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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			CLASS ROOM, TTB B, 3rd FLOOR
	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 JAVANESE 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 HATUHAHA 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 Suciati & 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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MEANINGS OF *MODALVERBEN* CONSTRUCTIONS IN GERMAN SENTENCES AND THEIR EQUIVALENCES IN INDONESIAN

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Abstract

This study aims to describe: (1) Modalverben constructions in German sentences, (2) meanings of Modalverben in German sentences, and (3) equivalences of Modalverben in German sentences in Indonesian. This was a qualitative descriptive study. The objects of the research data were lingual units of modality constructions with objective and subjective meanings in both German phrases and sentences. The subjects of the data were modal verbs in German sentences. The data sources were the magazine NADI Indonesia Deutsch 2012 and 2013. The data were collected by means of reading and noting techniques and analyzed by means of the translational, equivalent, and distributional techniques. The data validity was assessed through the semantic validity and the inter-rater and intra-rater techniques. The research findings are as follows. (1) the objektive Modalverben construction in German is S - Inf+Modalverb and the subjektive Modalverben construction is S+Inf - Modalverb. (2) Meanings of objektive Modalverben are those which are loose in nature because because lexical elements of modality can reveal utterance contents while meanings of subjektive Modalverben are those outside lexical elements because they are affected by speakers' subjective intentions. (3) The equivalences of objektive und subjektive Modalverben in German sentences in Indonesian are in the form Modalverb können appearing 107 times, equivalent to meanings of dapat, bisa, ada, menjadi, berhasil, mampu, meraih, terdiri, sungguh, and makna zero. Modalverb dürfen (8) are equivalent to meanings of dapat, boleh, and makna zero. Modalverb sollen (27) are equivalent to meanings of harus, akan, bisa, seharusnya, perlu, dan makna zero. Modalverb wollen (3) are equivalent to meanings of ingin, terus terang, and makna zero. Modalverb müssen (31) are equivalent to meanings of harus, dapat, bisa, and makna zero. Modalverb möchten (16) are equivalent to meanings of ingin, berminat, perlu, and makna zero.

Keywords: objektive und subjektive Modalverben meanings

1. INTRODUCTION

What is called *Modalverb* 'modal verb or verb of modality' in German sentences is used to express a feeling of the speaker's. The expression of the speaker's feeling, or attitude, to a fellow speaker by using a modal verb has two possible types of meaning, namely, objective meaning and subjective meaning. The meaning which is objective in nature is found inside the modal verb as lexical item while the meaning which is subjective in nature is found outside it as lexical item. A word is often interpreted subjectively according to the speaker's wish in making an utterance to express his or her intention, as in the case taken for example as follows.

- (1) *Er will mich anrufen.* (Buscha, 2005: 121)
 (2) *Er will mich angerufen haben.* (Buscha, 2005: 121)

In Sentence (1) above, *Er will mich anrufen.*, the meaning is objective in nature because the construction involving its modal verb is in the *Präsens* 'present' form of sentence. In addition, the semantic meaning of the sentence largely depends on the lexical items in the construction involving the modal verb *will* plus the verb *anrufen*. The modal verb *will* means 'will' (the one indicating future action, that is) while the verb *anrufen* means 'call by phone'. So *will anrufen* means 'will call by phone'. Sentence (1) above means 'He will call me (by phone, that is)' or 'He will phone me'. The modal verb *will* meaning 'will' as above functions as indicator of modality in German sentences. That sentence has the role of expressing modality with objective meaning. It is indicated by two factors, first, the presence of *will* as *Modalverb* (or modal verb or verb indicating modality) and, second, the

presence of the verb *anrufen*. When considered based on the meaning found in the German sentence, it would be seen that the sentence has a modal verb with objective meaning. It is caused by the presence of the semantic meaning found in the lexical item *will* which, as *Modalverb* or verb indicating modality, also functions as *Hilfsverb* 'helping verb' and the verb *anrufen* meaning 'call by phone' as *Hauptverb* 'main verb' in the sentence. In other words, there is a close relation in meaning between the two words being respectively a modal verb and a verb in the infinitive and their being lexical items.

