

November 26 - 27, 2020 | Via ZOOM Meeting

THE 3RD INTERNATIONAL SEMINAR

on Language and
Interdisciplinary
Research on Language

"Language and Its Prospect In The Future"

Program Book

Presented by
**PUSAT
STUDI
BAHASA**



**Kampus
Merdeka**
INDONESIA JAYA

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CONFERENCE SCHEDULE OVERVIEW

DAY 1: November, 26th 2020

TIME (EASTERN INDONESIAN TIME)/WIT	AGENDA	SPEAKERS	ZOOM ROOM	ZOOM DETAILS
15.15 – 15.30	Registration		ROOM 1	Join 3RD ISELANG 2020 https://us02web.zoom.us/j/88631755732?pwd=VGdjYUdsVllhbGJydUtLQTRQZ0I5Zz09 Meeting ID: 886 3175 5732 Passcode: ISELANG20
15.30 – 15.55	Opening Ceremony <ul style="list-style-type: none"> • Singing Indonesia Raya • Committee Report by Head Organizer/Head of Language Study Centre • Opening Remarks by Rector of Pattimura University 			
16.00 – 16.45	Keynote Speaker Session			
	Prof. Dr. Prof. h.c. Susanne Günthner University of Münster Germany			
17.00 – 18.00	Panel Session 1			
17.00 – 17.30	Invited Speaker 1	Asst. Prof. Wassamil Watcharakaweelap (Khon Kaen University Thailand) <i>German for Negotiation: A Pilot-Study for Teaching German for Occupational Purposes at Khon Kaen University in Thailand.</i>		
17.30 – 18.00	Invited Speaker 2	Dr. Karol Anaktototy (Head of Language Department, Pattimura University) <i>Incorporating Online Writing Assistant in Teaching Writing Skills.</i>		
18.00 – 18.15	BREAK			

18.15 – 19.30	Parallel Session (English)		ZOOM Room	ZOOM Details
18.15 – 18.45	Invited Speaker	Prof. Nawamin Prachanant (Burriram University Thailand)	ROOM 1	Join 3RD ISELANG 2020 https://us02web.zoom.us/j/85356445791?pwd=ODJYaGhhRTAyRjRnV2VjOTQxSEVNQT09 Meeting ID: 853 5644 5791 Passcode: ISELANG20
18.45 – 19.00	Presenter 1	Fanuel Kailuhu dan James Salmon Hukom, S.Pd., M.Pd. (Pattimura University) <i>Developing reading materials based on tourism spots for junior high school students”, Pattimura University, Faculty of Teacher Training and Educational Sciences.</i>		
19.00 – 19.15	Presenter 2	Nurlaila Tuanany & Febby W. Pelupessy (Institut Agama Kristen Negeri Ambon) <i>The implementation of Blended Learning Strategy for English Teaching Learning Activity using Etmodo Fitur During the Pandemic in SMA N 11 Kairatu.</i>		
19.15 – 19.30	BREAK			
18.15 – 19.30	Parallel Session (German)		ZOOM Room	ZOOM Details
18.15 – 18.45	Invited Speaker	Dr. phil. Lanskikh Julia (Tver State University Russia) <i>Sprachliche Merkmale des Österreichischen Deutsch.</i>	ROOM 2	Join 3RD ISELANG 2020 https://us02web.zoom.us/j/81508928778?pwd=K0cwUnd5ZlNzRkc0eGgrWWpPaEI5UT09 Meeting ID: 815 0892 8778 Passcode: ISELANG20
18.45 – 19.00	Presenter 1	Rita Fransina Maruanaya & Thomas Köhler (TU Dresden Germany) <i>Lernortkooperation und Unterrichtsfach „Deutsch für Tourismus“ in der beruflichen Ausbildung im Bereich Hotelmanagement</i>		
19.00 – 19.15	Presenter 2	Dr. Calvin Karuna, M.Pd. (Pattimura University) <i>Testen und Prüfen im DaF.</i>		
19.15 – 19.30	BREAK			

18.15 – 19.30	Parallel Session (Indonesian)		ZOOM Room	ZOOM Details
18.15 – 18.45	Invited Speaker	Andi Nurhaina (Head of Indonesian Language Association/APPBIPA Germany, Lecturer in Konstanz University – Germany) <i>Pembelajaran BIPA di Jerman: Peluang dan Tantangan.</i>	ROOM 3	Join 3RD ISELANG 2020 https://us02web.zoom.us/j/86206605814?pwd=UjA4YnZ0dEErQmxWU3hzWk1oZ09TQT09 Meeting ID: 862 0660 5814 Passcode: ISELANG20
18.45 – 19.00	Presenter 1	Nurhayati Fokaaya (Kantor Bahasa Maluku Utara) <i>Sikap Pemertahanan Bahasa Sula Dalam Ranah Media Facebook: Grup Belajar Bahasa Sula Sambil online.</i>		
19.00 – 19.15	Presenter 2	Kiki Zakiah Nur & Evi Maha Kastri (Kantor Bahasa Lampung Propinsi Lamapung) <i>Lanskap Bahasa Pada Tempat Rekreasi di Kota Bandarlampung.</i>		
19.15 – 19.30	BREAK			
19.30 – 19.35	Closing by MC			Join 3RD ISELANG 2020 https://us02web.zoom.us/j/85356445791?pwd=ODJYaGhhRTAyRjRnV2VjOTQxSEVNQT09 Meeting ID: 853 5644 5791 Passcode: ISELANG20

