



Doctorate and Master Program of Linguistics,
Faculty of Arts, Udayana University



Local Languages Researcher
Association

PROCEEDINGS

The 8th International Seminar on
Austronesian and Non-Austronesian Language
and Literature in Indonesia

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1

DIASPORA OF AUSTRONESIAN AND
NON-AUSTRONESIAN LANGUAGES
IN INDONESIA

Widya Sabha Mandala
Faculty of Arts, Udayana University
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PROCEEDINGS

The 8th International Seminar on Austronesian and
Nonastronesian Languages and Literature

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MODELING TEACHING LEARNING TO THE TRADITIONAL OSING LANGUAGE BY USING CULINARY LINGUISTICS (COMBINATION BETWEEN NARRATIVES AND VISUAL COMMUNICATIVE APPROACHES)

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Abstract

The language varieties in the world are very interesting to be learnt, many lexemes of local languages in Indonesia can be found in the traditional culinary product. This issue shows that they are mostly different procedure especially on making product foods either form the procedure ways, forms, naming and meaning. *Osing* language is a local language in Indonesia; it is in East java Banyuwangi. The focus problem of teaching learning contains of; how to design of teaching procedure texts by using traditional *Osing* language food and how is the lexemes of culinary linguistics in *Osing* language. The purpose of the study is to know the design of teaching procedure texts by using traditional *Osing* language food and to investigate the lexemes of culinary linguistics in *Osing* language. The writer used qualitative based on narrative and visual communicative approach for her methodology. Data are data from the junior high school students, writing procedure texts and the pictures at the six level. They were analyzed based on the lexemes at the *culinary linguistics*. The finding of the research that there are many lexemes can be found. The significance that the material of *Osing* language must be designed in the junior education more perfectly level since it is the icon of local language in Banyuwangi-. East java- Indonesia and it is mostly a part of Javanese language. The result and discussion that teaching procedure text will be modeling teaching learning to increase student's lexemes knowledge which wrapped on the *culinary linguistics*. The conclusion; the varieties of *Osing* language have many different lexemes.

Keywords: *procedure text, Osing language, lexemes, culinary linguistics, narrative, visual communicative approach*

INTRODUCTION

Recently the words of culinary are very popular in this world. The variety of modern and traditional foods' forms, names and meaning can be found although they sometimes have the same foodstuff. Indonesia has many varieties of traditional foods; they can be seen when we are on culinary at every region. They also have different forms, names, meaning and lexemes. The issue shows that language histories the Cambridge history of the English language is fine source to study of the borrowing food of terminology. For instance; in non- Germanic food terms were already introduce before the Anglo Saxons even migrated to England. Between food and language are used to maintain and create human relationship; both of them have an intricate connection to power in the world at large as well as in a smaller group of culinary linguistics especially on lexemes. It made the researcher wanted to observe deeply about them. The field of culinary linguistics here focus is in Banyuwangi- East java- Indonesia. The issue also shows that food could be used as a structuring principle. For instance; research on food preparation and food assumption in another so it can be written from the perspective and so many disciplines concerned to the sub discipline of linguistics aspects .The gap that can be controversy between groups is on morphological process. While; the focus of the study is lexeme then determines it to the head and modifier and phrases. Richard ..." (p.163) on Longman Dictionary of Applied Linguistics' lexemes is the smallest unit in the meaning system of language that can be distinguished from other similar units. A lexeme is abstract unit. It can occur in many different

forms in actual spoken or written sentences. And it is regarded as the same lexeme even when inflected.¹ The length of a word determined by the amount of information that the word contains is a striking source of support for the idea that linguistics function shapes linguistic form.² Here; two focus problems of culinary linguistics; First; *how* to design of teaching procedure texts by using traditional *Osing* language food . Second; how are the lexemes forms of Linguistics culinary in *Osing* language. The purpose of this research are; to know the design of teaching procedure texts by using traditional *Osing* language food and to investigate the lexemes form of linguistics culinary in *Osing* language. The advantage in a society is to enlarge the variety languages in Indonesia since many of local languages in the world especially in Indonesia are in danger and they almost utterly destroyed. To answer the problem the researcher used the theory of Teaching Learning and the theory of Language and linguistics.