Sentence (2) above, *Er will mich angerufen haben.*, contains the verb *will* indicating modality and the verb sequence *angerufen haben*. The modal verb *will* means 'will' as in sentence (1) and the verb phrase *angerufen haben* means 'have phoned'. In Sentence (2), the verb *will* indicates modality and is, therefore, among the verbs functioning as *Hilfsverb* 'helping verb' and the verb phrase *angerufen haben* contains, or, rather, begins with the verb functioning as *Hauptverb* 'main verb'. Though the verb *will* as *Modalverb* 'verb indicating modality' functions "merely" as *Hilfsverb* 'helping verb' in the sentence, it plays an important part in determining the meaning of the sentence on the whole. It is caused by the presence of an important factor that could determine whether the lexical meaning of a modal verb is eventually *objektive Bedeutung* 'objective meaning' or *subjektive Bedeutung* 'subjective meaning' in German sentences.

According to the indicators found in Sentence (2) above, it could be said that the modal verb has subjective meaning. It is caused by the presence of the construction of the verb *will* indicating modality followed by the main verb beginning the verb phrase *angerufen haben* making the sentence fall into the category of *Futur II*. A sentence of *Futur II* is a sentence having a figurative meaning. The meaning of the modal verb and the main verb phrase in Sentence (2) above is more of estimation, assumption, or uncertainty. So the modal verb in that sentence has a subjective meaning because some element outside it as lexical item is highly influential in determining the sentence meaning. After closer examination on Sentences (1) and (2) above, it could be said that both have lexical items that are respectively modal verbs and main verbs. The difference is that Sentence (1) has objective meaning while Sentence (2) has subjective meaning.

This use of modality with objective and subjective meanings is found in all languages, not excluding the Indonesian language. In Indonesian, such words as *mau/ akan/hendak* 'will', *harus* 'must', and *boleh* 'may (of permission)' are modal verbs with objective meaning while the words with subjective meaning could be, among others, *mungkin* 'perhaps', *kayaknya* 'seemingly', *acapkali* 'often', and *barangkali* 'maybe'. In the Indonesian language, the expression of a speaker's attitude is commonly actualized in accordance with the explicit word meaning. It does not remove the possibility of it appearing at the grammatical level, as in its use in such Indonesian sentences as *Diminum (esnya)!* 'Drink (the ice)!' and *Dimakan (kuenya)!* 'Eat (the cake)!' Each Indonesian word between parentheses is the one not uttered by the speaker concerned.

Based on the problem exposition above, an in-depth study is needed concerning modality construction with objective and subjective meaning in German sentences and its equivalent in Indonesian. It is in order that students who are in the process of learning German as a foreign language could easily recognize and understand the meaning of German modality construction. The students are non-native speakers who surely have many constraints and difficulties in studying German modality. As has been mentioned above, modality meaning is of two types, namely, objective meaning and subjective meaning. The objective meaning is the meaning found in the grammatical or lexical element and the subjective meaning is the meaning found outside the grammatical or lexical meaning.

Modality construction in German has two possible meaning types, namely, objective meaning and subjective meaning. The objective meaning is the meaning as contained in lexical items while the subjective meaning is the meaning containing elements external to lexical items (Eisenberg, 2004: 277). The lexical items for German modality which are commonly used to express objective meaning are in the form of, among others, the words equivalent to *can, may, shall, will, must*, and so on. It is related to what is categorized as looseness (or flexibility or resilience) of lexical items for modality in

the German language enabling their meaning to be expressed with other words or even other constructions. When lexical items are not in that way loose in nature, it is because of the occurrence of modality function that is meaningful outside the lexical context. The meaning could then be categorized as subjective meaning. The subjective meaning is caused by the occurrence of a spreading of meaning into areas outside the attached lexical context so that the meaning could be of uncertainty, doubtfulness, vagueness, and so on. The subjective meaning could somehow then also be said to be of possibility, ability, and permission.