CONFERENCE SCHEDULE OVERVIEW

DAY 2: November, 27th 2020

TIME (EASTERN INDONESIAN TIME)/WIT	AGENDA	SPEAKERS	ZOOM ROOM	ZOOM DETAILS
15.45 – 16.00	Registration		ROOM 1	Join 3RD ISELANG 2020 https://us02web.zoom.us/j/81298436567?pwd=Nm9VTXJQQ3lQNkxTS1dsaXU1bm42UT09 Meeting ID: 812 9843 6567 Passcode: ISELANG20
16.00 – 16.45	Keynote Speaker Session			
	Prof. Dr. Gufran Ali Ibrahim (Khairun University) <i>Native Speaker, Evolution and Language Death.</i>			
17.00 – 18.00	Panel Session 1			
17.00 – 17.30	Invited Speaker 1	Dr. A. Remijsen (University of Edinburg Scotland) <i>Language Diversity</i>		
17.30 – 18.00	Invited Speaker 2	Dr. Romilda da Costa, Dr. Juliaans E.R. Marantika, F. Latupapua, M.A. (Research Team of Language Study Center Pattimura University) <i>Register Deterioration of Papalele Women's Profession</i>		
18.00 – 18.15	BREAK Music performance: Ukulele Kids			

18.15 – 19.00	Parallel Session (English)		ZOOM ROOM	ZOOM DETAILS
18.15 – 18.30	Presenter 1	Jeny Lekatompessy & Hellien J. Loppies (Pattimura University) <i>Reading Strategies of Post Graduate Students of English Education.</i>	ROOM 1	Join 3RD ISELANG 2020 https://us02web.zoom.us/j/82998175486?pwd=VDgvZTBRRRE5XY3JBelZEQjIORUZBZz09 Meeting ID: 829 9817 5486 Passcode: ISELANG20
18.30 – 18.45	Presenter 2	Syamsia Tharob, O. Paays & Titian Dharmatasya (Postgraduate Student Pattimura University) <i>The similarity Sound and word of English Language and Kei Language used by Junior High school students SMP Negeri 2 Kei Kecil Class nine in Southeast Maluku Regency.</i>		
18.45 – 19.00	BREAK			
18.15 – 19.00	Parallel Session (German)		ZOOM ROOM	ZOOM DETAILS
18.15 – 18.30	Presenter 1	Rita Fransina Maruanaya & Thomas Köhler (TU Dresden, Germany) <i>Evaluasi Diri Siswa Lewat Media Online BLok Dalam Pengajaran Bahasa Asing Untuk Perhotelan di Sekolah Menengah Kejuruan.</i>	ROOM 2	Join 3RD ISELANG 2020 https://us02web.zoom.us/j/84040505110?pwd=YkZOSUhQMklYK1lSK2FwcWRHYlJ4UT09 Meeting ID: 840 4050 5110 Passcode: ISELANG20
18.30 – 18.45	Presenter 2	Komi Wola Ayissa (Education Ministry in Lomé, Togo, West Africa) <i>Das Deutschlernen in Togo.</i>		
18.45 – 19.00	BREAK			

18.15 – 19.00	Parallel Session (Indonesian/BIPA)		ZOOM ROOM	ZOOM DETAILS
18.15 – 18.30	Presenter 1	Nurul Masfufah & Aquari Mustikawati (Kantor Bahasa, East Kalimantan) <i>Potensi Bahasa Kenyah Sebagai Wahana Pengungkap Budaya Di Desa Budaya Pampang, Samarinda, Kalimantan Timur.</i>	ROOM 3	Join 3RD ISELANG 2020 https://us02web.zoom.us/j/83220640288?pwd=b1cyd25kTGJjcitYnmlFdTdWamhvZz09 Meeting ID: 832 2064 0288 Passcode: ISELANG20
18.30 – 18.45	Presenter 2	Leonora Farilyn Pesiwarissa (Pattimura University) <i>Hiperbola Dalam Tuturan Masyarakat Bahasa Melayu Ambon (Kajian Etnolinguistik)</i>		
18.45 – 19.00	BREAK			
19.00 – 20.00	Panel Session 2		ZOOM ROOM	ZOOM DETAILS
19.00 – 19.30	Invited Speaker 1	Prof. Dr. Jeroen van de Weijer (Shenzhen University China) <i>Words are constructions, too: A construction-based approach to English ablaut reduplication.</i>	ROOM 1	Join Zoom Meeting https://us02web.zoom.us/j/81907795131?pwd=Z3ozZ1NLU2NDNTVLckZVNXYzL0JjUT09 Meeting ID: 819 0779 5131 Passcode: ISELANG20
19.30 – 20.00				
20.00 – 20.10	Closing Ceremony ISELANG 2020			

KEYNOTE SPEAKERS' ABSTRACT DAY ONE

Day 1: November 26th, 2020.

