted annually by the Master Program in Linguistics, Diponegoro University in cooperation with *Balai Bahasa Provinsi Jawa Tengah*.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this compilation of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists 92 papers presented at the seminar. Of these papers, 5 papers are presented by invited keynote speakers. They are Prof. Aron Reppmann, Ph.D. (Trinity Christian College, USA), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, USA), Dr. Priyankoo Sarmah, Ph.D. (Indian Institute of Technology Guwahati, India), Helena I.R. Agustien, Ph.D. (Semarang State University, Indonesia), and Dr. M. Suryadi, M.Hum. (Diponegoro University, Indonesia).

In terms of the topic areas, the papers are in sociolinguistics, psycholinguistics, theoretical linguistics, antropolinguistics, pragmatics, applied linguistics, and discourse analysis.

NOTE FOR REVISED EDITION

There is a little change in this revised edition, which as the shifting of some parts of the article by Tatan Tawami and Retno Purwani Sari entitled “Sundanese Identity Represented by the Talents of *Ini Talkshow* A Study of Pragmatics” on page 166 to 167. This has an impact on the change of table of contents.

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"The Role of Indigenous Languages in Constructing Identity"**

WEDNESDAY, SEPTEMBER 2, 2015					
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REVISITING MODEL OF READING COMPREHENSION IN LANGUAGE ACQUISITION

Y.B. Agung Prasaja

English Department Of University of 17 Agustus 1945 Surabaya
agungprasaja@gmail.com

Abstract

Reading comprehension is about breaking the barriers which make reading a dull and unpleasant experience. Reading comprehension is not merely about a monotonous activity that is ordering student to read a text and answering the provided questions. It is actually a very rich efforts that can be done in multidisciplinary model. Fact finding, vocabulary building, reading speed, and comprehension are the commonest attempts done in reading classes. Teachers and students are faced and focused on the text and dare not to escape from this routine exploration. In fact Reading Comprehension can be designed in a broader techniques which involves cultural studies that encourages teachers and students to have rich, intimate and attractive communication in a very wide range of discussions. Every line of text can be extended into out of the box discussion. It is systematized into syntactical discussion, pragmatism, ideological, geographical, media studies, technological or mechanism, social construction, cultural situation, narratology, semiotics, even using Russian formalism.

Keywords: Reading; Reading Process; Reading Method; Reading Strategy; Reading Model

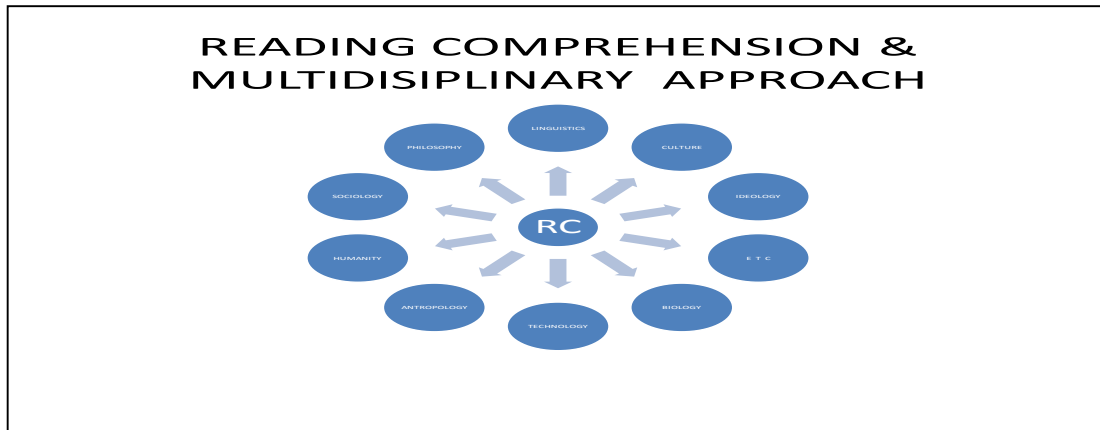
INTRODUCTION

Reading is an absolute involvement in mastering English. It takes knowledge and practice to develop this skill. For English Learner, it is important to notice that reading is a process, not a product. This means that reading whether it is reading comprehension or reading for fun is a never ending process, it is possible to review and enhance by practising and also developing knowledge.

