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PROCEEDINGS

International Seminar LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 6

“Empowering Families, Schools, and Media
for Maintaining Indigenous Languages”

August 9—10, 2016



Compiled by
Agus Subiyanto, Suharno, M. Suryadi,
Wuri Sayekti, and Tohom Marthin Donius Pasaribu

Master Program in Linguistics, Diponegoro University
in Collaboration with
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NOTE

This international seminar on Language Maintenance and Shift 6 (LAMAS 6 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 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 107 papers and abstracts presented at the seminar. Some of the papers have been selected to be published in *Parole: Journal of Linguistics and Education*, and for these papers only the abstracts are published in the proceeding.

Of the papers, 4 papers were presented by invited keynote speakers. They are Peter Suwarno, Ph.D. (Arizona University, USA), Mukhlis Abu Bakar, M.A., Ph.D., (National Institute of Education, Singapore), Dr. Agus Subiyanto, M.A. (Diponegoro University, Indonesia), Hywel Coleman, M.A., OBE (University of Leeds, UK).

The topic areas of the papers cover Sociolinguistics (16 papers), Discourse Analysis (14 papers), Language Acquisition (1 paper), Language & Culture (5 papers), Linguistics in Education (10 papers), Language in Politics (1 paper), Pragmatics (21 papers), Psycholinguistics (3 papers), Semantics (12 papers), Phonology (2 papers), Morphology (1 paper), and Syntax (11 papers).

SCHEDULE OF THE INTERNATIONAL SEMINAR ON LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 6

August 9—10, 2016 in Pascasarjana, Diponegoro University (Imam Bardjo, S.H. No.3-5 Street, Semarang, Indonesia)

