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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
Balai Bahasa Jawa Tengah



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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 |

TABLE OF CONTENTS

| | |
|---|------|
| EDITOR'S NOTE | iii |
| SCHEDULE OF THE INTERNATIONAL SEMINAR LANGUAGE MAINTENANCE AND SHIFT 6 | v |
| TABLE OF CONTENTS | xiii |

KEYNOTE SPEAKERS

| | |
|---|----|
| BILINGUALISM AND THE MAINTENANCE OF THE MOTHER TONGUE IN MULTILINGUAL SINGAPORE Mukhlis Abu Bakar, M.A., Ph.D. | 1 |
| DETERMINING LANGUAGE TYPOLOGY BASED ON DIRECTED-MOTION LEXICALIZATION PATTERNS AS A LANGUAGE DOCUMENTATION: A CASE STUDY ON JAVANESE Dr. Agus Subiyanto, M.A. | 10 |
| TEACHING INDONESIAN AS A DIGLOSSIC LANGUAGE: THE IMPORTANCE OF COLLOQUIAL INDONESIAN FOR PRAGMATIC COMPETENCE Peter Suwarno, Ph.D. | 16 |
| FLUCTUATIONS IN LANGUAGE-IN-EDUCATION POLICY AND PRACTICE IN INDONESIA, 1901-2015 Hywel Coleman, M.A., OBE. | 24 |

DISCOURSE ANALYSIS

| | |
|--|----|
| THE REPRESENTATION OF IRAN-SAUDI CONFLICT IN THE NEWSPAPERS REGARDING MINA HAJJ STAMPEDE: A CRITICAL DISCOURSE ANALYSIS ON THE ARAB NEWS AND THE TEHRAN TIMES NEWSPAPERS Abdulkhaleq Ali Ahmed Al-Rawafi | 30 |
| LINGUISTIC FEATURES OF SINGAPORE COLLOQUIAL ENGLISH FOUND IN A LOCAL ENGLISH-LANGUAGE MOVIE ENTITLED SINGAPORE DREAMING Agni Kusti Kinasih | 37 |
| CITRA PENGUNGI DAN PENCARI SUAKA DI JERMAN; KAJIAN WACANA KRITIS PADA KOMENTAR PEMBACA SURAT KABAR ONLINE ZEIT Ajeng Dianing Kartika | 38 |
| THE LANGUAGE OF YOUNG PEOPLE IN SOME INDONESIAN ADVERTISEMENTS Bernadette Santosa | 45 |
| ANALISIS KASUS SUMBER WARAS DALAM EDITORIAL SINDONEWS "SUMBER WARAS BUKAN PERTARUNGAN OPINI" Dhion Meitreya Vidhiasi | 51 |
| ANALYZING LANGUAGE STYLE OF VOCATIONAL HIGH SCHOOL ACCREDITATION 'SUGGESTION AND RECOMMENDATION' TEXT Fauzia | 57 |

| | |
|--|-----|
| ANALISIS WACANA KRITIS BERITA SEPAK BOLA DI MEDIA OKEZONE.COM (PENDEKATAN VAN DIJK) | |
| Masithah Mahsa | 63 |
| MENAKAR KONSTRUKSI ISLAM MODERN DALAM BUKU PAI DAN BUDI PEKERTI SMA; SEBUAH PRAKSIS KEKERASAN VERBAL | |
| Mohammad Andi Hakim | 71 |
| REPRESENTASI 'PROSES' DALAM WACANA UNIT PENDAHULUAN PENULISAN KARANGAN | |
| Norfaizah Abdul Jobar & Anida Sarudin | 79 |
| DISCOURSES AGAINST LGBT ISSUES | |
| Nurhayati | 86 |
| ANALISIS WACANA KRITIS PIDATO BASUKI TJAHAJA PURNAMA (AHOK) TERHADAP PRAJURIT TNI POLRI (20 JANUARI 2016) (MODEL NORMAN FAIRCLOUGH) | |
| Roy Raja Sukmanta | 92 |
| EVALUASI BUKU PANDUAN DEBAT "DEBATING" DAN "PANDUAN DEBAT KOMPETITIF" DALAM RANGKA PENGEMBANGAN BUKU PANDUAN DEBAT DALAM BAHASA PRANCIS | |
| Sri Rejeki Urip & Ayudhia Ratna Wijaya | 96 |
| THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE'S PERCEPTION: A TEXT ANALYSIS OF REPRESENTATION | |
| Trisnowati Tanto | 103 |
| ANALISIS WACANA KRITIS REPRESENTASI PEREMPUAN KORBAN PEMERKOSAAN DI SITUS BERITA ONLINE | |
| Yasir Mubarok | 109 |
| <u>LANGUAGE ACQUISITION</u> | |
| AWARENESS AND PHONOLOGICAL WORKING MEMORY IN THE ADULT ACQUISITION OF SECOND LANGUAGE PRONUNCIATION: A CASE STUDY | |
| Festri Yudanika | 117 |
| <u>LANGUAGE & CULTURE</u> | |
| "ADA APA DENGAN CINTA 2" DAN "AISYAH: BIARKAN KAMI BERSAUDARA" PEMERKAYAAN BAHASA MELALUI FILM SEBAGAI PRODUK BUDAYA BANGSA INDONESIA | |
| Hindun | 118 |
| TRANSITIVITAS DALAM CERITA RAKYAT PAPUA (SEBUAH KAJIAN LINGUISTIK SISTEMIK FUNGSIONAL PADA TEKS CERITA RAKYAT SUKU MEE PAPUA) | |
| Leonita Maharani | 119 |
| TRADISI REBO WEKASAN (TRADISI TOLAK BALAK) (STUDI KASUS PEMERTAHANAN BUDAYA DAN BAHASA JAWA DI PONDOK PESANTREN TREMAS PACITAN JAWA TIMUR) | |
| Sri Pamungkas & Eny Setyowati | 125 |