Time: 16.00 – 16.45

Susanne Günthner Westfälische Wilhelms
University of Münster Germany

INVITED SPEAKERS' ABSTRACT DAY ONE

Day 1: November 26th 2020

Time: 17.00 – 17.30

German for Negotiation: A Pilot-Study for Teaching German for Occupational Purposes at Khon Kaen University in Thailand

Wassamil Watcharakaweesilp
Khon Kaen University – Thailand

Abstract

The main purpose of this study is to shed light on the concept of how German can be taught for negotiation, specifically in the context of non-native speakers. In this regard, Negotiating German is focused and examined based on the following aspects: 1) How to construct a specific language test for Negotiating German in the context of non-native speakers?; 2) What kind of effective teaching materials and tasks can be employed based on the efficient language teaching performance?; and 3) What practical recommendations can be provided to foreign language teachers concerning effective language pedagogy? Apart from designing a specific and purposive test, cultural aspects are considered as a vital role for successful negotiation. The writer also provides guidance and illustrates how to create a test in relation to cultural aspects when teaching negotiating across cultures. Additionally, it is also recommended that comparing the knowledge of German with what learners have learned previously, namely the knowledge of English, can enhance the competence of learners to their fullest potential when learning German. Lastly, it is discussed that some practical recommendations can be provided to foreign language teachers concerning producing others related materials and effective language pedagogy in the context of L2 and L3 to develop the competence of students to their fullest potential and to enable them to compete with graduates from other institutions and countries in the ASEAN and ASEAN Economics Community.

Keyword: German, Negotiation, Culture, Test

Day 1: November 26th 2020

Time: 17.30 – 18.00

Incorporating Online Writing Assistant In Teaching Writing Skills

Karolis Anaktototy
Department of Language and Art
Teacher Training and Education Science Faculty
Pattimura University

Abstract

English writing skill is an integral part of the learning process for students who are studying English as a foreign language. Learning to write in an EFL context is demanding for students because of some basic constraints that may cause problems to students such as lack of linguistic competence and indifference. The teaching of writing for EFL students at college is also demanding for the instructors because they have to give feedback to students' writing either local error or global error. One can imagine correcting and giving feedback to more than fifty students in the class. Of course, it is time-consuming and it takes a lot of energy to read each student's essay. However, along with the development of digital technology, teaching writing skills might be easy for instructors and students. For instance, the job of giving feedback on students' writing can be assisted by an online writing assistant. Students can immediately use the online writing assistant to proofread their writing. The corrections made by the online writing assistant can be documented as material for class discussion. In this way, the instructors may have the students focus more on global errors that are the development of ideas of the writing. In this sense, the instructors can challenge the students for more critical ideas to develop their writing. It is realized that online writing assistants may be useful for both students and instructors however, there are also disadvantages of the online writing assistant. For instance, the writing assistant could not merely make the students instantly publish their works because the writing result presented by the writing assistant might still difficult to be understood. Besides, if students continue to make use of the writing assistant for a long time, their natural intelligence will eventually disappear. Their creativity will also decrease because they become too addictive and dependent on technology. Therefore, instructors and students should apply the writing assistant wisely that is to use the writing assistant once they have finished writing their essay and then use it to proofread the essay.

Key works: online writing assistant, writing skill

Day 1: November 26th 2020
Time: 18.15 – 18.45

Nawamin Prachanant
Burriram University Thailand

Day 1: November 26th 2020

Time: 18.15 – 18.45

Sprachliche Merkmale des Österreichischen Deutsch

Lanskikh Julia
Tver State University Russia

Kurzfassung

«Der Österreicher unterscheidet sich von dem Deutschen durch die gemeinsame Sprache» – ist ein bekanntes Zitat, das herkömmlicherweise dem österreichischen Schriftsteller und Satiriker Karl Kraus zugeschrieben wird, spiegelt aufs Beste die Einstellung der Österreicher zu ihrer nationalen Identität und ihrer Sprache wider. Die sprachlichen Unterschiede in Deutschland und in Österreich werden auch oft zum Thema verschiedener Witze, so sagt der Volksmund: "Was ist der Unterschied zwischen einem Deutschen und einem Österreicher? Der Deutsche würde den Österreicher gerne verstehen wollen, kann es aber nicht. Der Österreicher versteht den Deutschen, will es aber nicht." Dementsprechend entsteht die Frage, wie groß diese sprachlichen Unterschiede sind, in welchen Bereichen sie vorkommen und in welchem Maße sie in der Literatur und Presse vertreten sind.

Auf Basis des plurizentrischen Konzepts ist das Österreichische Deutsch eine nationale Varietät der deutschen Sprache. Der Begriff „plurizentrisch“ bedeutet, dass die Sprache über mehrere Sprachzentren verfügt. Zu den nationalen Varietäten des Deutschen gehören vor allem das Österreichische Deutsch, das Deutschländische Deutsch und das Schweizerdeutsch. Alle diese Varietäten zeichnen sich dadurch aus, dass sie zu bestimmten sprachlichen Erscheinungen eigene Varianten aufweisen, die demgemäß Austriazismen, Deutschlandismen (andere geläufige Bezeichnung – Teutonismen) und Helvetismen genannt werden.

Das Österreichische Deutsch fügt sich einerseits ins Deutsche in Aussprache, Lexik und Grammatik ein, andererseits hat auf allen Ebenen eigene standardsprachliche Besonderheiten entwickelt. So sagt man in Österreich statt „Tomate“ – „Paradeiser“, statt „er hat gelegen“ – „er ist gelegen“ statt „die Email“ – „das Email“ und „Giraffe“ wird als [ʒi'rafə] ausgesprochen.

Der Vortrag „Sprachliche Merkmale des Österreichischen Deutsch“ behandelt die Besonderheiten der österreichischen Standardsprache in Lexik, Wortbildung, Morphologie und Syntax und geht aufs Vetretensein dieser sprachlichen Besonderheiten in der österreichischen Literatur und Presse ein.