TUESDAY, AUGUST 9, 2016 (FIRST DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.00 – 08.00	REGISTRATION		LOBI HALL, TTB A, 6th FLOOR	COMMITTEE
08.00 – 08.05	INDONESIA RAYA ANTHEM		CONVENTION HALL, TTB A, 6th FLOOR	NAILA (COMMITTEE)
	SPEECH FROM THE COMMITTEE			KETUA COMMITTEE
08.05 – 08.15	OPENING			DEKAN FIB UNDIP
08.15 – 11.15	PLENARY SESSION 1			Dr. Deli Nirmala, M.Hum
	Hywel Coleman, M.A., OBE	<i>FLUCTUATIONS IN LANGUAGE-IN-EDUCATION POLICY AND PRACTICE IN INDONESIA, 1901-2015</i>		
	Mukhlis Abu Bakar, Ph.D.	<i>BILINGUALISM AND THE MAINTENANCE OF THE MOTHER TONGUE IN MULTILINGUAL SINGAPORE</i>		
PARALLEL SESSION 1			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
11.15 – 12.45	Nurhayati	<i>DISCOURSE AGAINST LGBT</i>	CLASS B301	COMMITTEE
	Yasir Mubarak	ANALISIS WACANA KRITIS REPRESENTASI PEREMPUAN KORBAN PEMERKOSAAN DI SITUS BERITA ONLINE		
	Ajeng Dianing Kartika	CITRA PENGUNGSI DAN PENCARI SUAKA DI JERMAN; KAJIAN WACANA KRITIS PADA KOMENTAR PEMBACA SURAT KABAR ONLINE ZEIT		
	Norfaizah Abdul Jobar & Anida Sarudin	REPRESENTASI 'PROSES' DALAM WACANA UNIT PENDAHULUAN PENULISAN KARANGAN		
11.15 – 12.45	Sa'adiyah Ma'alip & Rahilah Omar	PEMILIHAN BAHASA MASYARAKAT CHETTI DI MELAKA NAME/NAMA	CLASS B302	COMMITTEE
	Pardi Suratno	BAHASA SEBAGAI REPRESENTASI KEKUASAN KOLONIAL TERHADAP MASYARAKAT PRIBUMI (STUDI PADA NOVEL JAWA PRAKEMERDEKAAN TERBITAN BALAI PUSTAKA)		
	Riza Sukma	SITUASI PSIKOLOGIS DALAM PEMILIHAN BAHASA OLEH PENUTUR BAHASA BETAWI DI JAKARTA: KAJIAN SOSIOLINGUISTIK		
	Yulia Mutmainnah	<i>'WARTEG' FOOD SELLERS' LANGUAGE ATTITUDES TOWARD TEGAL DIALECT OF JAVANESE LANGUAGE IN SEMARANG</i>		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.15 – 12.45	Sri Rejeki Urip & Ayudhia Ratna Wijaya	EVALUASI BUKU PANDUAN DEBAT “DEBATING” DAN “PANDUAN DEBAT KOMPETITIF” DALAM RANGKA PENGEMBANGAN BUKU PANDUAN DEBAT DALAM BAHASA PRANCIS	CLASS B303	COMMITTEE
	Tubagus Chaeru Nugraha	PERISTILAHAN POLITIK ARAB DALAM BAHASA SUNDA: KAJIAN SEMIOTIK BAHASA BIDANG POLITIK		
	Wening Sahayu	SEKARANG ANDY GOES TO SCHOOL BESOK ANDY GEHT IN DIE SCHULE: FENOMENA PERKEMBANGAN BAHASA DAN BUDAYA NAMA DIRI DI INDONESIA		
	Trisnowati Tanto	THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE’S PERCEPTION: A		
11.15 – 12.45	Suwandi & Sri Wahyuni & Th. Cicik Sophia B	<i>THE NON-ENGLISH LECTURERS’ READING COMPETENCE IN READING ENGLISH TEXT AT HIGHER EDUCATION IN CENTRAL JAVA</i>	CLASS B304	COMMITTEE
	Uswatunnisa	<i>THE INFLUENCE OF BAHASA MANDAR TOWARDS STUDENTS’ ENGLISH PRONUNCIATION (CASE STUDY ON STUDENTS OF JUNIOR HIGH SCHOOL 1 TINAMBUNG, POLEWALI MANDAR)</i>		
	Yohana Ika Harnita Sari	<i>LETTER NAME (ALPHABET) AND LETTER SOUND (A FIELD STUDY AT KINDERSTATION PRESCHOOL (TK CAHAYA BANGSA UTAMA) YOGYAKARTA)</i>		
	Nia Kurniawati	<i>THE PRE-SCHOOL TEACHERS’ UNDERSTANDING ON EARLY LITERACY: IMPLEMENTATION AND OBSTACLES IN TEACHING-LEARNING ACTIVITIES</i>		
11.15 – 12.45	Hubbi Saufan Hilmi & Fabio Testy Ariance Loren	BENTUK DAN PENGGUNAAN PRONOMINA PERSONA PADA BAHASA SASAK DIALEK NGENO-NGENE DI DUSUN MONTONG MEONG DESA LABUHAN HAJI KABUPATEN LOMBOK TIMUR	CLASS B308	COMMITTEE
	Husni Syukri Khotami & Ageng Sutrisno	<i>BANJARHARJO IS TRULY SUNDANESE</i>		
	Prihantoro	<i>THE DYNAMICS OF LOANWORD PROSODY: A CASE STUDY OF ‘JAMAAH’ IN INDONESIAN</i>		
	Agni Kusti Kinasih	<i>LINGUISTIC FEATURES OF SINGAPORE COLLOQUIAL ENGLISH FOUND IN A LOCAL ENGLISH-LANGUAGE MOVIE ENTITLED SINGAPORE DREAMING</i>		
12.45 – 13.45	LUNCH BREAK (ISHOMA)		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL SESSION 2			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
13.45 – 15.15	Sulis Triyono	<i>MEANINGS OF OBJEKTIVE UND SUBJEKTIVE MODALVERBEN CONSTRUCTIONS IN GERMAN SENTENCES AND THEIR EQUIVALENCES IN INDONESIAN</i>	CLASS B301	COMMITTEE
	Trisnowati Tanto	THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE’S PERCEPTION: A		
	Anisa Larassati & Nina Setyaningsih	THE KEYBOARD WARRIORS: EXPRESSING HATRED AND JUDGEMENT ON “ANOTHER” WOMAN THROUGH HATERS’ INSTAGRAM ACCOUNT		
	Anisa Zuhria Sugeha & Ika Nurfarida	PERBANDINGAN KOLOKASI KATA IBU DAN BUNDA DALAM KORPUS BAHASA INDONESIA		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