DISCUSSION

There are several ideas in reading process; thinking, creativity, innovation and broaden the mind. Thinking is a process in which a reader's effort to create memory in reader's brain. In this process there is a visual transformation into a scheme in reader's brain memory. There will be recalling memory in which a reader is releasing ideas that has been internalised in the previous time by several methods, and reconciling knowledge memory and ideas to break new text. Creativity of readers is required to resume the thinking process. In this process reader are able to map new ideas in new text in order to define in what discipline the ideas of the text shall be lead. Reader must produce innovative style of activity to manage the understanding of a text. By this process readers may conduct analogy of their reading activity with situation in their lives. It digs informations, experience, prior knowledge, and discussion to generate capability of logic, spelling, derivation, grammar, and definition. By broadening the mind readers are not restricted by any discipline spectacles, good reader is borderless mind. It is not single facet discipline that they get along with, but as English learner readers are given a scaple to conduct a surgey toward any text given to them.

As the discipline of English is not limited by certain field of study, it is important for every instructor to know that Reading in English is a multidisciplinary effort. Readers act as a trespassers toward other disciplines. Since any text in English can be the object of reading without obeying the branches of knowledge inside the text. It can be illustrated in such diagram:

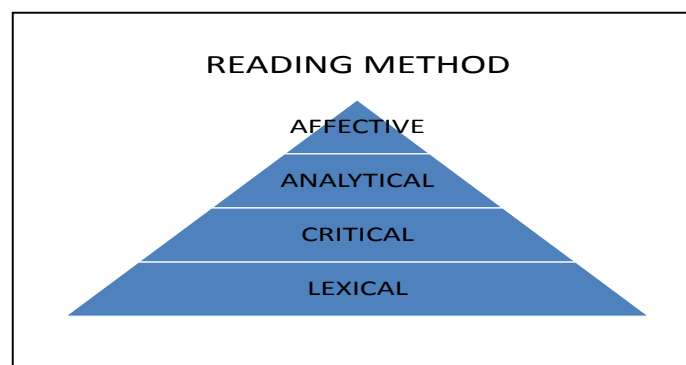


There are four steps as a method of reading, they are lexical reading, critical reading, analytical reading and affective reading. Lexical reading becomes the foundation in reading since every text consists of lexicon that takes significant role for reader to understand every aspects of text. Lexical reading offering readers knowledge in orthography, phonology, semantics, grammar. It is important for readers to build their lexical reading while they read text. This level of reading is not merely invite reader to know the meaning of every words but also it give readers to recognize the class of word, the forming of the word, and the method of giving the meaning. While Critical reading goes two steps further. Having recognized what a text *says*, it reflects on what the text *does* by making such remarks. Is it offering examples? Arguing? Appealing for sympathy? Making a contrast to clarify a point? Finally, critical readers then infer what the text, as a whole. These three steps or modes of analysis are reflected in three types of reading and discussion:

- What a text **says** – **restatement**
- What a text **does** – **description**
- What a text **means** – **interpretation** .

Analytic reading involves breaking a text into its component parts, in order to understand its meaning and relate it to other texts. While critical to success in school, this skill is lacking in most students. This week, we will provide tips to promote analytic reading in the classroom.

The peak method that is rarely learned in formal English department is affective reading. A highest method of reading involving emotion and experience in reading process. This level requiring whole steps of reading method and more practise must be done by students.



If readers are given reading assignment, they must think what strategy that is fit with the text. It can be started by understanding the title and then exploring knowledge and experience that has been in the custody knowledge of reader's mind. The more terms of knowledge that can be revealed the closer finding and meaning that can be obtained from the text. Another strategy is by reading the text as often as possible. Don't ever attempt to open dictionary while you are in the first till several times of reading. It is necessary to give our brain sufficient patterns of lexicon and build a scheme of text. Further strategy is predicting the possible meaning of a word, phrase, statement, even the whole text. Reading the text loudly can also be used as strategy to generate reader's selfconfident. It is important since

readers usually do not think that reading aloud is a practice of pronouncing, and it can train reader to have correct pronunciation. Misleading pronunciation usually produces odd sound. Odd sound that can be felt as inappropriateness to be corrected further. Brainmapping in the form of clustering is done to substitute note-taking. This strategy is easier to comprehend the pattern of the text rather than note-taking. Steps in visualizing main idea and important component in the text become more familiar to be memorized. Here, creativity of reader in attracting the mind by observing a clustering model is turning reading as an entertaining model that fits with reader's emotion. That is why reading then is considered as an interesting activity and enjoyable rather than the conventional note-taking model.

CONCLUSION

To summarize this paper the writer believed that there are many models of reading strategy to master English. It is a challenge to create different models of teaching and learning of Reading of English Language. More creativity, innovation, and breaking the established conventional model of reading strategy and discussion are expected to enrich the model of developing skill in Reading Comprehension as well as to enhance the insight of reader / learners.

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

**Jalan Imam Bardjo, S.H. No.5 Semarang
Telp/Fax +62-24-8448717
Email: seminarlinguistics@gmail.com
Website: www.mli.undip.ac.id/lamas**