Objective meaning could be interpreted as loose or flexible or resilient in nature because a lexical form could mean in accordance with the meaning found in each item concerned.

A modal verb in the German language, according to Engel (1991: 477) and Buscha (1992: 32), does not stand as core or main verb but as helping verb explaining its core or main verb in a German sentence.

Grundy (2008: 92) says that the meaning found in modality could be in the form of context, conventional meaning, cooperative principle, defeasibility entailment, flout, generalized and particularized implicature, hedge, heuristic, historical pragmatics, implicature inference, maxim, principle, relevance, scalar implicature, truth value utterance token meaning, and utterance type meaning.

The most important meaning in objective modality is of will/intention, which covers (1) permission/prohibition, (2) sake or interest/demand, and (3) possibility. With the objective modal verb as basis, the subjective modal verb could be determined by way of observing the relation between the subject role and the infinitive verb to see whether the subject is directly related to the infinitive plus modal verb or the subject is related to the infinitive verb only. The relation between the subject and the infinitive verb is linked to the modal verb. To help make easy the understanding of modality with objective and subjective meaning, see the following scheme.

With the above as background, the problem in the research concerned here could be formulated as follows: (1) What are the objective and subjective modal verb constructions like in German sentences? (2) What are the objective and subjective modal verb meanings in German sentences? And (3) What are the Indonesian equivalents of objective and subjective modal verbs in German sentences?

The research had the objective of describing: (1) objective and subjective modal verb constructions in German sentences, (2) objective and subjective modal verb meanings in German sentences, and (3) the Indonesian equivalents of objective and subjective modal verbs in German sentences.

2. METHODOLOGY

The data object of the research was the lingual unit with modality construction having objective and subjective meaning in both phrase and sentence form in German. The data subject was the modal verb in German sentences.

The data source in the research consisted of all the German phrases and sentences categorized as containing modal verbs in the magazine named NADI (short for *Nachrichten für Alumni über Deutschland und Indonesien* 'News for Alumni on Germany and Indonesia') bilingually published as *Indonesisch - Deutsch* 'Indonesian and German' by DAAD (short for *Deutscher Akademischer Austauschdienst* 'German Academic Exchange Office/Agency'). The magazine is usually published twice a year in April and October. The reason for choosing the magazine is that in each issue two languages are used, German and Indonesian. The persons in its editorial board come from two countries, namely, Germany and Indonesia. Therefore, it could be said that the German and Indonesian languages used in the magazine are already standard in accordance with the rules of the languages.

The data analysis used two methods, namely, those here called *metode padan* ‘correspondential method’ and *metode agih* ‘distributional method’ (Sudaryanto, 1993). *Metode padan* was used with what is here called *teknik pilah referensial* ‘referential sorting technique’. The technique uses reference to modality construction with objective and subjective meaning as determiner. *Metode agih* was used with *teknik bagi unsur* ‘element distribution technique’ and *teknik baca markah* ‘marker reading technique’. *Teknik bagi unsur* was used to know the constituents forming the modality construction with objective and subjective meaning. *Teknik baca markah* was used to determine markers of the construction and function of modality with objective and subjective meaning in German sentence units and their Indonesian equivalents.

3. DISCUSSION

Results of the research indicate that there are 192 times of modal verb use in the three issues (namely, the issues of October 2012, April 2013, and October 2013) of the *NADI* magazine.

The reason is that the modal verb *können* is used 107 times, the modal verb *dürfen* is used eight times, the modal verb *sollen* is used twenty-seven times, the modal verb *wollen* is used only three times, the modal verb *müssen* is used thirty-one times, and the modal verb *möchten* is used sixteen times. These modal verbs in a diversity of their variant forms, namely, *können*, *kann*, *kannst*, *konnte*, *darf*, *dürfte*, *dürfen*, *will*, *wollte*, *wollen*, *muss*, *musst*, *müssen*, *möchte*, *möchtest*, and *möchten*, are used in a total of 192 times.