13.45 – 15.15	Agnesia Arum S. & Intan Mustika & Sarah Sumponogati & Uswatunnisa	<i>COMMISSIVE ILLOCUTIONARY ACT ACROSS LANGUAGES: JAVANESE AND MANDARESE</i>	CLASS B302	COMMITTEE
	Almira Fidela Artha & Fina Syahadatina & Okta Enggiana Pradevi	“SENYUM CEMERLANG, SENYUM PEPSODENT” ANALISIS DIAKRONIK BENTUK BAHASA IKLAN PEPSODENT DALAM 4 DEKADE: KAJIAN SOSIOPRAGMATIK		
	Azzahra Egeng & Ferina Kumala Dewi & Riza Sukma	MAKNA KATEGORI PARTIKEL DALAM IMPLIKATUR KONVENSIONAL DI TIGA BAHASA DAERAH: SEBUAH KAJIAN TEORI RELEVANSI		
	Bayu Aryanto	STRATEGI PENOLAKAN AJAKAN BAHASA JEPANG (STUDI KASUS MAHASISWA SASTRA JEPANG UNIVERSITAS DIAN NUSWANTORO DAN PENUTUR ASLI JEPANG)		
13.45 – 15.15	Agus Ridwan	GRAMATIKALISASI SATUAN BAHASA BIS ‘SAMPAI’ DALAM BAHASA JERMAN	CLASS B303	COMMITTEE
	Farikah	<i>ANALYSIS OF NOMINAL GROUP CONSTRUCTION OF THE STUDENTS’ WRITTEN TEXTS</i>		
	Indah Melisa & Ratna Juwitasari Emha	PERUBAHAN FONOLOGIS PADA DIALEK BAHASA INDRAMAYU SEBAGAI PRINSIP LEAST EFFORT DALAM BERTUTUR		
	Heny Sulistyowati & M. Syaifuddin S.	<i>SYNTAX STRUCTURE OF ADJECTIVE PHRASE COMPARISON IN JAVANESE LANGUAGE</i>		
13.45 – 15.15	Mahdi Ahmad	PEMBENTUKAN VERBA MELALUI AFIKSASI DALAM BAHASA TERNATE	CLASS B304	COMMITTEE
	Rohendi Ali Muhamad	<i>THE GENERAL STATEMENTS OF ANTECEDENT IN ENGLISH SENTENCE STRUCTURE</i>		
	M. Suryadi	BENTUK KESANTUNAN DENGAN MEMANFAATKAN KEKUATAN LEKSIKON EMOTIF-KULTURAL YANG DIMILIKI MASYARAKAT JAWA PESISIR: PEKALONGAN, SEMARANG, DEMAK		
13.45 – 15.15	Jeanyfer Tanusy	THE ANALYSIS OF LEXIS IN SUNDANESE PUPUH ‘KINANTI’	CLASS B308	COMMITTEE
	Ariya Jati	POETIC LANGUAGE IN NAZARETH’S “LOVE HURTS”		
	Fauzia	ANALYZING LANGUAGE STYLE OF VOCATIONAL HIGH SCHOOL ACCREDITATION ‘SUGGESTION AND RECOMMENDATION’ TEXT		
	Dewi Puspitasari	“MOMMY, LET’S SING THE SONG WITH ME, PLEASE...” A NARRATIVE STUDY OF A YOUNG LEARNER IN THE JAVANESSE LANGUAGE INQUIRY		
PARALLEL SESSION 3			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
15.15 – 16.45	Leonita Maharani	TRANSITIVITAS DALAM CERITA RAKYAT PAPUA (SEBUAH KAJIAN LINGUISTIK SISTEMIK FUNGSIONAL PADA TEKS CERITA RAKYAT SUKU MEE PAPUA)	CLASS B301	COMMITTEE
	Novian Denny Nugraha & Asih Prihandini	ANALISIS ALIH WAHANA MEDIUM PADA GAMES CLASH ROYALE SEBAGAI UPAYA PELESTARIAN BERBAHASA PADA KELUARGA PERKOTAAN UNTUK KEBUTUHAN BERCEKITA (STORY TELLING)		
	Anggy Denok Sukmawati	PROBLEMATIKA PENERAPAN MULOK BAHASA JAWA DI KABUPATEN PEMALANG		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
15.15 – 16.45	Anida Binti Sarudin	PENGUASAAN BIDANG BAHASA DI KALANGAN KANAK-KANAK PRASEKOLAH	CLASS B302	COMMITTEE
	Ika Inayati	KEBERPIHAKAN MEDIA PADA KASUS RAZIA WARTEG DI SERANG (STUDI KASUS PADA ARTIKEL LIPUTAN6.COM: MENTERI AGAMA TEGUR CARA SATPOL PP RAZIA WARTEG DI SERANG)		
	Halimah	PERKEMBANGAN BAHASA ANAK PERIODE PRELINGUAL (STUDY KASUS PADA BAYI USIA 8 BULAN)		
	Hazairin Eko Prasetyo	DEVELOPING AN INDONESIAN HIGH SCHOOL CURRICULUM OF ELT THROUGH LITERATURE		
15.15 – 16.45	Chendy AP. Sulistyو & Dede & Wiwid Nofa Suciaty	STRATEGI KESANTUNAN LINTAS BAHASA DI INDONESIA (SUNDA, BREBES, MELAYU) SEBUAH KAJIAN PRAGMATIK	CLASS B303	COMMITTEE
	Della Nathania & Muhammad Amin Ritonga & Romiyati	VARIASI TINDAK TUTUR EKSPRESIF LINTAS BAHASA (JAWA DAN MADAILING)		
	Freda Dyah Ayu Kusumaning Yandi & Yuni Triastuti	ANALISIS DEIKSIS DALAM BAHASA JAWA DIALEK SEMARANG DAN DIALEK PEKALONGAN KAJIAN PRAGMATIK		
	Hendita Damayanti & Imam Santoso	GAYA TINDAK TUTUR TIDAK LANGSUNG DALAM BAHASA JAWA		
15.15 – 16.45	Bernadette Santosa	THE LANGUAGE OF YOUNG PEOPLE IN SOME INDONESIAN ADVERTISEMENTS	CLASS B304	COMMITTEE
	Chusni Hadiati	THE FUNCTIONS OF PHATIC EXPRESSIONS IN TRADITIONAL SELLING AND BUYING		
	Eli Asikin-Garmager	DIALECT VARIATION AS A WINDOW INTO LANGUAGE CHANGE – A SYNTACTIC EXAMPLE FROM SASAK (LOMBOK)		
15.15 – 16.45	Dhion Meitreya Vidhiasi	THE ANALYSIS OF SUMBER WARAS CASE IN SINDONEWS’ EDITORIAL :“Sumber Waras bukan Pertarungan Opini” DATED APRIL 15TH, 2016	CLASS B308	COMMITTEE
	Mohammad Andi Hakim	Mendobrak Konstruksi Islam Modern dalam Buku PAI dan Budi Pekerti SMA; Sebuah Praksis Kekerasan Verbal		
16.45 – 17.00	BREAK		TTB B, 3rd FLOOR	