| | |
|--|-----|
| Juxtaposing First and Second Cultures in ELT Materials Suharno | 130 |
| SEKARANG ANDY GOES TO SCHOOL BESOK ANDY GEHT IN DIE SCHULE: FENOMENA PERKEMBANGAN BAHASA DAN BUDAYA NAMA DIRI DI INDONESIA Wening Sahayu | 135 |
| <u>LINGUISTICS IN EDUCATION</u> | |
| PROBLEMATIKA PENERAPAN MULO BAHASA JAWA DI KABUPATEN PEMALANG Anggy Denok Sukmawati | 140 |
| PENGUASAAN BIDANG BAHASA DI KALANGAN KANAK-KANAK PRASEKOLAH Anida Binti Sarudin | 150 |
| PENGARUH BUDAYA BAHASA PERTAMA DALAM PERKEMBANGAN BELAJAR BAHASA INDONESIA SEBAGAI BAHASA ASING: STUDI KASUS PADA PENUTUR BAHASA JEPANG Apriliya Dwi Prihatiningtyas | 157 |
| DEVELOPING AN INDONESIAN HIGH SCHOOL CURRICULUM OF ELT THROUGH LITERATURE Hazairin Eko Prasetyo | 163 |
| STUDENT'S ATTITUDE TOWARDS DICTIONARY AND ITS USAGE "A CASE OF STUDY FOR ENGLISH DEPARTMENT STUDENTS DIPONEGORO UNIVERSITY" Nathaniel, Calvin, Aswita & Prihantoro | 168 |
| THE PRE-SCHOOL TEACHERS' UNDERSTANDING ON EARLY LITERACY: IMPLEMENTATION AND OBSTACLES IN TEACHING-LEARNING ACTIVITIES Nia Kurniawati | 172 |
| IDENTITY-FORMING POWER OF CHILDREN STORIES' TRANSLATION: TRANSLATION STUDIES Retno Purwani Sari | 173 |
| THE NON-ENGLISH LECTURERS' READING COMPETENCE IN READING ENGLISH TEXT AT HIGHER EDUCATION IN CENTRAL JAVA Suwandi, Sri Wahyuni & Th. Cicik Sophia B | 174 |
| THE INFLUENCE OF BAHASA MANDAR TOWARDS STUDENTS' ENGLISH PRONUNCIATION (CASE STUDY ON STUDENTS OF JUNIOR HIGH SCHOOL 1 TINAMBUNG, POLEWALI MANDAR) Uswatunnisa | 175 |
| LETTER NAME (ALPHABET) AND LETTER SOUND (A FIELD STUDY AT KINDERSTATION (TK CAHAYA BANGSA UTAMA) YOGYAKARTA) Yohana Ika Harnita Sari | 183 |
| <u>LANGUAGE IN POLITICS</u> | |
| BAHASA SEBAGAI REPRESENTASI KEKUASAN KOLONIAL TERHADAP MASYARAKAT PRIBUMI (STUDI PADA NOVEL JAWA PRAKEMERDEKAAN TERBITAN BALAI PUSTAKA) Pardi Suratno | 184 |

MORPHOLOGY

PEMBENTUKAN VERBA MELALUI AFIKSASI DALAM BAHASA TERNATE

Mahdi Ahmad

219

PHONOLOGYPERUBAHAN FONOLOGIS PADA DIALEK BAHASA INDRAMAYU SEBAGAI PRINSIP LEAST EFFORT
DALAM BERTUTUR**Indah Melisa & Ratna Juwitasari Emha**

