

**English Language Studies in Indonesia:
A Festschrift in Honour
to Professor Soepomo Poedjosoedarmo
on his Eightieth Birthday**

English Language Studies in Indonesia is a collection of articles written in response to the demographic change of users and providers of English as well as growing interests in Asian English. The studies of English Language in Asia or regional context is chosen as the book's theme in view of the speed with which English as a lingua franca has developed in the region. Added to the spread of global English, ICT has allowed us access to multitude of information, for which reason the teaching and learning of language being the site and medium of sociopolitical, economic and cultural contestation has also changed. It is within the dynamic interplay of the spread of World English in Asia, postmodernism, global-local knowledge production and computer technology that the articles in this book are conceived.

**ENGLISH
LANGUAGE
STUDIES
IN INDONESIA:
A Festschrift in Honour
to Prof. Dr. Soepomo Poedjosoedarmo
on His Eightieth Birthday**

ISBN 978-602-9387-73-1



9 786029 387731

UNIVERSITAS
SANATA DHARMA

NOVITA DEWI

ENGLISH LANGUAGE STUDIES IN INDONESIA :

A Festschrift in Honour to
Prof. Dr. Soepomo Poedjosoedarmo
on his Eightieth Birthday

NOVITA DEWI
Editor



Prof. Dr. Soepomo Poedjosoedarmo

English Language Studies in Indonesia: A Festschrift in Honour
to Prof. Dr. Soepomo Poedjosoedarmo on his Eightieth Birthday

Copyright © 2013

Novita Dewi

The Graduate Program in English Language Studies

Sanata Dharma University

Jl. STM Mrican 2A, Gejayan Tromol Pos 29

Yogyakarta, Indonesia

Phone: 0274. 513301 ext. 1501

Email: novitadewi9@gmail.com

First published by

Sanata Dharma University Press

Jl. STM Pembangunan (Mrican)

1A Gejayan, Yogyakarta 55281

Phone: 0274. 513301, 515253;

ext. 1527/1513

Fax: 0274.562383

Email: publisher@usd.ac.id

NOVITA DEWI

Cover design © 2013

by Catharina Brameswari

First printing

192 pages; 21.1 x 14.8 cm

ISBN 978-602-9187-73-1

EAN 9-786029-1877-31



Sanata Dharma University Press

The emblem of Sanata Dharma University is a five-petaled brown lotus. Inside the lotus is a black torch with red flame and black inscription "Ad Maiorem Dei Gloriam" and "Universitas Sanata Dharma Yogyakarta". The lotus signifies glory, and the five petals, Pancasila, the Indonesian State philosophy. The torch suggests spiritfull life, and the open book, relentless pursuit of knowledge. Attitude of maturity is represented by the brown color of the lotus, and the Latin "Ad Maiorem Dei Gloriam" is the motto of the Society of Jesus meaning "For the greater glory of God".

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage or retrieval system, without permission in writing from the publisher.

Table of Contents

Table of Contents	iv
Introduction	1
Part I	
Language and Translation in Global-Local Context	9
Francis Borgias Alip	
Functional Distribution in Javanese Diglossia	11
Tri Septa Nurhantoro	
The Analysis of Ergativity in Djenar Maesa Ayu's <i>Mereka</i> Bilang, Saya Monyet! and They Say, I'm A Monkey	29
Part II	
Words, Ideology and Technology	53
Arina Isti'anah	
Hymes' SPEAKING Analysis of Hosni Mubarak's and Muammar Qaddafi's Speeches	55
Adria Vitalya Gemilang	
Power in Words for Food and Sex	78
Fransisca Kristanti	
A Morphological Analysis of the Lexical Change in Cyber English	89

Part III

English Education in the Information Technology Era.....111

Retno Muljani

A Preliminary Program of Integrated Offline and Online
Learning in Paragraph Writing Course

113

Carla Sih Prabandari

Teachers' Awareness of Students' Pronunciation Problems
in Learning English.....

128

F. Widya Kiswara

English Graduate Students' Cultural Capital Acquisition

153

Part IV

English Literature in the Globalised World.....165

Deta Maria Sri Darta

Comparative Literature: Across Time and Space

167

Yuliana Tri Nirmayanti

Beauty as Oppression and Liberation in Laurence Yep's
"Ribbon"

178

List of Contributors

188

Introduction

Novita Dewi

Professor Dr. Soepomo Poedjosoedarmo formally retired from Sanata Dharma University after his career as researcher, lecturer, head of department and consultant in the field of linguistics. Professor Soepomo has inspired numerous scholars in Indonesia and abroad. As a further testament to the breadth and depth of his influence, several academic communities that have come into contact with him would like to celebrate his eightieth birthday this year. Although his enduring focus remains Language, this IKIP Sanata Dharma's very own graduate and 1970's PhD from Cornell University in Linguistics and Anthropology has influenced not only on his students pursuing similar disciplines, but also other international scholars including Indonesianists. We, most especially his former students at Sanata Dharma University who comfortably call him "Pak Pomo", have felt strongly that any celebration for him must be accompanied by a publication to show our appreciation to his outstanding contributions as a scholar.