WEDNESDAY, AUGUST 10, 2016 (SECOND DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.00 – 07.30	REGISTRATION		LOBI HALL, TTB A, 6th FLOOR	COMMITTEE
PLENARY 2				
07.30 – 10.30	Prof. Dr. Dadang Sunendar, M.Hum	Kebijakan Bahasa di Indonesia	CONVENTION HALL, TTB A, 6th FLOOR	Dr. Suharno, M.Ed./Drs. Pardi Suratno, M.Hum
	Peter Suwarno, Ph.D	Teaching Indonesian as a Diglossic Language: The Importance of Colloquial Indonesian for Pragmatic Competence and Local Languages Preservation		
	Dr. Agus Subiyanto, MA	Determining Language Typology based on Directed-Motion Lexicalization Patterns as a Language Documentation: a Case Study on Javanese		
10.30 – 11.00	BREAK		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL 4				
11.00 – 12.30	Mualimin	DIRECTIVES IN JAVANESE OF TEGAL: A CASE STUDY OF DRAMA ON PERTIWI RADIO	CLASS B301	COMMITTEE
	Liya Umaroh	STRATEGI TINDAK TUTUR DALAM TRANSKSI JUAL BELI DI PASAR TRADISIONAL JOHAR SEMARANG		
	Lukman Isgianto	A SPEECH ACTS ANALYSIS OF DIRECT AND INDIRECT ON 'BIG CITY SMALL WORLD' CONVERSATION SCRIPT OF BRITISH COUNCIL LEARNING ENGLISH: A STUDY OF DISCOURSE ANALYSIS		
	Mutiara Karna Asih & Ika Inayati & Nor Cholifah	KEUNIKAN LEKSIKON PENANDA PRAANGGAPAN DALAM TIGA SUBDIALEK BAHASA JAWA (PURWOKERTO, BANTEN UTARA, DAN REMBANG)		
	Raheni Suhita & Djoko Sulaksono & Kenfitria Diah Wijayanti	CAMPUR KODE DALAM MANTRA KANURAGAN IMPLEMENTASI SEBUAH PANGAJAB		
	Sri Puji Astuti & M. Suryadi	REKONSTRUKSI POLA URUTAN FONEM PADA STRUKTUR LEKSIKON DIALEKTAL BAHASA JAWA PESISIRAN DI KOTA SEMARANG		
	Siyaswati	POLITENESS AND ITS USE THROUGH FOLKTALES: A SOCIO-PRAGMATICS STUDY		
11.00 – 12.30	Kahar Dwi P.	DARI EMPULOH MENUJU PYCNONOTIDAE: PERMUFAKATAN ANTAR PENUTUR BAHASA DAERAH DALAM PENYERAGAMAN KOSA KATA AVIARY	CLASS B303	COMMITTEE
	Noor Malihah	THE APPLICATIVE VOICE IN JAVANESE DIALECT OF KUDUS		
	Yesika M. Ocktarani & Heri Dwi Santoso	PERSONAL DEIXIS IN RADIO BROADCASTING: EXTINCTION SIGNAL OF 'KAMI' IN INDONESIAN		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.00 – 12.30	Kharisma Puspita Sari	METAPHORS AND DIRECTIVE SPEECH ACTS IN THE JAVANESE PROVERBS	CLASS B304	COMMITTEE
	Emah Rahardian	POLA PIKIR PENUTUR BAHASA JAWA DIALEK SEMARANG DALAM RUBRIK “RAME KONDHE” DI HARIAN SUARA MERDEKA		
	Romilda Arivina da Costa	PENGAMALAN AGAMA DAN PENGARUHNYA TERHADAP PERGESERAN BAHASA HATUHABA DI MALUKU TENGAH		
11.00 – 12.30	Noermanzah	CHILD LANGUAGE ACQUISITION 1.4 YEARS OF AGE (RESEARCH CASE STUDY ON FAMILY BILINGUAL)	CLASS B308	COMMITTEE
	Retno Purwani Sari	IDENTITY-FORMING POWER OF CHILDREN STORIES’ TRANSLATION: TRANSLATION STUDIES		
	Suharno	JUXTAPOSING FIRST AND SECOND CULTURES IN ELT MATERIALS		
12.30 – 13.30	LUNCH BREAK (ISHOMA)		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL 5			CLASS ROOM, TTB B, 3rd FLOOR	
13.30 – 15.00	Pininta Veronika Silalahi	THE SEMIOTICS OF BATAK TOBA SOCIETY MARRIAGE TRADITION	CLASS B301	COMMITTEE
	Agus Sudono	PENAMAAN HALAMAN DAN RUBRIK DALAM SURAT KABAR SOLOPOS		
	Ratna Muthia	HUBUNGAN MAKNA VERBA PERBUATAN BERMAKNA ‘MENINGGALKAN SUATU TEMPAT’ DALAM BAHASA JAWA NGOKO (STUDI KASUS LUNGA, MANGKAT, BUDHAL, DAN MINGGAT): SEBUAH KAJIAN SEMANTIK		
13.30 – 15.00	Esther Hesline Palandi	KAJIAN METAFORA DALAM PUISI (HAIKU) BAHASA JEPANG	CLASS B302	COMMITTEE
	Festri Yudanika	AWARENESS AND PHONOLOGICAL WORKING MEMORY IN THE ADULT ACQUISITION OF SECOND LANGUAGE PRONUNCIATION: A CASE STUDY		
	Hindun	PEMERKAYAAN BAHASA MELALUI FILM “ADA APA DENGAN CINTA 2” DAN “AISYAH: BIARKAN KAMI BERSAUDARA” SEBAGAI PRODUK BUDAYA BANGSA INDONESIA		
	Hanny Fauziah	SYNTACTIC MISTAKES IN WRITING NEWS ON WEBSITE RESEARCH AND DEVELOPMENT CENTRE FOR MINERAL AND COAL TECHNOLOGY (A CASE STUDY ON WEBSITE: http://www.tekmira.esdm.go.id/newtek2/)		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
	Deli Nirmala	MIXED JAVANESE IN ENGLISH DEPARTMENT STUDENTS' UTTERANCES AS A SYMPTOM OF LANGUAGE SHIFT (POLITENESS AND EMBODIMENT PERSPECTIVES)		
	Nathaniel Davin P. & Calvin Candra & Aswita A. Ersa M. & Prihantoro	STUDENT'S ATTITUDE TOWARDS DICTIONARY AND ITS USAGE: A CASE OF STUDY FOR ENGLISH DEPARTMENT STUDENTS DIPONEGORO UNIVERSITY		
13.30 – 15.00	I Gede Arga Anggara	A STUDY OF DEIXIS USED IN TOP FIVE WALDJINAH'S POPULAR KERONCONG SONGS LYRICS	CLASS B304	COMMITTEE
	Irma Winingsih	PENGGUNAAN HEDGES ~ TO OMOIMASU SEBAGAI SALAH SATU USAHA PEMERTAHANAN KESANTUNAN BERTUTUR DALAM BAHASA JEPANG		
	Nunung Nurjati	POLITENESS ASPECTS OF ENGLISH COMMUNITY PRACTICE IN PARE: A THEORETICAL OVERVIEW		
13.30 – 15.00	Riza Sukma & Wiwid Nofa Suciaty & Yuni Triastuti	BAHASA DALAM SYAIR TARI SAMAN GAYO SEBAGAI PEMBENTUK POLA PIKIR DAN POLA TINDAK MASYARAKAT LOKAL: SEBUAH KAJIAN ANTROPOLINGUISTIK	CLASS B308	COMMITTEE
	Rosaria Mita Amalia & Yusuf Hamzah	THE ART OF RHETORIC USING STYLISTIC DEVICES IN WORLD UNIVERSITIES DEBATING CHAMPIONSHIP: A Study of Pragmatics		
	Wati Kurniawati	INDEKS VITALITAS BAHASA LOM BERDASARKAN JENIS KELAMIN DAN USIA (LOM LANGUAGE VITALITY INDEX BY GENDER AND AGE)		
15.00 – 15.30	CLOSING SPEECH		CONVENTION HALL, TTB A, 6th FLOOR	Drs. Pardi Suratno, M.Hum
15.30 – 16.00	BREAK (Certificate Handling)		LOBBY HALL, TTB A, 6th FLOOR	COMMITTEE