The Local language in Indonesia such as *Osing* language is taught as the local material especially for the students in the elementary school whom they are sitting in the sixth level. It became a region local policy in Banyuwangi. The early 1990's have witnessed a growing dissatisfaction with the traditional principles and practices of communicative language teaching (CLT). Several applied linguists have voiced the need to introduce reforms. Language functions are an important part of communicative competence. While; to make CLT more effective, one of them must detail of linguistics competence. Here; linguistics competence referred to the "grammatical competence". It is about the sentences patterns and types, the constituent structure, the morphological inflections, the vocabulary as well as the phonological and orthographic systems needed to realize communication as speech and writing. The element of teaching learning that the teaching materials, educators and the assessment procedures are not really important role in the success of a language program since the larger societal context in which the teaching such as English which is situated has a big influence on the process and outcome of learning.³ Intercultural focus teaching and learning based on the language of education, language development and language and practice. While; the globalization era needs intercultural capabilities into teaching and learning, it is not only focus on what is to be taught but it also focuses on the oriented of language in education.⁴

Procedure text is the organizational modes underlying paragraphs definition, comparison-contrast, classification, or cause-effect. Alternatively the materials' developer might start from a genre or text-based view of written language in which texts such as news reports, business letters, or academic articles are seen to reflect their use in particular contexts. Or the writer could begin from a process perspective in which written texts are seen to reflect the cognitive and composing processes that go into their creation, such as prewriting, planning, drafting, composing, reviewing, revising, and editing.⁵ It is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. A procedure is a specified series of actions or operations which have to be executed in the same manner in order to always obtain the same result under the same circumstances (for example, emergency procedures). Less precisely speaking, this word can indicate a sequence of tasks, steps, decisions, calculations and processes, that when undertaken in the sequence laid down produces the described result, product or outcome. A procedure usually induces a change. It is in the scientific method.⁶ Procedure text is the process of making something, it supported by the material. It can be the procedure of making foods with the material such as the foodstuff. Students can write or speak by giving a clear explanation about how to make something based on the procedure then mention the names on every material and steps.

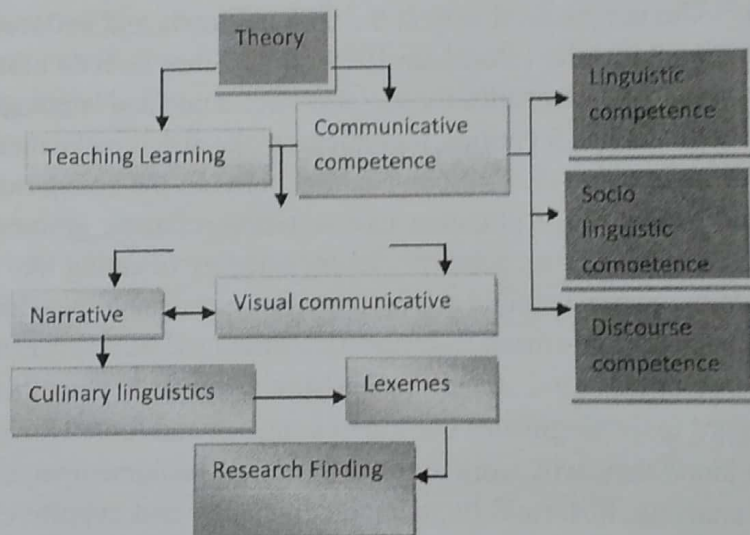
Osing language is a local language in Banyuwangi, east java, Indonesia. The meaning of *Osing* language resemble using word like Balinese linguistic, it is a regional or local language.⁷ *Osing* is an identity of Banyuwangi language and the majority of Banyuwangi people used it.⁸ *Osing* language is usually used to communicate between people in the rural area, people on the slope of the mountain or between people in the lower level of education and economy standard. At this time it will be in danger since the users are limited. That is why; recently the local government makes the policy that *Osing* language has been taught as a local material at the elementary school in the six levels. This is the best solution to build up *Osing* language to become more survive. Many events held by the government such as telling story by using *Osing* languages in every school's competition. Language is materially influenced by the environmental background of its speaker. Properly speaking, of course, the physical environment is reflected in language only in so far as it has been influenced by the social factor.⁹