Day 1: November 26th 2020

Time: 18.15 – 18.45

Pembelajaran BIPA di Jerman: Peluang dan Tantangan

Andi Nurhaina

Head of Indonesian Language Association/APPBIPA Germany, Lecturer
Konstanz University – Germany

Abstrak

Pembelajaran BIPA di Jerman memiliki sejarah panjang dan telah berkembang dari waktu ke waktu sehingga dewasa ini puluhan institusi di Jerman menawarkan program BIPA secara berkala seiring dengan meningkatnya peranan Indonesia di dunia internasional serta kerja sama yang erat antara Jerman dan Indonesia. Peluang ini perlu diantisipasi dengan peningkatan upaya diplomasi kebahasaan, seperti sosialisasi program BIPA di perguruan tinggi serta penyelenggara kursus di Jerman, rekrutmen pengajar BIPA setempat, pelatihan pengajaran untuk meningkatkan profesionalitas pengajar serta pengadaan buku ajar yang memperhatikan perkembangan bahasa, metodologi dan didaktik pengajaran BIPA sekaligus mengakomodasi aspek-aspek lintas budaya untuk memenuhi tuntutan kompetensi antarbudaya yang merupakan salah satu tujuan pendidikan di negara-negara Eropa dalam rangka mengantisipasi globalisasi dan internasionalisasi. Di samping itu kerja sama yang erat perlu dijalin dengan mitra penyelenggara program BIPA di tanah air untuk memaksimalkan capaian pembelajaran BIPA bagi pemelajar yang mengikuti program BIPA di tanah air.

Kata kunci: Pembelajaran BIPA di Jerman, diplomasi kebahasaan, kerja sama penyelenggara program BIPA

PARALLEL SESSION ABSTRACT DAY ONE

Day 1: November 26th 2020

Time: 18.45 – 19.00

Developing Reading Materials Based on Tourism Spots for Junior High School Students”, Pattimura University, Faculty of Teacher Training and Educational Sciences.

Fanuel Kailuhu and James Salmon Hukom
Pattimura Univesity

Abstract

The objective of this study is to develop reading materials based on tourism spots in Maluku to improve students' motivation during the study process. Study conducted in SMP Negeri 9 Ambon with 33 students. The study was conducted with Research and Development Method. Model of development is based on Borg and Gall research in 1983. The techniques that used to get the data were questionnaire that used to get information from students about their opinions towards the existing reading material and the new developing material, while pre and post tests were aimed to see students' development before and after using the new developed reading material. The result of the study showed that, the students have positive feedback towards the new developing reading material. Most of the students agree that the new developed reading material is fun, easy to understand, colorful, filled with interesting activities and relate with their background knowledge. The classroom teacher also showed positive feedback shown by the questionnaire's result. The new developed reading material also proved to be appropriate after being validate by two experts. The first expert's validation got 91,66 % and the second expert's validation got 85%. After the research and the validation process, the researcher conclude that the new developed reading material based on tourism spot in Maluku is appropriate to be used as the supplementary materials in the class.

Key Words: developing reading material, tourism spot

Day 1: November 26th 2020

Time: 19.00 – 19.15

The Implementation of Blended Learning Strategy for English Teaching Learning Activity using Edmodo fitur in SMA N 11 Kairatu during Pandemic Covid 19

Nurlaila Tuanany and Febby W. Pelupessy
Institut Agama Kristen Negeri Ambon

Abstract

It cannot be denied that technology brings a huge impact in the society including in the education system. The development of technology forces us to combine the use of technology in our teaching and learning process. Our ability to apply technology in the classroom becomes very essential during the pandemic situation. During this difficult situation, teachers are asked to have online meeting rather than face to face meeting. This is important to stop the spread of pandemic without sacrificing the teaching and learning process. However, conducting online class is not an easy process. In order to solve this problem, many school have applied blended learning strategy including SMA N 11 Kairatu. This paper aims to examine the implementation of blended learning strategy in English Teaching process using edmodo application in order to improve the students' English Score. This paper uses qualitative research by collecting the data using observation, interview and also literature review. This paper finds out that blended learning strategy using edmodo application is effective to enhance students' participation in the class which also affect their English score. It is also suggested that the next paper which would like to examine the same object and research can also measure how this strategy can be applied for the other level of education such as kindergarten or university level.

Keywords: blended learning strategy, edmodo application, students' English score

Day 1: November 26th 2020

Time: 18.45 – 19.00

Lernortkooperation und Unterrichtsfach „Deutsch für Tourismus“ in der beruflichen Ausbildung im Bereich Hotelmanagement