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TEACHING INDONESIAN AS A DIGLOSSIC LANGUAGE: THE IMPORTANCE OF COLLOQUIAL INDONESIAN FOR PRAGMATIC COMPETENCE

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Abstract

The teaching of Indonesian at home and abroad for native and non-native speakers emphasizes the importance of formal Indonesian and tends to avoid teaching the colloquial one. However, most learners understand the discrepancies between the language they learn in class and that used for daily local conversations which tend to be colloquial. This paper attempts to argue that colloquial Indonesian is an important part of the diglossic nature of Indonesian, and that the teaching and learning of Indonesian must reflect this characteristic. Based on library research as well as collection of interviews, observations and recordings of the teaching of formal Indonesian as well as the learners and native speakers' interaction, this paper will describe importance of the teaching of informal or colloquial Indonesian for enhancing pragmatic competence and its benefits for preserving endangered local languages. The data presented will show that colloquial Indonesian which absorbs various linguistic features from local languages constitutes a type of language with its rules systems that can be taught, learned, and maintained. Finally this paper will suggest ways of integrating the teaching of colloquial Indonesian in Indonesian language classes.

1. INTRODUCTION

Native speakers (NS) taking Indonesian classes understand that at schools they have to study formal Indonesian that is different from their everyday Indonesian conversation. They have to carefully select grammar and vocabularies to distinguish the language used in school classes from those they use in daily conversation. They are prohibited from using any colloquial words or forms that are commonly considered inferior, inappropriate, or flat out wrong. Many native students, who initially thought taking Indonesian would be easy, found out that Indonesian classes are no easier than English classes.

Apparently, the teaching of formal Indonesian also applies to non-native speakers (NNS) learning Indonesian in Indonesia and abroad. The syllabus, curriculum, and textbooks as well as the goals of the classes are all geared toward equipping the learners with communicative skills in formal Indonesian without using of informal vocabulary or teaching the colloquial forms.

The questions that need to be asked are: Why do we teach formal Indonesian and not the type of Indonesian the native speakers commonly use in daily interaction? Before rejecting colloquial Indonesian, instructors and learners should also ask: What are the disadvantages and benefits of teaching only the formal Indonesian versus teaching both the formal and informal ones?

Based on library research as well as collection of interviews, observations and recordings of the teaching of Indonesian for NNS and the interaction among and between learners and NS, this paper attempts to argue that: 1) Indonesian is diglossic, because Indonesian NS speak at least two different types of Indonesian in different domains, formal and informal or colloquial; 2) colloquial Indonesian is an important part of the diglossic nature of Indonesian that has its own systems; 3) there are differences between NS and NNS speeches as a result of teaching only formal Indonesian; 4) the ramification of this diglossia is that NNS learning Indonesian should also learn these different types of Indonesian to enhance their pragmatic skills (i.e. the ability to use the appropriate type depending on the domains) necessary for successful communication.

Indonesian as a diglossic language

The first proponent of diglossia, Charles Ferguson (1959:325), defines diglossia as “a relatively stable language situation in which, in addition to the primary dialects of the language

(which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any section of the community for ordinary conversation.”

Based on this concept, the majority of known world languages to a certain degree are diglossic, including Indonesian. Like many diglossic language, there are two major types of Indonesian used in different domains: the prestigious formal one (H) and the colloquial one used in daily informal settings (L) (Fishman, 1967). This, to a degree, shows that Indonesians are diglossic speakers who are expected to be able to switch between the two types of speech, constituting a kind of bilingual communities. As a matter of fact, the ability to switch between formal and colloquial Indonesian is a necessary pragmatic skill for successful interaction in any Indonesian community.

Indonesians continue to expand the use of informal and colloquial speech forming the L type rule and systems that are more commonly used and acceptable. Scholars agree that the L has penetrated not only into the semi casual conversations, but also into the formal ones (Snedon, 2003). In mixed domains, Indonesian NS frequently switch back and forth between L and H to the point that, in many domains, the two are frequently less distinguishable. However, this speech situation is not helping NNS learning Indonesian, even those at the advanced levels.

2. PROBLEMS ENCOUNTERED BY ADVANCE INDONESIAN LEARNERS COMMUNICATING WITH INDONESIAN NATIVE SPEAKERS

Years of my observations show that the majority of advanced Indonesian learners have problems communicating with Indonesian in natural Indonesian community settings, mainly because these learners have been learning formal Indonesian. In different Indonesian classes in the US and Indonesia, NNS are deliberately directed to learn formal Indonesian. Even when these classes are intended to develop oral skill, the materials for conversations are significantly different from that practiced by ordinary Indonesians in daily conversational settings. It is not surprising that when these students are actually engaged in real conversation in native settings, their Indonesian significantly differs from that of the NS. Some learners, who realize this discrepancy, are interested in learning the colloquial ones outside of class during their stay in Indonesia, while others expect Indonesian native interlocutors to adjust to their speech to a more formal Indonesian.