Throughout his career, Pak Pomo has continually attempted to ensure that the university's English departments achieve their vision and mission, i.e. to integrate academic excellence and humanistic values by way of English Language Studies to promote human dignity. Given the demographic change of users and providers of English as well as growing interests in Asian English, Pak Pomo's broad knowledge has helped us rethink about English Studies in Indonesia. The ten essays in this book span topics in English Language Studies (ELS), mostly set in Asia/Indonesia—all written by Sanata Dharma alumni who wrote in honour to their Language Maha Guru.

The studies of English Language in Asia or regional context is chosen as the book's main theme in view of the speed with which English as a lingua franca or, to use Graddol, "World English" (2006) has developed in the region. According to Bismoko (2009), English Studies in non-English-speaking countries like Indonesia today should be comparative and expression of local culture, otherwise it will only represent an opportunity loss and regression.

Therefore, the themes that run through the collection of articles here can be tied together under English Language Studies in local setting with postmodernist views in mind. Indeed, globalisation of and high technology in contemporary culture have profound implications to the English Language Studies. Given that ICT has allowed us access to multitude of information, the teaching and learning of language being the site and medium of sociopolitical, economic and cultural contestation has also changed. As said elsewhere, the theory and praxis of ELS nowadays need to be reconstituted (Dewi, 2009). It is within the dynamic interplay of the spread of World English in Asia, postmodernism, global-local knowledge production and computer technology that this book is conceived.

English Language Studies in Indonesia is divided into four sections; each part comprises of articles focusing on a specific theme. Comprising of 2 articles, **Part I** focuses on **Language and Translation in Global-Local Context**. Fr. B. Alip's article examines the complexity of bilingualism and diglossia in the Javanese community in that the polyglossic situation is not characterized by the contrast between High and Low language varieties, unlike the polyglossic situation in many different parts of the world. The distribution of functions among the languages and varieties in Javanese speakers' repertoire is based more on the speech act situation in accordance to each demanded situation.

Although both Indonesian and English are less spoken among Javanese community, Alip maintains, they are not of L variety, given their academic as well as economic prestige of mastering them.

Like Alip, Tri Septa Nurhantoro uses local materials, in this case, one Indonesian novel *Mereka Bilang Saya Monyet!* and its translation *They Say, I'm A Monkey!* as objects worthy of linguistic description when investigating the structure of ergativity in Indonesian language which is slightly different from that of English. While in English ergativity relates to subject agreement, ergativity of Indonesian verb is related to the morphological affixation of a verb, such as the verb *me-injak* (intransitive) and *me+injak+kan* (transitive). The difference can be seen, as shown by Nurhantoro, in one (out of 25 ergative sentences found in the novel) thus: *Kadang-kadang kaki telanjangnya menginjak bangkai ikan juga bangkai kapal* [Occasionally her bare feet step on the carcasses of dead fish and sunken] vis-à-vis *Kadang-kadang Andjani menginjakkan kaki telanjangnya di bangkai ikan juga bangkai kapal* [Occasionally Andjani steps her bare feet on the carcasses of dead fish]. The article concurs that some rules in English ergativity are inapplicable to use in Indonesian language.

Part II contains three articles that deal with the theme of **Words, Ideology and Technology**. Using Hymes' SPEAKING analysis, Arina Isti'anah examines the political speeches of Hosni Mubarak and Muammar Qaddafi to prove that the language chosen by each leader is ideological and constitutes the speaker's behavior or responds toward the political upheavals in, respectively, Egypt and Libya. Acronymously named **S**(cene), **P**(articipants), **E**(nds), **A**(ct Sequence), **K**(ey), **I**(nstrumentalities), **N**(orms) and **G**(enre), the Hymes' model of analysis is useful to reveal that Mubarak's speeches call for peace, while Qaddafi, militancy.

Gender (and race) politics in word formation is a topic discussed by Adria Vitalya Gemilang. Building on Allan's and Burridge's *Forbidden Words* (2006), this second article examines how the links between food and sex are expressed in our daily languages as in the conversation between two people falling in love, food advertisements, for example. Corollary to food, a certain society's taboo of eating certain food is determined by the belief of the society in question. Interestingly enough, the formation of sexual metaphor using words associated with food in English is both sexist and racist for it tends to undermine women and, especially, French people. This article mentions in passing that Indonesian sexual metaphors are not immune either to such gender bias.

The global spread of Cyber English shows that word development and technology is inextricably linked as seen in the third article of this section. Francisca Kristanti's article on English word-manufacturing used in the internet is based on her observation of 45 log files consisting of conversation found in the public page of Internet Relay Chat (IRC). The results show that the newly found words undergo visible process of clipping, blending, acronymization, analogical formation, and some other patterns of word-formation. Characteristic of Cyber English is creative and economical, given that most users and inventors of Cyber English are young people who celebrate speed and innovation; take, for example, the word "bromance" for "blog" + "romance" and "spork" for "spoon" + "fork". Another example is the coinage of words specifically amusing to Indonesian youths in the likes of "tidj" (nickname of one Indonesian pop singer) to say "I have a safe trip!" and "doa" (sounds to mean prayer in Indonesian) for the acronym of "dead on arrival". Here, more studies on Cyber English need to be conducted to see the structure and occurrence of, for instance, English-Indonesian code-switching, pun, acronym, etc. along with the philosophy behind.