Rita Fransina Maruanaya and Thomas Köhler
TU Dresden Germany

Kurzfassung

Für den indonesischen Arbeitsmarkt spielt der Tourismus, speziell die Hotellerie eine große Rolle. In diesem Wirtschaftszweig kann eine enorme Anzahl von Arbeitsplätzen zur Verfügung gestellt werden, wodurch sich ein großer Teil von Arbeitssuchenden eingliedern lässt. Laut des indonesischen Statistikamtes waren im Jahr 2018 22,25 Millionen Beschäftigte im Sektor des Hotelgewerbes tätig. Zur Erfüllung der Anforderungen in diesem Bereich benötigt man spezielle Qualifikationen welche man während der Berufsausbildung erlangt. Nach Aussagen des indonesischen Bildungsministeriums ist die berufliche Ausbildung ein Vorgang, in dem Berufsanwärter und Berufsanwärterinnen für ihre spätere Tätigkeit vorbereitet werden. Die Regierung unternimmt Anstrengungen das Bildungssystem anzupassen um die Qualität der Berufsausbildung zu verbessern. Noch gibt es z.B. aufgrund von unzureichend qualifizierten Lehrkräften Probleme. Auch das angewendete Curriculum entspricht nicht dem aktuellen Standard wodurch zur Zeit viele Berufsschulabsolventen und Berufsschulabsolventinnen die Anforderung des Arbeitsmarktes nicht vollständig erfüllen. Deshalb wird seit 1994 das duale System der beruflichen Ausbildung von Deutschland angewendet. Die Rechtsgrundlage der Durchführung des dualen Systems in der indonesischen Berufsausbildung ist die Verordnung des nationalen Bildungsministeriums Nr. 080/U/1993. Die Ausbildung erfolgt in den Lernorten Betrieb und Berufsschule. Im Mittelpunkt dieser Arbeit steht die Kooperation der Lernorte im Bereich Hotelmanagement bezüglich des Unterrichtsfaches Deutsch für Tourismus. Sie konzentriert sich auf die Erstellung einer schriftlichen Befragung, die darauf abzielt, die Möglichkeiten zur Umsetzung der Kooperation der Lernorte zu analysieren.

Schlüsselwörter : Lernortkooperation, berufliche Ausbildung, Deutsch für Tourismus, Hotelmanagement

Day 1: November 26th 2020

Time: 19.00 – 19.15

Testen und Prüfen im Deutschunterricht

Kalvin Karuna
Pattimura Universität.

Kurzfassung

Dieser Beitrag verfolgt das Ziel, Testen und Prüfen im Deutschunterricht zu beschreiben, bzw. wie man einen Test konstruiert, der die Kriterien vom *AKM (Asesmen Kompetensi Minimum: Bewertung des Mindestkompetenz)* erfüllt. AKM ist die aktuellste Maßnahme des Ministeriums für Bildung und Kultur Indonesiens, die die Kriterien eines guten qualifizierten Tests beinhaltet. Diese müssen die Lehrenden beim Test erstellen berücksichtigen. Diese Maßnahme ist den Deutschlehrenden neu sogar fremd. Dieser Beitrag geht folgenden Punkten nach; (a) Begriff und Inhalt von AKM, (b) Beispiele beim Teststellen im Deutschunterricht.

Schlüsselwörter: Testen, Prüfen, Bewertung, Mindestkompetenz.

Day 1: November 26th 2020

Time: 18.45 – 19.00

Sikap Pemertahanan Bahasa Sula Dalam Ranah Media *Facebook*: Grup Belajar Bahasa Sula Sambil *Online*

Nurhayati Fokaaya
Kantor Bahasa Maluku Utara

Abstrak

Penelitian ini bertujuan untuk mengetahui sikap pemertahanan Bahasa Sula dalam ranah media *facebook*, bentuk pemertahanan Bahasa Sula dalam ranah media *facebook*, dan fungsi pemertahanan Bahasa Sula dalam ranah media *facebook*: Grup belajar Bahasa Sula sambil *online*. Penelitian ini merupakan penelitian deskriptif kualitatif dengan pendekatan teori sosiolinguistik. Data primer berupa percakapan penutur dalam media jejaring *facebook* yang diperoleh melalui observasi dan wawancara langsung. Sedangkan data skunder, meliputi referensi buku dan jurnal yang berkaitan dengan acuan pokok masalah penelitian tersebut. Analisis data dilakukan melalui penyajian data dan penarikan simpulan. Berdasarkan hasil analisis, ditemukan sikap pemertahanan yang meliputi sikap bangga, kesetiaan dan taat terhadap penggunaan Bahasa Sula. Bentuk pemertahanannya tampak pada pola percakapan yang meliputi pola percakapan waktu, berita, perintah, menoleh, umpatan, dan nasehat. Kemudian fungsi pemertahanannya, yaitu dapat membangun loyalitas penutur dalam berbahasa Sula, mobilitas kosakata-kosakata Bahasa Sula yang terancam punah, mengembangkan minat penutur dalam berbahasa Sula, serta mendokumentasikan bahasa Sula dalam bentuk media *online*.