Notes on observations and recording of their speeches show the differences between the utterances of Indonesian NS versus NNS. There are a few cases where the NNS use formal Indonesian in the way that the NS usually do not. For example, NNS commonly used utterances to address someone such as: “*Selamat pagi. Apakabar?*” (Good morning; how are you?), which is rarely used by NS, especially among friends. They use other utterances, such as: “*Eh gimana?* (How goes it?) or something related to the situation of the speech, such as: “*Eh pak, baru datang? Macet ya?*” (Just arrived? Caught in a traffic jam?).

“*Selamat pagi*” (Good morning) is used in a very polite and formal situation where respect is expected, but rarely among peers. However, due to the class learning habits and the transfer from English, NNS continue to use “*selamat pagi*” to address someone in speech situations where the NS usually don’t.

In the following example, the NNS used perfect formal Indonesian, but the NS in the same situation produced different utterances.

- NNS : *Anda mau ke mana sesudah kelas ini?* (Where are you going after this class?)
 NS : *Mas James mau ke mana abis ini?* (Where are you heading after this, James)
 NNS : *Apakah Anda mau minum kopi di starbuck dengan saya?* (Would you like to go and drink coffee in Starbuck with me?)
 NS : *Minum di J.Co aja, yuk?* (Let’s just get something to drink in J. Co)

What differentiates the NNS from NS speech above is that pronoun “*Anda*,” a very handy translation of “*you*,” and yes-no question marker “*apakah*” both respectable and formal, are rarely, if ever, used in Indonesian daily conversation, but commonly used and taught in Indonesian classes. NS would only use “*Anda*” and “*Apakah*” to address people in formal and professional settings, and not in casual conversation. Even in formal setting the use of “*Anda*” shows distance and less personal and thus, less respectful. For example, a university Dean gave a strange look when my student asked him: “*Apakah Anda sudah pernah ke Amerika.*” (Have you been to America?) when a NS would say: “*Apakah Bapak (Mr. Sir) sudah pernah ke Amerika?*”

The following example shows the differences between NS and NNS responses to the same questions; they differ not only in terms of formality, but mostly due to the transfer of English into Indonesian.

- NS : *Mana bukunya?* (Where is the book?)
 NNS : *Wah, saya sudah mengembalikannya.* (O, I have returned it)
 NS : *Oh, sudah saya kembalikan.* (Lit: O, it has been returned by me)
 NS : *PR nya mana, ayo dikumpulkan!* (Where is your homework, turn it in!)
 NNS : *Saya sudah mengerjakan PRnya, tapi saya meninggalkan itu di rumah.*
 (I have done it, but I left it at home)
 NS : *Sudah saya kerjakan, pak; tapi ketinggalan di rumah.*
 (Lit: Has been done by me, but it was accidentally left at home)
 NS : *Di mana pena saya tadi?*(Where is my pen?)
 NNS : *Pak Amir meminjam itu.* (Mr. Amir borrowed it)
 NS : *Dipinjam pak Amir.* (Lit: Borrowed by Mr. Amir)

The transfer from English active constructions into Indonesian results in the English speakers learning Indonesian tending to produce active sentences when the NS usually use passive constructions. The NNS speech is grammatically perfect and formal, yet they do not sound natural responses to the questions. My observations show that Indonesian instructors do not correct this kind of inappropriate or unnatural responses.

Unfamiliar with colloquial Indonesian, advanced learners often find themselves in an uncomfortable situation when they communicate with Indonesian NS. In some situations I observed, NS often excluded the advanced learners by switching into colloquial Indonesian. This next example shows the major reason for discrepancies between NS and NNS speeches as well as an exclusion of the learners from the colloquial conversation.

- NS1 : *Kapan nyampeknnya Indonesia?* (When did you arrive in Indonesia?)
 NNS : *Maaf. Apa?* (Excuse me; what?)
 NS1 : *Kayaknya nggak ngerti, deh.* (He doesn't seem to understand)
 NS2 : *Ya, iyalah .. kamu nanyaknya gitu sih?* (Of course, if you ask him that way)
 NS2 : *Kapan Anda sampai di Indonesia?* (When did you arrive in Indonesia?)
 NNS : *Oh, dua hari yang lalu.* (Two days ago)

- NS1 : *Coba tanyain mau nggak diajak main ke rumah?*
 (Try asking him if he would come to our house)
 NS2 : *Kamu mau datang ke rumah saya?* (Would you come to my house)
 NNS : *Ya, mungkin.* (May be)

Note that the advanced learners successfully communicate with NS only because the NS adjust their speech styles into the formal one. One of grammatical items rarely taught in Indonesian classes is the formation of a noun out of a verb using suffix -NYA; e.g. asking someone's departure, Indonesian rarely ask: “*Kapan dia berangkat?*,” (When did he leave?) (commonly used by NNS), but rather would say: “*Berangkatnya kapan?*” This kind of structure in the above conversation was

combined with informal forms, instead of “*sampai*” (arrive), “*nyampek*” was used, which created a significant gap between NS and NNS speeches. This discrepancy is not only due to the fact that the NNS do not understand colloquial Indonesian, but also because the NS has to translate the informal speech into the formal one and, in the process, the NNS is excluded from the informal conversation between the two NS.

Another obvious evidence about the discrepancies between NS and NNS speech is that the majority of Indonesian learners at the advanced levels understand very little of contemporary Indonesian movies which contain mostly daily Indonesian conversations. An interview conducted among students in CLS Malang and those at Arizona State University shows that the majority of advanced learners understand less than 40% of conversations in Indonesian movies, in which informal and Jakartan urban dialect of Indonesian is commonly used.