200

REKONSTRUKSI POLA URUTAN FONEM PADA STRUKTUR LEKSIKON DIALEKTAL BAHASA JAWA
PESISIRAN DI KOTA SEMARANG**Sri Puji Astuti & M. Suryadi**

205

PRAGMATICS

COMMISSIVE ILLOCUTIONARY ACT ACROSS LANGUAGES: JAVANESE AND MANDARESE

Agnesia Arum S., Intan Mustika, Sarah Sumponogati & Uswatunnisa

210

"SENYUM CEMERLANG, SENYUM PEPSODENT" ANALISIS DIAKRONIK BENTUK BAHASA IKLAN
PEPSODENT DALAM 4 DEKADE: KAJIAN SOSIOPRAGMATIK**Almira Fidela Artha, Fina Syahadatina & Okta Enggiana Pradevi**

217

THE KEYBOARD WARRIORS: EXPRESSING HATRED AND JUDGEMENT ON "ANOTHER" WOMAN
THROUGH HATERS' INSTAGRAM ACCOUNT**Anisa Larassati & Nina Setyaningsih**

218

MAKNA KATEGORI PARTIKEL DALAM IMPLIKATUR KONVENSIONAL DI TIGA BAHASA DAERAH:
SEBUAH KAJIAN TEORI RELEVANSI**Azzahra Egeng, Ferina Kumala Dewi & Riza Sukma**

224

STRATEGI PENOLAKAN AJAKAN BAHASA JEPANG (STUDI KASUS MAHASISWA SASTRA JEPANG
UNIVERSITAS DIAN NUSWANTORO DAN PENUTUR ASLI JEPANG)**Bayu Aryanto**

232

SPEECH AND ATTITUDE OF FISHERMAN IN TAWANG, KENDAL, CENTRAL JAVA

Catur Kepirianto

238

STRATEGI KESANTUNAN LINTAS BAHASA DI INDONESIA (SUNDA, BREBES, MELAYU) SEBUAH
KAJIAN PRAGMATIK**Chendy AP. Sulisty, Dede & Wiwid Nofa Suciati**

241

THE FUNCTIONS OF PHATIC EXPRESSIONS IN TRADITIONAL SELLING AND BUYING

Chusni Hadiati

246

VARIASI TINDAK TUTUR EKSPRESIF LINTAS BAHASA (JAWA DAN MADAILING)

Della Nathania, Muhammad Amin Ritonga & Romiyati

247

| | |
|--|-----|
| POLA PIKIR PENUTUR BAHASA JAWA DIALEK SEMARANG DALAM RUBRIK “RAME KONDHE” DI HARIAN SUARA MERDEKA Emah Rahardian | 254 |
| ANALISIS DEIKSIS DALAM BAHASA JAWA DIALEK SEMARANG DAN DIALEK PEKALONGAN KAJIAN PRAGMATIK Freda Dyah Ayu Kusumaning Yandi & Yuni Triastuti | 259 |
| GAYA TINDAK TUTUR TIDAK LANGSUNG DALAM BAHASA JAWA Hendita | 267 |
| BANJARHARJO IS TRULY SUNDANESE Husni Syukri Khotami & Ageng Sutrisno | 276 |
| KEBERPIHAKAN MEDIA PADA KASUS RAZIA WARTEG DI SERANG (STUDI KASUS PADA ARTIKEL LIPUTAN6.COM: MENTERI AGAMA TEGUR CARA SATPOL PP RAZIA WARTEG DI SERANG) Ika Inayati | 283 |
| PENGGUNAAN HEDGES ~ TO OMOIMASU SEBAGAI SALAH SATU USAHA PEMERTAHANAN KESANTUNAN BERTUTUR DALAM BAHASA JEPANG Irma Winingsih | 288 |
| METAPHORS AND DIRECTIVE SPEECH ACTS IN THE JAVANESE PROVERBS Kharisma Puspita Sari | 294 |
| STRATEGI TINDAK TUTUR DALAM TRANSKSI JUAL BELI DI PASAR TRADISIONAL JOHAR SEMARANG Liya Umaroh | 300 |
| 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 Lukman Isgianto | 305 |
| DIRECTIVES IN JAVANESE OF TEGAL: A CASE STUDY OF DRAMA ON PERTIWI RADIO Mualimin | 306 |
| RHETORICAL STYLISTIC DEVICES IN WORLD UNIVERSITIES DEBATING CHAMPIONSHIP: A STUDY OF PRAGMATICS Rosaria Mita Amalia & Yusuf Hamzah | 311 |
| SUNDA ON INSTAGRAM: WHAT SUNDANESE USERS DO TO MAINTAIN THE LANGUAGE Titin Lestari | 312 |
| <u>PSYCHOLINGUISTICS</u> | |
| “MOMMY, LET’S SING THE SONG WITH ME, PLEASE...” A NARRATIVE STUDY OF A YOUNG LEARNER IN THE JAVANESE LANGUAGE INQUIRY Dewi Puspitasari | 313 |