Kata kunci: Sikap Pemertahanan, Bahasa Sula, Ranah, *Facebook*

Day 1: November 26th 2020

Time: 19.00 – 19.15

Lanskap Bahasa Pada Tempat Rekreasi di Kota Bandarlampung

Kiki Zakiah Nur and Evi Maha Katri
Kantor Bahasa Provinsi Lampung

Abstrak

Pemertabatan bahasa negara di ruang publik --sejalan dengan UU No 24 tahun 2009— menjadi fenomena kebahasaan yang perlu dicermati dan diupayakan melalui pengutamaan penggunaannya. Berkaitan dengan hal tersebut, dalam makalah ini dibahas lanskap bahasa pada tempat rekreasi di Kota Bandarlampung. Objek yang diteliti mencakup penggunaan bahasa dan posisi tulisan yang tertuang pada papan nama, papan informasi, dan petunjuk. Adapun tujuan penelitian ini adalah mengetahui lanskap bahasa di beberapa tempat rekreasi dan taman bermain, baik dalam penggunaan bahasa, maupun penempatan posisi tulisan yang berbahasa Indonesia dan berbahasa asing. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif, yakni menggambarkan data berdasarkan apa adanya. Pengambilan data tulisan di tempat rekreasi dilakukan dengan teknik dokumentasi. Data-data kemudian dianalisis dan menunjukkan hasil bahwa bahasa yang digunakan di tempat-tempat tersebut sangat bervariasi. Hasil penelitian menunjukkan bahwa ada tulisan yang hanya menggunakan unsur bahasa Indonesia, ada yang hanya menggunakan unsur bahasa asing atau Inggris, dan ada yang menggunakan bahasa Indonesia dan bahasa Inggris. Selain itu, penempatan posisi tulisan pada objek penelitian di tempat rekreasi menunjukkan bahwa ada posisi tulisan yang cukup proporsional dengan upaya pemertabatan bahasa Indonesia dan ada juga yang tidak proporsional dengan upaya pemertabatan bahasa Indonesia.

Kata kunci: lanskap bahasa, penggunaan bahasa, pemertabatan bahasa

KEYNOTE SPEAKERS' ABSTRACT DAY TWO

Day 2: November 27th 2020

Time: 16.00 – 16.45

Native Speakers, Evolution, and Language Endangerment

Gufran A. Ibrahim
Khairun University

Abstract

One main reason of language endangerment in the world is that native speakers no longer familiarize themselves using mother language at home. Fathers and mothers as the last generations of mother tongue speakers no longer familiarize or enable their children as the next generation of native speakers to acquire mother tongue at home.

Three variables which determine fathers and mothers do not longer give their children the opportunity to acquire mother tongue at home are language attitude, language choice, and pressure of other languages. In the sense that, parents treat their mother tongue as a traditional language, they choose another language in terms of social mobility, and the pressure of another language that serves as the *lingua-franca*.

These three variables slowly drive the evolution of the world's languages into endangerment. In some parts of the world, language endangerment occurs in multilingual communities which have a *lingua-franca*, either as a regional language or as a national language in a context of nation.

From various studies so far, there are at least five ways of language evolution: the physical evolution of human voice-articulation, the evolution of language acquisition, evolution due to language contact, the evolution of words and structures, and the evolution of attitude and language choice of native speakers. The first four ways of evolution are not discussed in this article because its spectrum is very broad. This article only tries to discuss the language evolution due to language choice determined by language attitude and other language pressure. Over a certain period of time these three variables have caused the endangerment of the world's languages, especially in multilingual communities with *lingua-franca*.

Keywords: language evolution, native speakers, language endangerment

INVITED SPEAKERS' ABSTRACT DAY TWO

Day 2: November 27th 2020
Time: 17.00 – 17.30

Language Diversity

Dr. A. Remijsen
University of Edinburgh Scotland

Day 2: November 27th 2020
Time: 17.30 – 18.00

KETERGERUSAN REGISTER PADA PROFESI PEREMPUAN *PAPALELE*

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Abstrak: *Papalele* adalah istilah bahasa Melayu Ambon (BMA) untuk menyebut kegiatan mendagangkan hasil-hasil bumi di pusat Kota Ambon, yang pada umumnya dilakukan oleh kaum perempuan. Saat ini jumlah perempuan-perempuan *papalele* semakin berkurang karena berbagai faktor. Berkurangnya jumlah mereka akibat berbagai faktor itu, ternyata berimplikasi pada ketergerusan register BMA yang berkaitan dengan profesi mereka. Artikel yang menggunakan pendekatan deskriptif kualitatif ini bertujuan untuk mendeskripsikan ketergerusan register pada kelompok profesi perempuan *papalele* asal Negeri Ema, Negeri Kilang, Negeri Hutumuri, dan Negeri Naku. Untuk mengumpulkan data, metode yang digunakan adalah wawancara mendalam dengan memanfaatkan juga teknik catat dan rekam suara. Untuk menganalisis data digunakan metode deskripsi dan introspeksi. Hasil penelitian menunjukkan bahwa register atau kosakata yang biasa digunakan dalam kegiatan *papalele* oleh perempuan-perempuan yang berasal dari keempat negeri itu telah mengalami ketergerusan yang cukup signifikan. Hal tersebut ditandai dengan tergantinya kosakata (BMA) dengan kosakata bahasa Indonesia (BI) untuk menggambarkan kostum yang dikenakan, peralatan yang digunakan, dan ukuran atau penyukat dipakai, baik dalam proses persiapan *papalele*, maupun dalam proses transaksi.

Kata Kunci: *papalele*, bahasa Melayu Ambon, ketergerusan register

Day 2: November 27th 2020

Time: 19.00 – 19.30

Words are constructions, too: A construction-based approach to English ablaut reduplication

Jeroen van de Weijer
Shenzhen University China

Abstract

In this article we present a new approach to words of the type *zigzag*, *chitchat*, etc. in English. Such words form a formal (phonological) and functional (semantic) pattern in English. We argue that this pattern should be analyzed in a construction-based approach, which has clear advantages over other approaches, e.g. analyses involving extra grammaticality or a synchronically productive reduplication process. We propose to extend the construction-based approach beyond its original scope (syntactic constructions) to words that may even no longer be morphologically complex. Finally, we make a tentative suggestion about how the difference between productive and unproductive patterns could be captured in the construction-based approach.