3. COLLOQUIAL INDONESIAN HAS RULE SYSTEMS

Urban colloquial or informal Indonesian was initially rooted in Betawi vernacular, the native language of Jakarta population, one version of which was shaped into modern Jakartan Indonesian by the younger generations. The rise of migrants to Jakarta from different parts of Indonesia further form the urban dialect of Indonesian with influences from foreign (e.g. Chinese, Dutch, English) and local languages (e.g. Javanese, Sundanese). This Jakartan Indonesian is popularized by the media and spread throughout the archipelago through the mobility of urban Jakartan population to other Indonesian cities, helping characterized the informal Indonesian and increasing the widespread use of informal or colloquial Indonesian in oral communication throughout Indonesia (Snedon, 2003),.

Despite the negative perception of colloquial Indonesian that it is an inferior (L) variant considered unnecessary, corrupt, or simplified versions of the standard Indonesian (H), it is now widely used, such that, in formal communication where standard Indonesian was once expected, now more colloquial Indonesian is acceptable. Informal Indonesian has penetrated the language use in various in formal interviews and conversations of the nation’s leaders, entertainers, even educators. Thus, it is important to examine and understand this variant of Indonesian.

Following Chomsky’s (1965) idea, theoretical linguists claim that human language is characterized by “rule-governed creativity”, where the NS of a language possess a grammar, a mental system of elements and rules that allows them to form and interpret familiar and novel sentences, formal as well as colloquial. The grammar governs the articulation, perception, and patterning of speech sounds, the formation of words and sentences, and the interpretation of those sentences. To the linguists, all languages and dialects, formal and colloquial, have similarly complex rules and grammars that are acquired by NS subconsciously. The followings are some examples of colloquial Indonesian grammar and vocabulary just to prove that colloquial Indonesian is not an illogical and unsystematic language.

One of the most noticeable differences between formal and Informal Indonesian grammars is in the affixation, as shown below:

- A. Suffix –IN used as the equivalence of the standard Indonesian suffix –KAN or –I. For example:

Informal, Suffix –IN	Standard, Suffix –I	Standard, Suffix –KAN
<i>deketin</i>	<i>dekati</i>	<i>dekatkan</i>
<i>kirimin</i>	<i>kirimi</i>	<i>irimkan</i>
<i>ambilin</i>	<i>ambili</i>	<i>ambilkan</i>
<i>naikin</i>	<i>naiki</i>	<i>naikkan</i>
<i>masukin</i>	<i>masuk</i>	<i>masukkan</i>

- B. In many cases, the Prefix TER- in standard Indonesian becomes the prefix KE- in colloquial Indonesian

Informal, prefix KE-	Standard prefix TER-
<i>kejepit</i>	<i>terjepit</i>
<i>kebeli</i>	<i>terbeli</i>
<i>ketuker</i>	<i>tertukar</i>
<i>kebakar</i>	<i>terbakar</i>

- C. Many BER- prefix in standard Indonesian is deleted in informal Indonesian. However, many of the ber- deletion such as that following an adjective (*bersedih*, below) is more common even in formal Indonesian than the undeleted one.

Informal	Standard
<i>kerja</i>	<i>bekerja</i>
<i>belanja</i>	<i>berbelanja</i>
<i>jalan</i>	<i>berjalan</i>
<i>sedih</i>	<i>bersedih</i>

- D. Prefix MEN- deletion and modification

Deletion of prefix MEN-	
Standard	Informal
<i>menunggu</i>	<i>nunggu</i>
<i>membaca</i>	<i>mbaca</i>
<i>mencuci</i>	<i>nyuci</i>
<i>menyewa</i>	<i>nyewa</i>
Deletion/Modification of MEN- leaving the nasal or in many cases using prefix NGE-, that applies to verbs with the root starting with /g/.	
Standard	Informal
<i>mengganggu</i>	<i>ngganggu</i> or <i>ngganggu</i>
<i>menggigit</i>	<i>nggigit</i> or <i>nggigit</i>
<i>menggores</i>	<i>nggores</i> or <i>nggores</i>

There are other forms that constitute a different Indonesian colloquial system which include deletion of parts of the words, such as the following:

- A. First initial letter (s) deletion in some cases also the first syllable

Standard	Informal	More informal
<i>sama</i>	<i>ama</i>	<i>ma</i>
<i>saja</i>	<i>aja</i>	<i>ja</i>
<i>sudah</i>	<i>udah</i>	<i>dah</i>

- B. First initial letter or sound of /h/ deletion

Standard	Informal
<i>hilang</i>	<i>ilang</i>
<i>hujan</i>	<i>ujan</i>
<i>habis</i>	<i>abis</i>
<i>hangat</i>	<i>anget</i>

<i>hutang</i>	<i>utang</i>
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C. Schwa / ə / substitution of /a/ at second syllable position (applies to a few)

Standard	Informal
<i>kejam</i>	<i>kejem</i>
<i>dalam</i>	<i>dalem</i>
<i>hangat</i>	<i>anget</i>
<i>dekat</i>	<i>deket</i>

The data presented above prove that Informal or colloquial Indonesian has a logical system just like the formal one. Since informal Indonesian has its rules and systems, materials development for Indonesian courses and programs for NNS at home and abroad that have mostly focused on formal Indonesian should now introduce the colloquial Indonesian. With simple description of the rules above, instructors can introduce informal Indonesian at least at the intermediate level by integrating the colloquial systems into the standard one. For example, instead of using “*dekat*” instructor can start introducing “*deket*”, or instead of prefix MEN- for active marker, e.g. “*mencuci*,” students should also learn to use the initial nasalized form “*nyuci*.” In addition, instructor should also introduce colloquial vocabulary, such as the word “*bilang*,” “*mending*”, and “*ngobrol*,” etc. At the later levels after the students learned suffix –KAN and –I, they can also start learning about the colloquial suffix –IN.