This book also contains three articles on English Language Education put together in **Part III: English Education in the Information Technology Era**. That technology is inevitable in classroom setting is a topic pursued by the first article written by Retno Muljani. She conducted a research on the use of an integrated offline and online program in Paragraph Writing Course for students of the English Language Education Program with the chief purpose of designing an effective and appropriate offline-online program. The results indicate that online program is effective in terms of task distribution and sending information or feedback to the students vis-à-vis the traditional method. The research has also shown that prior to the application of any innovations in E-learning, teachers as instructional designers should meet such requirements as knowledge of the nature of the course, mastery of instructional design theories, understanding of students' characteristics, adequate computer literacy, to say nothing of the teachers' own creativity in using interactive online tasks and assessments. It is not until the above requirements are met, this article concludes, that technology will be of much use to facilitate learning in class.

Carla Sih Prabandari's article shares Muljani's especially in terms of teacher awareness. Examining the degree of awareness of the English teachers on the phonological differences between English and Indonesian, this research is further meant to see to what extent this awareness influences the way language teachers conduct their teaching-learning processes. The study has shown that the teachers' awareness of their students' pronunciation problems were low, owing to the teachers' own limited knowledge on the English phonology and the interference from the Indonesian phonology. This article suggests that knowledge increase on the phonological differences between English and Indonesian be

made, although pronunciation problem does not always hamper communication.

What links the above articles with the third article in this chapter is the focus on learners. Using the graduate students of the English Language Studies Program as research participants, Widya Kiswara conducted a small research to improve the cultural capital of the graduate students of English Language Studies and to find factors which influence its improvement. Broadly defined by Bourdieu & Passeron (1977) as academic standards and class attributes such as linguistic aptitude, previous academic culture, formal knowledge of general culture and diplomas, the cultural capital of the ELS students in question is that of the embodied state. This is to say that the graduate program needs to improve continually the language, taste and *habitus* of the students. Kiswara then suggests the following: (1) renewal of entrance test to obtain more students with better academic performance, (2) a better program orientation for the new incoming students, (3) availability of more space for students to conduct informal discussions, and (4) increase of exemplars or role models from the professional and committed lecturers.

Two articles on literary studies make up the last part of this book, **Part IV: English Literatures in the Globalised World**. Deta Maria Sri Darta is convinced that universality in World Literature is all the more evident when we compare and contrast literary works from various countries to see how they interact and intersect with each other. Her article shows that mother's persistence in patriarchal society is the recurring theme in different works published in different time such as Gorky's *Mother* (1949), Daoed Joesoef's *Emak* (2010), *One Hundred Years of Solitude* (1970) by Gabriel Marquez and Tsitsi Dangarembga's *Nervous Conditions* (1989). The article also predicts that comparative

literature will continue to develop in this era of interdisciplinary studies.

Deta Maria Sri Darta's article is in conversation with the last article in this book in terms of locating motherhood whereby gender, race and politics intersect. Yuliana Tri Nirmayanti's feminist reading of footbinding practice in Old China depicted in Laurence Michael Yep's short story "Ribbons" (1996) shows that the feminine ideal of beauty is but a patriarchal ideology to control women personally, culturally and economically. Both articles, in different levels of subtlety, tackle Asian-related issues as object material and formal material alike. As it is, attention to the local (e.g. Asia) in the global context as the articles in this collection have shown will likely make a useful contribution to establish even firmer ground for English Studies in Asia.

It is worthy of note that the articles in this collection adopt variety of methodological approaches in presenting the respective studies' findings: some articles are preliminary study, some full blown research results, and yet others critical observation. However, they all cohere and do find common concern in questioning ELS today using, as they mostly do, Asian settings. Efforts have been made to bind together the articles to fit in with the theme of the book including editorial assistance, although any flaws therein solely rest on the individual author. I shall use this opportunity to thank the 10 contributors of this book; many of them submitted their precious works at very short notice. Finally, our best wishes to you, Pak Pomo, on your 80th birthday and thank you for the scholarly and professional leadership you have given us and will continue to give us.

Works Cited

Bourdieu, Pierre & Passeron, J.C. (1977). *Reproduction in Education: Society and Culture* (rpr. 1990). London: Sage Publication.

Bismoko, J. (2009). *Doing Research in EFL Literature*. Yogyakarta: Graduate Program in English Studies Sanata Dharma University.

Dewi, N. (2009). "Teaching Postcolonial Literature: The 'Know-What', the 'Know-How' and the 'Know-Why'" *In Englishes and Literatures-in-English in a Globalised World*. Singapore: Nanyang Institute of Education, pp. 205 – 212.

Graddol, D. (2006). *English Next: Why Global English May Mean the End of English as a Foreign Language*. British Council.