Indonesia has many kinds of traditional foods. Every region has the varieties of them. Sometimes every region has the different names of foods but the reality between the procedure to make food and foodstuff has the same and different either the process or the ways. Language and food are culturally dependent and vary according to factors such a gender, age, or situational context or even lifestyle where food is a bridge between nature and culture "(Fishler 1988 in Germov and Williams 2008:1). While; linguist and other social scientists have shown that identity is constructed through language, in this case; every coherent social group has unique food ways "(Moynihan 1999: 6).¹⁰ The unique food way at the national foods and national languages are claimed to construct national identity (Pechkam 1998 : 174). Since both do more than cater for bare necessities, they represent perfect sites for social studies. Food and language are fabricated by building larger units out of smaller entities; ingredients make dishes make meals; sound make words make utterances make text (cf. Halliday analogy between the categories of eating like daily menus, meals and categories of grammar like sentences, clauses, group phrases, words, morphemes 1961, cf.also le'vi -strauss below)¹¹ . Every category of eating like daily menu has the meaning. The meaning of meal is found in a system of repeated analogies. Each meal carries something of the meaning of the other meals; each meal is a structured social event which structures others in its own image (Douglas 1972: 69,cf. de Saussure's Valeur)¹². The others references of culinary linguistics regard to the linguistics portion of language and food. However, no specific approach or sub-field since they will work from pragmatic, discourse analysis, interactional studies, conversation analysis, historical linguistics, lexicology and cognitive linguistic. The most important of word formation processes with regard to the denomination of food items are borrowing, compounding including homonyms and eponyms. Those are like between *butter* and *cheese*, can be seen as preventatives here for the wealth of borrowings in different situation of language contact described in general language histories.¹³ The morphology of the source language is not always transparent. This has also lead to re-interpretations like in the famous see at the *burger*. *Hamburger* is etymologically a derivation of *Hamburg* (the German city) plus *er*' suffix which was then re analyzed as *hum* "type of meat" plus *burger* "type of sandwich" (William: 1939). The reinterpretation of a burger as a free morpheme then led to a number of new compounds such as cheese burger which have found continuous interest. The journal of American speech only, in 1968, already 17 publications about burger and appeared, some by eminent linguists like Bolinger (saudek " 1968). Besides Borrowing, another common words formation process used for food terminology is compounding with homonyms, for instance *pizza Hawaii* indicates the use of pineapple or *lamb Provencal garlic* and *certain spices*. Conversely, Muhleisen argues that the spice or ingredient in the dish metonymically indicates far – away places to eroticize food (2003: 80). The Journal of recreational linguistics published in article

about word formation in food terminology (Smith: 1986). Smith notes that food terms on hand-written sign, employee type menus and local advertising flyer have often lost the past participle suffix- ed. For instance ; canned food to cane food, iced tea to ice tea. Historically also roast beef from roasted beef. In this case; linguistics unit are the domain of morphology, the study of structure within words- and syntax, the study of structure of sentences. ¹⁴

It is not important for the researcher to flatten the methodology. The researcher explains the methodology for the next researchers who want to continue to observe deeply related with the topic above. Here; qualitative based on the narrative and visual communicative approach used as the methodology. This field research is done by observing, interviewing to the teacher-class and the students writing on procedure texts. The researcher joins the class and observes the teaching and learning process, observes the material such as book reference which is used by the teacher to their students. The researcher treats the process from the result of the observation and interview by combining the students writing on procedure texts and the pictures. The pictures of traditional food can be visual and communicated in narration. Students wrote the process of making traditional foods and gave names of foodstuff also pictures and wrote the materials and the steps of making foods. Based on the students' writing on procedure texts, observations and interviews can be an instrument to solve problems based on the focus problems on this topic.

Picture 1 Research Design



The first communicative competence of language between 1957 to 1965 is linguistic competence it is Chomsky an period, then Hymes declared on 1967 to 1972 into linguistic and sociolinguistic competence, while on 1980 Canale and Swain enlarge into grammatical competence, strategic competence and sociolinguistic competence. Canale on 1983 classified the communicative competence into grammatical competence, strategic competence, and sociolinguistic from the theory of Canale on 1980 enlarge into discourse competence. Finally Celce – Murcia (1995) classified the communicative competence into; linguistic competence, strategic competence, sociolinguistic from the theory of Canale is divided into Sociolinguistic competence and actional competence while discourse competence is the result of sociolinguistic competence. ¹⁵

The theories are taken based on the teaching learning and communicative competence. The culinary linguistics on *Osing* language especially on its lexeme can be seen by using Linguistic competence. First; linguistic competence tend to the morphological aspect especially on words formation process and lexemes while syntactical aspect especially on phrase. Second;