By including simple grammar such as these, learners experience exposure to parts of the real language of the NS in their daily conversation. Colloquial grammar rules and vocabularies should be presented beginning with the simple forms, such as deletion of one sound or letter /h/, e.g. a simple deletion of /h/ for some words such as shown in the example above.

The challenge is that even NNS learning Indonesian in Indonesia abroad program do not learn colloquial Indonesian from the instructors, but from their experience interacting with NS. My observation in several abroad programs confirmed that the instructors do not teach informal Indonesian. In some cases, the instructors even prohibit the students from using colloquial Indonesian. Hassall (2015) also shows that learners learn colloquial Indonesian from classmates who have been exposed to interaction with NS. Similarly, my interviews of returning Indonesian advanced learners who speak some colloquial forms suggest that they learned it from outside of class.

The learning of informal does not have to take place out of the classrooms. By including these colloquial vocabularies as well as grammatical and morphological features in in classroom activities, the instructors can help enable the learners to communicatively function in major oral interactions in native settings. This is true because, as discussed below, one of the major benefits for incorporating colloquial Indonesian in Indonesian language teaching for NNS is equipping the learners with pragmatic skills.

4. THE IMPORTANT ROLE OF COLLOQUIAL INDONESIAN IN THE DEVELOPMENT OF PRAGMATIC SKILLS

Pragmatics, according to Crystal (1985, p. 240), is “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication”. Thus, it concerns the communicative action in the language’s socio-cultural context, which includes speech acts (e.g. requesting, apologizing, complementing, etc.) as well as engaging actively in communication using different types of speech styles and maintaining conversations in multifaceted speech events. What is important in pragmatics is the interpersonal relationship strategies an interlocutor uses as a social actor to get things done and accomplish his/her communicative goals (Leech, 1983). Pragmatic competence is an integral part of a NNS’s communicative competence that has to be treated as part of the learners’ communicative skills (Savignon, 1991). After all, language

learning is not only gaining the knowledge about the target language, but the ability to use the language in socially and culturally contextualized speech events (Bachman, 1990). That is why, what is important in language learning is not just the knowledge of communicative action, but how to put it into action in real life interaction in Indonesian community settings. Pragmatic competence involves the ability to accurately select communicative acts and to use appropriate means to employ them according to the status of interactional negotiation (Fraser, 1990).

Following Bachman's (1990) model, it is clear that if the emphasis of foreign language teaching is equipping the learners not only to interact in any speech events, but also to be able to communicate strategically to achieve their goals in various settings, then pragmatics competence is crucially inevitable. For this purpose, the teaching of Indonesian for NNS must include the teaching of colloquial Indonesian for appropriate settings. This is true, because the teaching of standard Indonesian only enhances the learners' capacity to interact in formal settings with distant and/or professional interlocutors.

Those who disagree with teaching colloquial Indonesian due to its lack of prestige have not been aware of its importance for the knowledge of norms of Indonesian interaction, politics, and power as well as its benefit to access the natural world of Indonesian communities (Anderson, 1966). Those who consider colloquial Indonesian as degrading the language should understand David Burke's (2000) suggestions of two categories of colloquial language: the proper and obscene one; and that most colloquial Indonesian is informal but definitely not obscene. Proper colloquial is the every conversation language we hear in daily interaction which does not consist of curse words.

The teaching and learning as well as studies and documentation of colloquial language are important for any nations and communities, because colloquial language is a form of spontaneous expression of the self that constitutes the cultural identity of the native speakers. Following Emmitt and Pollock (1997) suggestion that language is an important part of culture, teaching and learning a language must involve all aspects and varieties of language use in real daily interaction, where, at least in the case of Indonesian, colloquial language is crucially important.

Finally, informal or colloquial Indonesian is descriptive type of language, because it is the type that naturally grows with no formal agents deliberately attempting to shape the development of its systems or the direction of its changes in the past or in the future.

Formal Indonesian can be classified as a prescriptive language. While it has some of its shares as a partly, naturally developing type, e.g. some resistance against the linguists and government agents, since its birth in 1928, it has been largely defined by government language planning agency. It follows to argue that colloquial Indonesian better represents and reflects the identity and culture of the Indonesian people than just the formal one. Therefore, it is not an exaggeration to suggest that anyone interested in understanding Indonesia should learn the colloquial Indonesian.

5. CONCLUSION

This paper affirms the diglossic nature of Indonesian and its ramification for the achievement of communicative competence in Indonesian. That is, in order to be able to communicate the way Indonesian NS do, the learning of Indonesian must consider the diglossic makeup of Indonesian language and its community of NS for improving learners' pragmatic skills.

Observations of advanced Indonesian learners showed that they could not effectively interact with Indonesians in native settings. This is evidenced in the significance differences between NS and NNS speeches in daily interaction settings in Indonesia.

This paper suggests that to enhance the pragmatic competence of NNS learning Indonesian, it is important to include the teaching of colloquial Indonesian in formal classes for several reasons. First, formal and colloquial language is an integral and inseparable part of culture; to learn a language and its culture, one must understand different varieties of the same language. Second, even if a learner does not want to use the colloquial Indonesian, he/she will have to be able to understand the people

speaking it in order to communicate with different members of the community. Third, in many cases, the colloquial language is the “descriptive language,” i.e. the authentic language spoken by real NS in natural settings with conventional system that is naturally formed, different from formal language whose system is influenced and in some cases managed by language government agents, textbook writers and grammarians. Finally, the ability to use colloquial Indonesian provides learners with pragmatic skills necessary to deal with different speech levels, registers, interlocutors, and domains, which are necessary for successful communication with native speakers.

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