| | |
|--|-----|
| PERKEMBANGAN BAHASA ANAK PERIODE PRELINGUAL (STUDY KASUS PADA BAYI USIA 8 BULAN) Halimah | 314 |
| EKSPRESI VERBAL LAKI-LAKI BERPERILAKU LATAH DI KABUPATEN JOMBANG JAWA TIMUR (ANCANGAN PSIKOLINGUISTIK TERHADAP PERILAKU BERBAHASA YANG MENYIMPANG) Sri Pamungkas & Djatmika | 321 |
| <u>SEMANTICS</u> | |
| PENAMAAN HALAMAN DAN RUBRIK DALAM SURAT KABAR SOLOPOS Agus Sudono | 328 |
| PERBANDINGAN KOLOKASI KATA IBU DAN BUNDA DALAM KORPUS BAHASA INDONESIA Anisa Zuhria Sugeha & Ika Nurfarida | 336 |
| POETIC LANGUAGE IN NAZARETH'S "LOVE HURTS" Ariya Jati | 344 |
| KAJIAN METAFORA DALAM PUISI (HAIKU) BAHASA JEPANG Esther Hesline Palandi | 347 |
| THE ANALYSIS OF LEXIS IN SUNDANESE PUPUH 'KINANTI' Jeanyfer Tanusy | 353 |
| KEUNIKAN LEKSIKON PENANDA PRAANGGAPAN DALAM TIGA SUBDIALEK BAHASA JAWA (PURWOKERTO, BANTEN UTARA, DAN REMBANG) Mutiara Karna Asih, Ika Inayati & Nor Cholifah | 358 |
| METONIMI DALAM MOTIF RAGAM HIAS BATIK KASUMEDANGAN JAWA BARAT Nani Sunarni | 365 |
| PEMIKIRAN FUNDAMENTAL MELAYU DALAM SIMPULAN BAHASA "BESAR KEPALA" Nor Asiah Ismail & Anida Sarudin | 371 |
| THE SEMIOTICS OF BATAK TOBA SOCIETY MARRIAGE TRADITION Pininta Veronika Silalahi | 377 |
| HUBUNGAN MAKNA VERBA PERBUATAN BERMAKNA 'MENINGGALKAN SUATU TEMPAT' DALAM BAHASA JAWA NGOKO (STUDI KASUS LUNGA, MANGKAT, BUDHAL, DAN MINGGAT): SEBUAH KAJIAN SEMANTIK Ratna Muthia | 378 |
| PERISTILAHAN POLITIK ARAB DALAM BAHASA SUNDA: KAJIAN SEMIOTIK BAHASA BIDANG POLITIK Tubagus Chaeru Nugraha | 386 |
| INDEKS VITALITAS BAHASA LOM BERDASARKAN JENIS KELAMIN DAN USIA (LOM LANGUAGE VITALITY INDEX BY GENDER AND AGE) Wati Kurniawati | 393 |