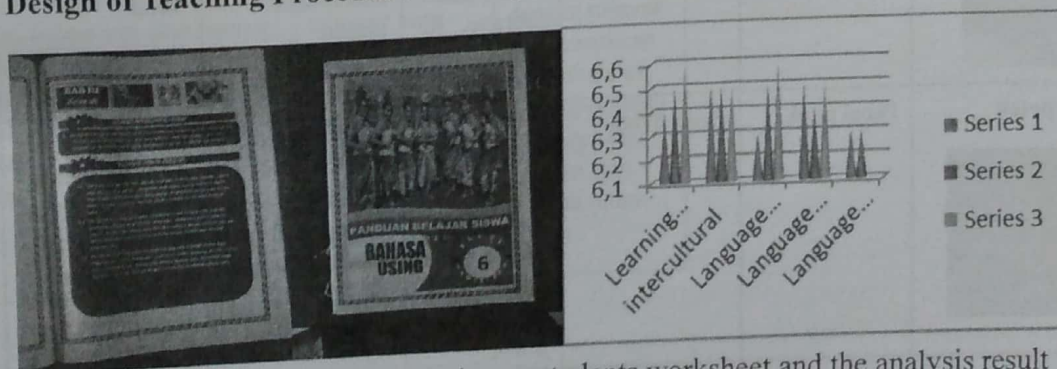
Sociolinguistic competence tends to cultural factors it is regional differences and cross cultural awareness. Third; Discourse competence tends to segment as a conversation in procedure. Narrative and visual communicative approach are used as the methodology. They are from the students' writing procedure texts and pictures. In these case, the focus on finding research based on the two problems that must be solved. They are; the design form of teaching procedure text and lexemes at culinary linguistics at *Osing* language in Banyuwangi- East java- Indonesia. Mean while; the location of the research is in Banyuwangi- east java Indonesia. The object research is students at the junior high school at the six levels. Data sources are from students' writing procedure texts. The technique of collecting data by observation to the field research in Banyuwangi, it is in Islamic junior high school by taking some of students' procedure text writing.

The problems on this research here were analyzed by the method of visual then continue by narration, they are also analyzed based on the theories of the teaching learning and communicative competence .Teaching learning and language, it is about the outcomes learning, intercultural, language of education, language of development and language in practice. The second theory here is analyzed by theory of language and linguistics; it is related with the linguistic competence, socio linguistic and discourse. Language and foods are culturally on the situational context. Linguistics competence is the domain of morphology, the study of structure within words especially on lexemes. Sociolinguistics competence is the domain to the social pragmatic knowledge, norms these are related with the cultural context communication while discourse is the domain to arrangements of words, structures and the generic structure of the text. Both of the problems are observed and finally are analyzed based on the students writing on procedural text by using steps. Those are about; goal/aim (or title), materials (not required for all procedural texts), Steps (the actions that must be taken) .language features of lexemes. The focus problem of teaching learning contains of; how to design of teaching procedure texts by using traditional *Osing* language food and how is the lexemes of culinary linguistics in *Osing* language. Here the visual communicative and the students' narration on *osing* language by using the steps of procedure text;

DISCUSSION

The problems here are solved by the theories and through methodology of visual approaches than the result of them will be narration approach .while; the theories are taken based on the teaching learning and communicative competence. Those are teaching learning and language of teaching procedure texts by using traditional *Osing* language food and the lexemes of culinary linguistics in *Osing* language.

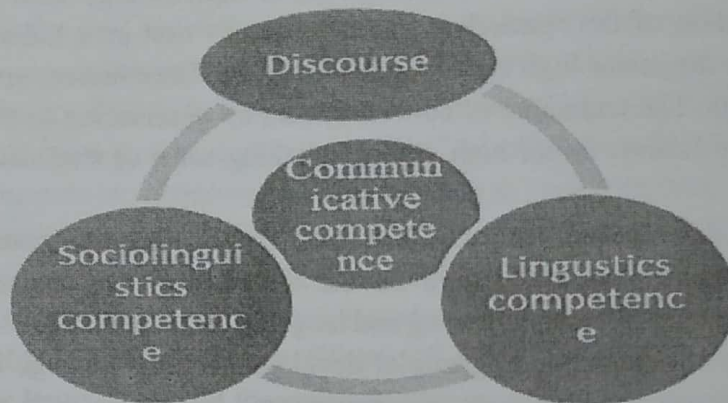
Picture 2 Teaching Learning Design of Teaching Procedure Texts by Using Traditional *Oseng* language Food



The sources; from the material design or students worksheet and the analysis result

The theory of teaching learning can be discussed through the content of material design. the students' learning outcomes on *osing* language based on the graphic are between 6.4 to 6.5, intercultural is between 6,5, language of education are between 6.2 to 6.5, language on development are between 63 to 65 , while; in practice is 6.3.




Pictures 3



Picture; it is taken from the theory of Communicative competence by Celce – Murcia (1995)

Here that communicative competence is based on the topic focuses on three aspects. These are linguistics competence, socio linguistics competence and discourse. Those domain to of words and lexemes, structure within words, social pragmatic knowledge, norms, cultural context communication, arrangements of words, structures and the generic structure of the text.