Keywords: ablaut; constructions; English; morphology; productivity; reduplication

PARALLEL SESSION ABSTRACT DAY TWO

Day 2: November 27th 2020

Time: 18.15 – 18.30

Reading Strategies of Post Graduate Students of English Education - Pattimura University

Jeny Lekatompessy and Hellien J. Loppies
Pattimura University

Abstract

The objective of this research was to find out reading strategies used by postgraduate students in reading activities. This study was conducted at English Department of Postgraduate Students, Pattimura University. There were 24 participants in this research and the data for the research were collected through questionnaire and interview. The questionnaire employed was Survey of Reading Strategy developed by Mokhtari and Sheorey (2000). The questionnaire consisted of 30 items that had been classified into three main strategies which were global strategy with 11 questions, problem strategy with 10 questions and support strategy with 9 questions. To find out the frequency of each strategy Likert scale was employed. Semi structured interview was conducted to find out the reason why certain strategy were chosen. The data then were analyzed quantitatively for questioners and qualitatively for interview. The result of the research showed that Global reading strategy was the most strategy employed by the participants with mean 3.91 followed by problem solving strategy with mean 3,83 and support strategy with mean 3,65. The result of the interview indicated that global reading strategy was mostly employed because English as medium of instruction was used therefore students frequently employed this strategy.

Keywords: Reading strategy, post graduate students

Day 2: November 27th 2020

Time: 18.30 – 18.45

The Similarity of Sounds and Words of English and Kei Language Used by Ninth Grade Students of SMP Negeri 2 Kei Kecil of Southeast Maluku Regency

Syamsia Tharob Oktavina J.Paays and Titian Darmatasya
Pattimura University

Abstract

This study is conducted to know the similarity of sounds between words in English language and Kei language used by grade nine students of Junior High School students in South East Maluku Regency. The scopes of this research were the speech sounds, and word. Several words of Kei language was same in sounds with English words but they are different in meaning. It is Important to give solution about the similarity of sounds and word but different meaning for students. This research was descriptive qualitative and the data were collected from direct interview and literature review. From two kind of the method the researchers found that there were several words of Kei language were same with the word in English, there are letter “ I “ mean “Person” in English and “I” mean “ wood” in Kei language words type“ do” means “doing” in English “ do “ means “ come” for Kei language. The result of the research showed that similarity of these words and sounds have positive and negative effect. The researchers hope this research can help the students to getting meaning for each word they found Kei Island which was same with English language.

Keyword: Similarity, sound, word, English Language, Kei language, south east Maluku

Day 2: November 27th 2020
Time: 18.15 – 18.30

**Student Self-Assessment through German online Media “Blok”
In Teaching of Foreign Languages for Tourism and Hospitality at Vocational High
School**

Rita Fransina Maruanaya and Thomas Köhler
TU Dresden Germany

Abstract

Teaching foreign languages such as English and German for Tourism and Hospitality in Vocational High Schools cannot be separated from the role of the business world and industry like a Hotel. According to the Indonesian Education Law No. 20/2013, the purpose of Vocational High School itself is to prepare highly skilled workers in certain fields. Vocational education in Indonesia does not only take place in schools but also in companies that aims to provide a workforce with professional skills. Learning foreign languages for tourism and hospitality sector does not mean only learning the language, but also work competences. Therefore, teachers must be able to communicate, coordinate and collaborate with the hotel specialists especially the trainers. In the current Industrial Era 4.0, it is certainly familiar for us to take advantage of various online media in the learning process. One of the platforms developed by the German Vocational Education Institute is a so-called Blok. Blok enables the students to carry out an online self-Assessment under the guidance of their supervisors and teachers. Blok greatly facilitate the performance of students, teachers and supervisors because they are flexible in terms of time and place, and foster a sense of responsibility in students for their self-assessment.

Keywords: Self-Assessment, Block Online Media, Foreign Languages for Tourism and Hospitality

Day 2: November 27th 2020
Time: 18.30 – 18.45

Das Deutschlernen in Togo

AYISSA Komi Wola

Fachberater im Fach Deutsch bei dem Erziehungsministerium in Lomé, Togo

Kurzfassung

In Togo gehört das Erlernen vieler Fremdsprachen zum Programm. Neben Französisch, der Amtssprache, werden Englisch, Spanisch und Deutsch in Togo gelernt. Das Erlernen der deutschen Sprache ist auch besonders so lebhaft in Togo, weil das Land eine alte deutsche Kolonie gewesen war. Außerdem ist Deutsch Pflicht im literarischen Studiengang im Gymnasium und Pflichtwahl an der Uni. Die Deutschlernenden sind Großanfänger: zwischen 15 und 23 Jahren. Ihre Zahl beträgt ca. 80000 von 200000 insgesamt im Gymnasium. Das Lehrwerk enthält eine gewisse Zahl von Lerneinheiten mit grammatischen Strukturen, Lese- und Hörtexten, usw. Die offiziellen Anweisungen sehen für die Evaluation mündliche und schriftliche Klassentests, Klausuren und Prüfungen vor. Mehrere Aufgabentypen und Evaluationsformen werden in dieser Hinsicht ausgenutzt. Der Deutschunterricht entwickelt sich heutzutage in einer schwierigen Lage: immer größere Schüleranzahl (zwischen 70 und 100 pro Klasse), Mangel an Materialien, schlechte Arbeitsbedingungen, usw. und als Schlussfolgerung die immer mehr mangelhafte Leistung der Schüler. Nach drei Jahren erlangen sie das Niveau A2. Zur Förderung der deutschen Sprache haben die Schulbehörden Deutsche Partner. Die sind die deutsche Botschaft in Togo, das Goethe Institut, DAAD und das Projekt Partnerschulen für die Zukunft.