SOCIOLINGUISTICS

| | |
|---|-----|
| MIXED JAVANESE IN ENGLISH DEPARTMENT STUDENTS' UTTERANCES AS A SYMPTOM OF LANGUAGE SHIFT (POLITENESS AND EMBODIMENT PERSPECTIVES) Deli Nirmala | 395 |
| DARI EMPULOH MENUJU PYCNONOTIDAE: PERMUFAKATAN ANTAR PENUTUR BAHASA DAERAH DALAM PENYERAGAMAN KOSA KATA AVIARY Kahar Dwi P. | 402 |
| BENTUK KESANTUNAN DENGAN MEMANFAATKAN KEKUATAN LEKSIKON EMOTIF-KULTURAL YANG DIMILIKI MASYARAKAT JAWA PESISIR: PEKALONGAN, SEMARANG, DEMAK M. Suryadi | 405 |
| PEMEROLEHAN BAHASA ANAK USIA 1,4 TAHUN (PENELITIAN STUDI KASUS PADA KELUARGA BILINGUAL) Noermanzah | 413 |
| THE APPLICATIVE VOICE IN JAVANESE DIALECT OF KUDUS Noor Malihah | 414 |
| ALIH WAHANA MEDIUM BERCEKITA STORY TELLING, SEBAGAI UPAYA PELESTARIAN BERBAHASA PADA KELUARGA URBAN (STUDI KASUS GAMES CLASH OF CLAN /COC) Novian Denny Nugraha & Asih Prihandini | 415 |
| POLITENESS ASPECTS OF ENGLISH COMMUNITY PRACTICE IN PARE: A THEORETICAL OVERVIEW Nunung Nurjati | 415 |
| THE DYNAMICS OF LOANWORD PROSODY: A CASE STUDY OF 'JAMAAH' IN INDONESIAN Prihantoro | 417 |
| CAMPUR KODE DALAM MANTRA KANURAGAN IMPLEMENTASI SEBUAH PANGAJAB Raheni Suhita, Djoko Sulaksono & Kenfitria Diah Wijayanti | 423 |
| SITUASI PSIKOLOGIS DALAM PEMILIHAN BAHASA OLEH PENUTUR BAHASA BETAWI DI JAKARTA: KAJIAN SOSIOLINGUISTIK Riza Sukma | 428 |
| BAHASA DALAM SYAIR TARI SAMAN GAYO SEBAGAI PEMBENTUK POLA PIKIR DAN POLA TINDAK MASYARAKAT LOKAL: SEBUAH KAJIAN ANTROPOLINGUISTIK Riza Sukma, Wiwid Nofa Suciaty & Yuni Triastuti | 435 |
| PENGAMALAN AGAMA DAN PENGARUHNYA TERHADAP PERGESERAN BAHASA HATUHAHA DI MALUKU TENGAH Romilda Arivina da Costa | 442 |
| PEMILIHAN BAHASA MASYARAKAT CHETTI DI MELAKA Sa'adiyah Ma'alip & Rahilah Omar | 443 |

| | |
|---|-----|
| POLITENESS AND ITS USE THROUGH FOLKTALES: A SOCIO-PRAGMATICS STUDY Siyaswati | 450 |
| ‘WARTEG’ FOOD SELLERS’ LANGUAGE ATTITUDES TOWARD TEGAL DIALECT OF JAVANESE LANGUAGE IN SEMARANG Yulia Mutmainnah | 458 |
| <u>SYNTAX</u> | |
| GRAMATIKALISASI SATUAN BAHASA BIS ‘SAMPAI’ DALAM BAHASA JERMAN Agus Ridwan | 465 |
| DIALECT VARIATION AS A WINDOW INTO LANGUAGE CHANGE – A SYNTACTIC EXAMPLE FROM SASAK (LOMBOK) Eli Asikin-Garmager | 470 |
| ANALYSIS OF NOMINAL GROUP CONSTRUCTION OF THE STUDENTS’ WRITTEN TEXTS Farikah | 478 |
| 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/) Hanny Fauziah | 482 |
| SYNTAX STRUCTURE OF ADJECTIVE PHRASE COMPARISON IN JAVANESE LANGUAGE Heny Sulistyowati & M. Syaifuddin S. | 486 |
| BENTUK DAN PENGGUNAAN PRONOMINA PERSONA PADA BAHASA SASAK DIALEK NGENO-NGENE DI DUSUN MONTONG MEONG DESA LABUHAN HAJI KABUPATEN LOMBOK TIMUR Hubbi Saufan Hilmi & Fabio Testy Ariance Loren | 487 |
| A STUDY OF DEIXIS USED IN TOP FIVE WALDJINAH’S POPULAR KERONCONG SONGS LYRICS I Gede Arga Anggara | 493 |
| DESKRIPSI STRUKTUR FRASA BAHASA MAKASSAR DIALEK LAKIUNG Mantasiah R | 494 |
| THE GENERAL STATEMENTS OF ANTECEDENT IN ENGLISH SENTENCE STRUCTURE Rohendi Ali Muhamad | 500 |
| MEANINGS OF OBJEKTIVE UND SUBJEKTIVE MODALVERBEN CONSTRUCTIONS IN GERMAN SENTENCES AND THEIR EQUIVALENCES IN INDONESIAN Sulis Triyono | 501 |
| PERSONAL DEIXIS IN RADIO BROADCASTING: EXTINCTION SIGNAL OF ‘KAMI’ IN INDONESIAN Yesika M. Ocktarani & Heri Dwi Santoso | 508 |

THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE'S PERCEPTION: A TEXT ANALYSIS OF REPRESENTATION

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Abstract

In this millennial era the Internet has become a very principal media and therefore, the language used in any text in the Internet can automatically serve as a very powerful tool to influence people's perception. This paper analyzes the language used in a text of a website and tries to reveal the representation of the Self and Other of the text. The text analyzed was published in a website of a community that called itself The Knights Party, a non-aggressive racist group in the United States of America. The text was written by the director of the party, Thomas Robb. Robb is a pastor and director of this racist group. The analysis will apply Systemic Functional Grammar in unveiling the positive representation of the Self and negative representation of the Other. Transitivity and appraisal will be the focus of the analysis. The findings show that through transitivity and appraisal, it is obvious that the text writer is making a positive representation of the Self and negative representation of the Other. The analysis also results in the fact that the racist issue can be found within the text.