Their occurrence is related to the objective and subjective orientation of the semantic meaning. The modal verb used with the greatest number of times is *können*, its frequency of use being 107. It could be interpreted to mean that the modal verb *können* has considerable influence on the expression of German sentence meaning in the *NADI* magazine with that modal verb, when translated into Indonesian, becoming the words *bisa/dapat* ‘can’, *mampu* ‘be able to’, and *mungkin* ‘maybe’. It clearly proves that *können* is a modal verb which is dominant in use in the *NADI* magazine. It is caused by the beneficialness in the use of the modal verb *können* with the highest frequency of use that it has. It could be interpreted that the higher the frequency of use of a modal verb in German sentences in the *NADI* magazine, the more important the modal verb. Conversely, it could also be interpreted that the lower the frequency of use of a modal verb in the German sentences, the less important the use of the modal verb in the sentences.

Therefore, the research also counted the frequency of modal verb use in German sentences in the *NADI* magazine. Meanwhile, the focus of the study was on the objective and subjective modal verb constructions in sentences, the objective and subjective modal verb meanings, and the equivalents related to them in German and Indonesian sentences.

It is caused by what is categorized as the looseness or flexibility or resilience of modality lexical items in the German language. When the lexical items are not that loose in nature, it is caused by the presence of modality function having meaning outside the lexical context. The meaning could then be categorized into subjective meaning. The subjective meaning is caused by the spreading of meaning out of the attached lexical context so that the meaning could be of uncertainty, doubtfulness, vagueness, and so on. The subjective meaning could also be said to be of possibility, ability, and permission. The objective meaning could be interpreted as being loose or flexible or resilient in nature because the lexical item could mean consistently in line with the meaning originally associated with it regardless of the sentence it is in.

The focus of the study was on objective and subjective modal verb constructions in German sentences, objective and subjective modal verb meanings in such sentences, and equivalents related to them in German and Indonesian sentences.

Objective and Subjective Modal Verb Constructions in German Sentences

The objective and subjective modal verb constructions in sentences could be seen in the exposition of research data as follows.

a. Objective Modal Verb Construction

As said by Eisenberg (2004: 277), a modal verb with objective meaning is that with meaning which is like that contained in any lexical item that it has while a modal verb with subjective meaning is that with meaning which is external to any lexical item that it has.

The following is some data exposition, each time consisting of the German and Indonesian versions in the data source.

(1) *Unsere deutsch-indonesische Zusammenarbeit muss diesen veränderten Standortbeschreibung Rechnung tragen* (NADI 2012: 7). ‘Kerja sama antara Jerman dan Indonesia harus memperhitungkan penggambaran lokasi yang berubah ini’ (NADI 2012: 6).

‘Our German-Indonesian collaboration must take into account this modified site description’

(2) *Das internationale Potential, das diese mobilen jungen Wissenschaftler mitbringen, sollte die Perspektive der Heimatuniversitäten ebenso erweitern wie die ihrer Gastuniversitäten* (NADI 2012: 7). ‘Potensi internasional, yang membawa para ilmuan muda yang bersifat mobil ini, harus memperluas perspektif keduanya, baik universitas pengirim maupun universitas tujuan’ (NADI 2012: 6).

‘The international potential which these mobile young scientists bring should broaden the perspective of both their native universities and their host universities’

(3) *..., sich auch nach der Ausbildung stetig weiter entwickeln zu können und ihre internationalen Netwerken zu pflegen* (NADI 2012: 7).

..., setelah masa pendidikannya untuk terus menerus dapat mengembangkan dirinya dan membina jejaring internasionalnya demi kepentingan perbaikan kualitas (NADI 2012: 6).