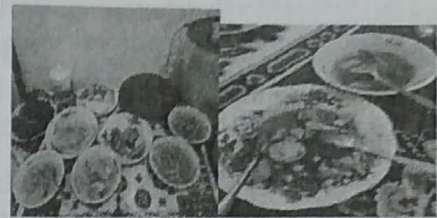
The lexemes of culinary linguistics in *Osing* language

Topic			Material		
Oseng	Java	Indonesia	Oseng	Java	Indonesia
1.Sego tempong 	Nasi sambel	Nasi sambal	Lobok gambar, terasi, jeruk sambel, ranti, uyah, gulo jowo, peksin	Cabe rawit, terasi, jeruk pece, tomat, uyah, gulo aren, micin	Lombok kecil, terasi, jeruk pece, tomat, garam, gula merah, penyedap rasa
2.Rujak cemplong 	Rujak kecuk	Rujak buah	Werak, gulo jowo, lobok gambar, terasi, kates, sabrang, temon,	Cukak, gula aren, Lombok rawit, terasi, kates, telo, temon	Cukak, Lombok kecil, terasi, papaya, ketela, timun
3.Pecel petek 	Pecel pitek	Pecel ayam	Kelopo enom, kencur, kunir, laos, kemiri, lobok jowo, lobok gambar, gulo jowo,	Kelopo enom, kencur, laos, miri, Lombok gede, Lombok rawit, gulo aren	Kelapa muda, kencur, lengkuas, Lombok besar, Lombok kecil, gula merah

Steps



Culinary linguistics of Oseng Lexemes



Oseng	Jawa	Indonesia
<p>1. Sego tempong a) Godong2an koyok bong-sone godong sawi, godong kenikir, temon, bayem b) godok sampek rodok luduh. b) Ragi – ragine di saipno kabeh terus di gerus sampe alus 1. Lobok gambir, gulo jowo, peksin Godong2an, bong-sone, ragi, luduh, gerus, Lobok gambir, gulo jowo, sabrang, Wowoan, utowo, gerus, werak</p>	<p>a) sayuran koyok kumpulane godong sawi, godong kenikir, bayem b) bumbune di saipno kabeh terus di ulek sampe halus</p>	<p>a) Sayuran seperti daun singkong, daun kenikir bayam timun b).siapkan semua bumbunya terus haluskan</p>
<p>2. Rujak cemplung a) Pasrah wowoane utowo di iris b) gerus ragi rujak c) lebokne werake terus cemplungno wowoane</p>	<p>2. Rujak kecut a).iris buae b) ulek bumbu rujak c) lebokne lebokne dadi siji buae</p>	<p>2. Rujak Buah a).Kupas dan Iris buahnya b) haluskan bumbu rujaknya c). masukkan cukak-nya jadikan satu dengan buahnya</p>
<p>3. Pecel petek a) Parut kelopo enom b) panasno wajan ambi lengo lebokno ragine b) gerus ragine kapan wes alus campu ambi parutan kelopo enom ambi ragine. c) suwiken cilik –cilik bakarann pitik'e uleden dadekno siji ambi ragine</p>	<p>a) Parut kelopo enome, b) panaskan wajan karo minyak, lebokne bumbune c) preteli cilik-cilik bakarann pitik'e dadekno siji karo bumbune</p>	<p>a) Parut kelapa mudanya b) panaskan penggorengan dengan minyak dan masukkan bumbunya c). potong-potongi ayamnya dan jadikan satu dengan mumbunya</p>

1. 1.Lobok gambir, gulo jowo, peksin Godong2an, bong-sone, ragi, luduh, gerus,Lobok gambir, , gulo jowo, sabrang ,Wowoan,utowo,gerus,werak

2. Ragi,gerus,suwiken,uleden,lobok jowo, lobok gambir, gulo jowo

3. Lobok gambir, lobok jowo, gulo jowo, suwiken,uleden

CONCLUSION

Refers to the problems which have been discussed, here; can be concluded that teaching learning to the outcomes of the students' learning, intercultural, language of education, language on development and language in practice are still on the standard. Second problem can be discussed that communicative competence which focuses on linguistics competence, socio linguistics competence and discourse. Those are domain to of words and lexemes, structure within words, social pragmatic knowledge, norms, cultural context communication, arrangements of words, structures and the generic structure of the text. So that is why the students are in the elementary school especially at the six levels need the development of curriculum, material design to improve students outcomes and other competences in *Osing* language. The government rules are also needed to support the development of using *Osing* language in Banyuwangi. It will anticipate in order the language is not in danger. *Osing* language will be survive if it is used for the people in all level background of social, politic, economy and education in a society especially in Banyuwangi-Esat Java – Indonesia.

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