Key words: *representation, Self, Other, racist, Systemic Functional Grammar*

1. INTRODUCTION

In the globalisation era, technology develops very fast, which results in the fast and practical distribution of information. Therefore, it is highly essential to have the ability to select the messages so that unnecessary and insignificant messages can be discarded. This is not as simple as imagined, especially when the inappropriate messages are delivered implicitly and subtly. In this case, linguistics, more specifically through text analysis, can play its important role.

One type of text that needs a critical way of thinking is a racist text. I am interested in analyzing a text written by Thomas Robb, an American pastor of Christian Revival Center, who becomes the leader of an organization called Knights of Ku Klux Klan or The Knights Party. The Knights Party is a group that wants to reestablish the whites' supremacy. This group rooted its fundamental vision in the organisation by the name of Ku Klux Klan, an intimidating and violent movement that was founded in 1866 by the American whites and was directed against the blacks. In 1970 this organization was already banned; yet, smaller similar organizations are still widespread in the United States of America nowadays, one of which is The Knights Party led by Robb. In the last thirty years or so, Robb has been a prominent and influential speaker and writer who is committed to struggling for the whites' rights based on Christianity viewpoints.

In this paper, I would like to apply the theory of Systemic Functional Linguistics, focusing on transitivity and appraisal to find out how the Self and Other are represented in the text written by Pastor Thomas Robb. Through the system of transitivity, the clauses are treated as representation and in the text they will be explored in terms of "who does what to whom, who/what is=what/who, when, where, why, or how function." (Gerot & Wignell, 1994, p. 52) There are three semantic categories in transitivity, namely circumstances, processes, and participants, but the most significant one is processes. Processes describe the doings, happenings, feelings, and beings. According to Halliday, there are seven different Process types: material (doing), behavioural (behaving), mental (sensing), verbal (saying), relational (being), existential (existing), and meteorological (weathering). (Gerot & Wignell, 1994, p. 54)

Appraisal is about evaluation. It is "the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers alligned."

(Martin & Rose, 2007, p. 25) In appraisal, we consider three points at the same time: attitudes, amplification, and source. In attitudes, we can alternatively focus on affect (feelings), judgement (character), and appreciation (value). Attitudes can be amplified and hedged so as to know how strong the feelings are towards people or things. In appraisal, we also consider the sources of the attitudes – who makes the evaluation. (Martin & Rose, 2007, pp. 28-29, p. 48)

2. METHODOLOGY

The method used in this analysis is the descriptive method, which according to Djajasudarma (1993, pp. 8-9) and Sudaryanto (1992, p. 62) aims to describe a realistic situation and make a real picture of something. Therefore, by using this method, the interpretation made is based on the factual data. Consequently, this belongs to qualitative research, especially in finding out the data and analyzing the data in an academic way.

3. DISCUSSION

Representation of Self and Other through transitivity

The text contains seventeen clauses and the processes found in each clause can be seen as follows:

| CLAUSE NUMBER | CLAUSE | PROCESS |
|---------------|--|-------------|
| 1 | There <u>is</u> a race war against whites. | existential |
| 2 | But our people-my white brothers and sisters-will <u>stay</u> committed to a non-violent resolution. | relational |
| 3 | That resolution must <u>consist of</u> solidarity in white communities around the world. | relational |
| 4 | The hatred for our children and their future <u>is growing</u> | material |
| 5 | and <u>is being fueled</u> every single day. | material |
| 6 | <u>Stay firm</u> in your convictions. | relational |
| 7 | <u>Keep</u> loving your heritage | material |
| 8 | and <u>keep</u> witnessing to others | material |
| 9 | that there <u>is</u> a better way than a war torn, violent, wicked, socialist, new world order. | existential |
| 10 | That way <u>is</u> the Christian way-law and order-love of family-love of nation. | relational |
| 11 | These <u>are</u> the principles of western Christian civilization. | relational |
| 12 | There <u>is</u> a war to destroy these things. | existential |
| 13 | <u>Pray</u> | material |
| 14 | that our people <u>see</u> the error of their ways | mental |
| 15 | and <u>regain</u> a sense of loyalty. | material |
| 16 | <u>Repent</u> America! | material |
| 17 | <u>Be</u> faithful my fellow believers. | relational |

Table 1. Types of processes

Out of the seventeen clauses in the text, there are seven material processes (41%), one mental process (6%), six relational processes (35%), and three existential processes (18%). Thus, it is clear that the material and relational processes are the most dominant processes in the text.