‘..., even after their education to constantly be able to develop themselves and their international networks for the sake of quality improvement’

(4) *..., dann wollte Herr Gulba nicht mitkommen* (NADI 2012: 25). ‘..., maka Herr Gulba tidak mau ikut serta’ (NADI 2012: 24). ‘..., then Mr. Gulba would not come along’

The German modal verb construction in Data (1) is *muss + tragen*, that in Data (2) is *sollte + erweitern*, that in Data (3) is *entwickeln zu können*, that in Data (4) is *wollte + mitkommen*. Based on the modal verb construction that ordinarily refers to the rule implied by *Subjek+Modalverb+Infinitiv*, it could be said that data (1) up to (4) already meet the requirement of the sentences having the construction fitting the rule of *Subjek+Modalverb+Infinitiv*. More than that, there are even some attributes in the form of *Adjektivdeklinaton* ‘adjective declination’, *Lokalangabe* ‘local indication’, and *Ergänzung* ‘complement’. It is seen that in the German sentence of Data (1), namely, *Unsere deutsch-indonesische Zusammenarbeit muss diesen veränderten Standortbeschreibung Rechnung tragen.*, *Unsere deutsch-indonesische Zusammenarbeit* ‘Our German-Indonesian cooperation’ is *Subjek*, *muss* ‘must’ is *Modalverb*, *diesen veränderten Standortbeschreibung* ‘this changed location description’ is *Akkusativobjek*, and *Rechnung tragen* ‘take into account’ is *Infinitiv*. Therefore, it could be said that the construction in Data (1) already meets the criteria for a German sentence categorized as *Modalsatz* ‘modal expression’.

Objective and Subjective Modal Verb Meanings in German Sentences

As for the meaning contained in sentences with objective and subjective modal verb construction as basis, it could be examined in the following data.

(5) ..., *hätten sich die Väter und Mütter der Entscheidung kaum vorstellen können*, ... (NADI Okt 2012: 7). ‘..., *mungkin para pendiri yang mengambil keputusan tersebut dapat membayangkan*, .. (NADI Okt 12: 6). ‘..., had the fathers and mothers been hardly able to imagine the decision themselves’

(6) *Da, wo die internationalen Erfahrungen und Perspektiven, die angesichts des rasanten Tempos neuer Informationstechnologien und mobiler Wissenschaftler und Studenten gewonnen werden konnten*, ... ’ (NADI Oktober 2012: 7).

Di sana, dimana pengalaman dan perspektif internasional dapat diraih, berkat kemajuan teknologi informasi yang sangat pesat dan para ilmuwan dan mahasiswa yang bersifat mobil .. (NADI Okt 2012: 6).

‘There, where the international experiences and perspectives, the face of the rapid pace of new information technologies and mobile researchers and students could be won ...’

Data (6) consists of the partial German sentence as follows: ..., *hätten sich die Väter und Mütter der Entscheidung kaum vorstellen können*, ... (NADI Oktober 2012: 7) and its Indonesian translation as follows: ..., *mungkin para pendiri yang mengambil keputusan tersebut dapat membayangkan*, ... (NADI Oktober 2012: 6). It clearly indicates the role of semantics in interpreting the lexical items. The modality construction *können + vorstellen* is translated by using the word *mungkin* ‘may, perhaps’. It means that the meaning of the modal verb *können*, which should be of ability, becomes that of possibility. The meaning of *mungkin* is outside the lexical meaning of *können*. Therefore, it could be said that the meaning in Data (5/6) is *subjektive Bedeutung* ‘subjective meaning’ from the speaker who desires the presence of meaning from outside the lexical item.

It is in line with what is previously said by Helbig/Buscha (2005: 116), namely, that *vor allem wie seine Einschätzung der Realität dieser Aussage ist (Vermutung, (fremde Behauptung u.Ä.)*. The most important meaning of the objective modality is of will/intention, which covers (1) permission/refusal/ prohibition, (2) interest/demand, and (3) possibility. Data (5/6) is already in accordance with the third meaning based on Helbig/Buscha.

Objective and Subjective Modal Verb Equivalents in German and Indonesian Sentences

Objective and subjective modal verb equivalents in sentences could be seen in the data presented as follows.

(7) *In diesem Zusammenhang möchte ich auf die von Bundeskanzlerin Dr. Angela Merkel und dem indonesischen Präsidenten Yudhoyono verabschiedete “Jakarta Declaration” hinweisen, deren Ziel es ist Globalisierungsprozesse gemeinsam verantwortungsvoll zu gestalten...* (NADI, April 2013: 5).