Day 2: November 27th 2020

Time: 18.15 – 18.30

**Potensi Bahasa Kenyah Sebagai Wahana Pengungkap Budaya
Di Desa Budaya Pampang, Samarinda, Kalimantan Timur**

Nurul Masfufah dan Aquari Mustikawati
Kantor Bahasa Kalimantan Timur

Abstrak

Desa budaya Pampang dihuni oleh masyarakat Dayak Kenyah. Dalam kegiatan pariwisatanya, masyarakat di desa Pampang berkomunikasi dengan wisatawan menggunakan bahasa Kenyah. Penelitian ini bertujuan untuk mendeskripsikan bentuk potensi bahasa Kenyah sebagai pengungkap budaya dan strategi pariwisata. Pengumpulan data dilakukan dengan observasi, wawancara, dan studi pustaka. Analisis data dilakukan dengan metode deskriptif menggunakan model interaktif yang terdiri atas tiga komponen, yaitu reduksi data, penyajian data, dan penarikan simpulan. Hasil penelitian menemukan beberapa potensi bahasa Kenyah, yaitu (1) penggunaan istilah-istilah Kenyah pada saat mendeskripsikan pertunjukkan budaya; (2) komunikasi pengunjung dengan penutur asli pada saat pertunjukan; (3) istilah atau kosakata budaya yang menjadi daya tarik pengunjung, seperti telinga panjang, bagian-bagian rumah adat, pakaian adat, senjata tradisional, dan souvenir khas; dan (4) pemandu wisata, selebaran, dan keterlibatan warga Kenyah untuk menjelaskan istilah-istilah Kenyah. Adapun strategi untuk meningkatkan daya tarik wisatawan melalui potensi bahasa Kenyah, antara lain (1) meningkatkan keterlibatan pengunjung atau wisatawan untuk mengikuti tarian dan permainan sambil berkomunikasi dengan bahasa Kenyah yang sederhana; (2) menggerakkan para penulis atau sastrawan untuk mengeksplorasi wisata budaya Pampang melalui bahasa Kenyah; (3) menghidupkan sanggar atau komunitas Kenyah untuk mengangkat desa wisata budaya tersebut. Dengan demikian, potensi bahasa Kenyah dapat dijadikan daya tarik wisatawan di desa tersebut.

Kata kunci: potensi, bahasa Kenyah, pengungkap budaya, Desa Budaya Pampang

Day 2: November 27th 2020
Time: 18.30 – 18.45

Hiperbola Dalam Tuturan Masyarakat Melayu Ambon (Kajian Etnolinguistik)

Leonora F. Pessiwarissa
Universitas Pattimura

Abstrak

Hiperbola adalah sebuah gaya bahasa yang menyatakan sesuatu secara berlebihan. Dalam KBBI (2018) hiperbola didefinisikan sebagai ucapan (ungkapan, pernyataan) kiasan yang dibesar-besarkan (berlebih-lebihan), dimaksudkan untuk memperoleh efek tertentu. Gaya bahasa hiperbola ini seringkali digunakan oleh masyarakat tutur bahasa Melayu Ambon (selanjutnya disingkat BMA) ketika berkomunikasi dengan sesamanya, yang terletak pada penyimpangan-penyimpangan maksud untuk memperoleh efek yang luar biasa dari ucapannya. Kebiasaan orang Ambon ketika situasi santai untuk duduk ‘*bastori*’ dalam suatu kelompok cenderung meningkatkan pemakaian hiperbola dalam tuturan mereka, sehingga kadang istilah *tukel* ‘tukang bual’ setelah itu saling dilontarkan kepada satu sama lain. Hal ini menunjukkan kekhasan tuturan bahasa Melayu Ambon, yang menjadi ciri pembeda bahasa tersebut dengan varian bahasa Melayu lainnya di Indonesia Timur. Dengan demikian, penelitian ini akan mendeskripsikan bentuk-bentuk penonjolan kata yang mengandung hiperbola, fungsi pemakaian gaya bahasa hiperbola, serta nilai-nilai budaya yang melatarbelakangi pemakaian gaya bahasa hiperbola tersebut. Penelitian bersifat kualitatif dengan menggunakan pendekatan etnolinguistik. Metode yang digunakan adalah observasi partisipatif, dengan teknik observasi, wawancara, serta kuesioner dan pendokumentasian untuk pengumpulan data. Hasil penelitian menunjukkan bentuk-bentuk penonjolan kata yang mengandung hiperbola terdiri dari bentuk lingual morfem, kata, dan frase, yang berfungsi menambah efek tertentu untuk yang mendengar atau lawan bicara, membanggakan diri, serta berkelakar. Nilai-nilai budaya yang melatarbelakangi pemakaian gaya bahasa hiperbola adalah berdasarkan faktor situasi dan suasana kebersamaan dalam masyarakat di sekitar tempat tinggal penutur BMA.

Kata Kunci: hiperbola, tuturan, bahasa Melayu Ambon, etnolinguistik