Since the Self in the text refers to the white Americans who are members of The Knights Party, while the Other refers to non-white people, in Table 2 and Table 3 below, it can be seen how the Self and the Other are represented, by focusing on the material and relational processes as the most dominant processes in the text.

| CLAUSE NUMBER | CLAUSE WITH MATERIAL PROCESS | (+) SELF | (-) OTHER |
|---------------|--|----------|-----------|
| 4 | The hatred for our children and their future <u>is growing</u> | | √ |
| 5 | and <u>is being fueled</u> every single day. | | √ |
| 7 | <u>Keep</u> loving your heritage | √ | |
| 8 | and <u>keep</u> witnessing to others | √ | |
| 13 | <u>Pray</u> | √ | |
| 15 | and <u>regain</u> a sense of loyalty. | √ | |
| 16 | <u>Repent</u> America! | √ | |

Table 2. Representation of Self and Other of Clauses through Material Processes

| CLAUSE NUMBER | CLAUSE WITH RELATIONAL PROCESS | (+) SELF | (-) OTHER |
|---------------|--|----------|-----------|
| 2 | But our people-my white brothers and sisters-will <u>stay</u> committed to a non-violent resolution. | √ | |
| 3 | That resolution must <u>consist of</u> solidarity in white communities around the world. | √ | |
| 6 | <u>Stay</u> firm in your convictions. | √ | |
| 10 | That way <u>is</u> the Christian way-law and order-love of family-love of nation. | √ | |
| 11 | These <u>are</u> the principles of western Christian civilization. | √ | |
| 17 | <u>Be</u> faithful my fellow believers. | √ | |

Table 3. Representation of Self and Other of Clauses through Relational Processes

In the text, Pastor Thomas Robb emphasizes both on the actions (material processes) and also the facts (relational processes). From the material processes, it can be seen that Pastor Robb gives the presentation of the Self as the doer who does positive doings; hence, it is a positive self-presentation. On the other hand, the speaker gives the presentation of the Other as the doer who does negative doings. As a result, it is seen as a negative other-presentation. Based on the relational processes, it is clear that Pastor Robb describes positive facts about “our people” (my white brothers and sisters), and thus, it leads to a positive self-presentation.

Appraisal Analysis

Appraisal is concerned with how people or things are evaluated in a text. In this paper the analysis of appraisal will be related to the evaluation of the Self and Other and the things related to them. Appraisal analysis covers the analysis of attitudes, which illustrates affect or feelings, judgement of characters, and/or appreciation or values of things. Furthermore, as the features of attitudes are gradable – from low to high grading, the amplification will have to be measured as well. The third area to be analysed in appraisal is the source of attitudes, which is more about who the evaluation is from. Since the text mainly contains the description of the Self and Other, the appraisal analysis will focus on the analysis of appraisal of the Self and Other.

As mentioned above, the Self in the text refers to the white Americans who are members of The Knights Party, while the Other refers to non-white people. The Self’s portrayal can be seen in the following table which also illustrates the appraisal analysis of the Self:

| | | |
|---------------|--------------|---|
| Attitude | Judgement | But our people – my white brothers and sisters – will stay committed to a non-violent resolution. That resolution must consist of solidarity in white communities around the world. Stay firm in your convictions. Keep loving your heritage. That way is the Christian way – law and order – love of family – love of nation. and regain a sense of loyalty Be faithful my fellow believers. |
| Amplification | Lexis | non-violent, solidarity, convictions, loyalty |
| Source | Scare quotes | the Christian way |
| | Modality | will, must, is |

Table 4. Appraisal of the Self

In Table 4 above it can be seen that the attitude is more about judgement of character, rather than about feelings or values of things. The writer of the text, Pastor Thomas Robb, evaluates the character of the Self. In the clause “But our people – my white brothers and sisters – will stay committed to a non-violent resolution”, the pastor admires the Self’s character of loving peace in a direct way. Again, in a direct way, the next character he admires about the Self is that they have solidarity, firm convictions, law and order. Besides, they are the types of people who love their family, nation, and heritage. Pastor Robb also admires their personal traits of being loyal as well as being believers. These can be seen in the clauses in Table 4 above. Thus, it can be concluded that the Pastor’s judgement of the Self is positive.

In terms of amplification, some lexical items are used to reveal how strong the text writer admires the Self. The words “non-violent, solidarity, convictions, loyalty” show a strong degree of the positiveness of the Self’s character.