Sehubungan dengan itu saya ingin mengingatkan akan “Deklarasi Jakarta”, yang telah diresmikan oleh Kanselir Republik Federal Jerman Dr. Angela Merkel dan Presiden Republik Indonesia Yudhoyono, yang tujuannya adalah menciptakan proses globalisasi secara bersama-sama... (NADI, April 2013: 4).

‘In this connection, I would like to point out the "Jakarta Declaration" that the German Chancellor Dr. Angela Merkel and the Indonesian President Yudhoyono adopted, whose aim is responsibly making globalization processes together’

The modal verb *möchte* in the German sentence in Data (7) would be considered equivalent to the Indonesian word *ingin*. The two words could be said to have the same meaning. The German and Indonesian sentences semantically have sameness in meaning. Both are also sentences indicating modality. Therefore, learners of German would not have difficulties in understanding the German sentence.

(8) *Wir dürfen jetzt in dieser Situation und in dem Zustand, in dem sich die Natur, unsere Kinder und die Umwelt befinden, sowie die von uns vernachlässigten menschlichen Werte, nicht aufgeben* (NADI, April 2013: 29). ‘Hal ini yang saya yakini harus terus disampaikan, jangan menyerah di tengah-tengah situasi dan kondisi alam, anak2 dan lingkungan serta nilai2 kemanusiaan yang sedang tersisihkan oleh kealpaan kita, pembiaran kita... (NADI, Oktober 2013: 28).

‘We must now not give up in this situation and in this state, this condition of nature, our children, and the environment, as well as the our oversight of humane values’

The German sentence in Data (8) uses the modal verb *dürfen*. This modal verb has the meaning of permission. However, the actualization of its expression in the Indonesian language is the word *harus*. It indicates that though the two sentences have sameness in modality meaning, the German modal verb *dürfen* is translated into the Indonesian word *harus*. Therefore, it could be said that the two sentences possess word equivalents that are almost the same depending on the sentence contexts. In certain instances, the word *dürfen* could be used to express the meaning of, respectively, *permission*, *may*, and *for*. The Indonesian word *harus* is a modal verb and it is used to express something obligatory or compulsory in nature. What is special is that if the sentences in Data (8) are semantically compared, they would still be seen to possess sameness and equivalence in meaning.

4. CONCLUSION

Based on the above discussion, it could be concluded as follows: (1) Modal verb construction in the German language is of two types, namely, that with objective meaning and that with subjective meaning. In German, the construction of modality with objective meaning is *S – Inf + Modalverb* and that with subjective meaning is *S + Inf – Modalverb*; (2) Objective modal verb meaning is loose (or flexible or resilient) in nature because the modality lexical item could express the utterance content while subjective modal verb meaning is outside the lexical item because it is influenced by the subjectivity of the speaker’s intention. In principle, the modality is subjective when based on the speaker’s intention. Thus, in German sentences, the use of subjective meaning is more dominant compared to the use of objective meaning; and (3) As for the Indonesian equivalents of objective and subjective modal verbs in the German sentences put under analysis, it is found that the modal verb *können* appears 107 times with *dapat*, *bisa*, *ada*, *menjadi*, *berhasil*, *mampu*, *meraih*, *terdiri*, *sebenarnya*, and *makna zero* ‘zero meaning’ as its equivalents, the modal verb *dürfen* appears eight times with *dapat*, *boleh*, dan *makna zero* as its equivalents, the modal verb *sollen* appears twenty-seven times with *harus*, *akan*, *bisa*, *seharusnya*, *perlu*, and *makna zero* as its equivalents, the modal verb *wollen* appears three times with *ingin*, *terus terang*, and *makna zero* as its equivalents, the modal verb *müssen* appears thirty-one times with *harus*, *dapat*, *bisa*, and *makna zero* as its equivalents, and the modal verb *möchten* appears sixteen times with *ingin*, *berminat*, *perlu*, and *makna zero* as its equivalents.

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