The next point to analyze is the sources of attitudes – who the evaluations are coming from. Since this text appears on the opening part of The Knights Party website and is written by the director himself, Pastor Thomas Robb, the source of the text is Pastor Robb and the judgement obviously comes from him. What is interesting to observe is the way he attributes the source. In the judgement of the Self, Pastor Robb uses what is known as ‘scare quote’, a device used to warn the audience that what is said is not the source’s personal voice, but somebody else’s which usually is an unspecified and recoverable source. In the clause “That way is the Christian way – law and order – love of family – love of nation.”, the scare quote used is “the Christian way” to signal that this is something that is regarded as sacred and holy as it involves what God says and what God thinks is right. Implicitly, when people do not obey this, they will be wrong in the eyes of God.

The use of modality as additional voices in the text is also worth noticing. Three clauses about the Self in the text use modality as a resource which “sets up a semantic space between yes and no, a cline running between positive and negative poles.” (Martin & Rose, 2007, p. 53) The clause “But our people – my white brothers and sisters – will stay committed to a non-violent resolution.” uses the modal “will” to show that the inclination of staying committed to a non-violent resolution is quite high. The other clause “That resolution must consist of solidarity in white communities around the world.” uses the modal “must” to indicate the high obligation. The third clause “That way is the Christian way – law and order – love of family – love of nation.” uses “is” so as to show that this illustrates the positive pole, meaning that the voice here is very much sure about the fact that the way discussed is in fact the Christian way.

On the other hand, the pastor portrays the Other in the text differently. The table illustrating the appraisal of the Other will vividly show this:

| | | |
|---------------|-----------|--|
| Attitude | Judgement | There is a race war against whites. The hatred for our children and their future is growing and is being fueled every single day. Keep witnessing to others that there is a better way than a war torn, violent, wicked, socialist, new world order. There is a war to destroy these things. Pray that our people see the error of their ways Repent America! |
| Amplification | Lexis | race war, hatred, violent, wicked, socialist, repent |
| Source | Polarity | Positive pole: is |

Table 5. Appraisal of the Other

Again, Pastor Thomas Robb judges the Other's character more in the text than describing his feelings or appreciation of things. The very first sentence of the text, "There is a race war against whites" Pastor Robb implicitly judges the Other's character as the one who initiates the war. In this way, the Other is portrayed negatively, as they are seen as the aggressive one, the one who does not love peace, unlike the Self, who is "committed to a non-violent resolution". Furthermore, the Other is also criticized as consistently hateful people as their hatred for the whites' children and their future "is growing and is being fueled every single day". In the next sentence, "Keep witnessing to others that there is a better way than a war torn, violent, wicked, socialist, new world order.", indirectly Pastor Robb criticizes the Other, because what is referred to as "the better way" in text is the way adopted by the Knights Party, or the whites. Therefore, "a war torn, violent, wicked, socialist, new world order" must refer to the way adopted by the non-whites. In other words, the non-whites' way is the worse way. The pastor continues by saying that there is a war to destroy the "better way" – law and order, love of family, and love of nation. By saying this, indirectly the Pastor is criticizing the Other to be the one who is fighting against the good things. The other two clauses, "Pray that our people see the error of their ways" and "Repent America!" also illustrate the Pastor's criticism towards the Other whose ways are not right and thus, they have to repent. In sum, the representation of the Other in the text is negative.

In analyzing the amplification of the judgement, lexis is used to describe how strong the criticism towards the Other's character is. Such words as "race war, hatred, violent, wicked, socialist, repent" are very strong in criticizing the Other. The phrase "race war", for example, contains very strong negativity. Initiating a war is evidently bad, and the fact that the war is caused by racial issues makes it much worse.

The source of the judgement of the Other is the same as that of the Self, Pastor Thomas Robb. Modals are not used in the clauses about the Other; therefore, by using the scale of probability, from negative to positive poles, all the facts stated by the voice in the text depict high certainty: "There is a race war against whites.", "The hatred for our children and their future is growing and is being fueled every single day.", and "There is a war to destroy these things."

4. CONCLUSION

Based on the discussion above, it can be said that the text is proved to contain a very strong judgement towards the Self and Other. The Self is presented positively and admired, while the Other is presented negatively and criticized. The Self in the text refers to the members of The Knights Party, which a group of white people who adopt the viewpoint of the supremacy of the whites. The Other refers to non-whites. Because of this, the text is rich in racial ideas.

The approaches used, transitivity and appraisal, both illustrate deeply how strong the racial issues are in the text. Transitivity analysis reveals the fact that material and relational processes are the most dominant processes. Thus, the text mostly contains actions and information done by the characters involved in the text, which later reveals that these actions and information contain the

positive representation of the Self and the negative representation the Other. Furthermore, the appraisal analysis unveils more deeply how strong the positiveness and the negativeness of the Self and the Other. The use of transivity and appraisal is very effective as they can detect even the subtle and implicit messages contained in the text.

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