

p-ISSN: 2088-6799

e-ISSN: 2540-8755



# PROCEEDINGS

## International Seminar LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 7

“The Vitality of Local Languages in Global Community”

July 19—20, 2017



Compiled by  
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Master Program in Linguistics, Diponegoro University  
in Collaboration with  
Balai Bahasa Jawa Tengah

TIME	NAME	TITLE	ROOM	CHAIR PERSON
13.30 – 15.00	Widyatmike Gede Mulawarman	PERILAKU SINTAKSIS KALIMAT MAJEMUK BAHASA KUTAI	MATRIX	COMMITTEE
	Martina	THE VITALITY OF MALAY LANGUAGE IN GLOBAL SOCIETY IN PONTIANAK CITY (SOSIOLINGUISTIC STUDY)		
	Tatang Sopian	TEACHING THEME AND THEMATIC PROGRESSION TO TOURISM STUDENTS AND ITS IMPLICATIONS ON THEIR WRITINGS		
	Muhammad Rayhan Bustam	VULGARISME BAHASA: KREATIFITAS PENARIK MINAT PASAR (STUDI KASUS KAJIAN SOSIOLINGUISTIK DI RESTORAN STEAK RANJANG BANDUNG)		
13.30 – 15.00	Tatang Suparman	PENGAYAAN KOSAKATA BAHASA INDONESIA MELALUI KORESPONDENSI KATA KEMBAR	KRYPTON 4	COMMITTEE
	Nur Faidatun Naimah	A CRITICAL DISCOURSE ANALYSIS OF SUSILO BAMBANG YUDHOYONO'S SPEECH ON ANTASARI AZHAR'S ACCUSATION AS MASTERMINDING THE MURDER OF NASRUDDIN ZULKARNAEN		
PARALLEL 7				
15.00 – 16.30	Pramesty Anggororeni	ANALISIS TERJEMAHAN MAKNA INTERPERSONAL DALAM DUBBING FILM "THOMAS AND FRIENDS: BLUE MOUNTAIN MYSTERY"	HOTEL 2ND FLOOR	COMMITTEE
	Prayudisti Shinta P	MEDIA FRAMING PADA THE GUARDIAN DAN AL JAZEERA: SEBUAH KAJIAN KORPUS LINGUISTIK DAN IDEOLOGI		
	Prayudha	USING COH-METRIX TO ASSESS THE WRITING SKILL OF EFL STUDENTS		
	Qurratul A'ini	PRINSIP KERJASAMA DALAM KOMENTAR BERITA DI FANSPAGE FACEBOOK MERDEKA.COM		
	Sukron Adzim	IMPLIKATUR DAN DAYA PRAGMATIK TINDAK TUTUR DIREKTIF MASYARAKAT INDONESIA DALAM AKUN TWITTER PRESIDEN JOKO WIDODO		
	Yumartati	POTRET PENGGUNAAN BAHASA DI LINGKUNGAN PELAJAR SMA DAN SMK DAERAH ISTIMEWA YOGYAKARTA		
15.00 – 16.30	Inayatul Mukarromah	LINGUISTICS COMPETENCE FOR DEVELOPING STUDENTS' OUTCOMES AT A COLLEGE: SURVEY APPROACH	KRYPTON 2	COMMITTEE
	Yafed Syufi	KLASIFIKASI VERBA MAKAN BAHASA MIYAH		

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## LINGUISTICS COMPETENCE FOR DEVELOPING STUDENTS' OUTCOMES AT A COLLEGE: SURVEY APPROACH

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### Abstract

Most English educators tend to teach students based on how to make the class will be effective and the students will be creative. The president's regulation at number 08 on 2012 about Indonesian qualification framework has impacted for the curriculum standard and also has impacted to the process of managing on every program. The standard curriculum must be suitable based on the global market and based on students' need when they graduate at their college. Lado states (1964: 23) language and teacher should be self-evident that linguistics provides the description of the sounds, words, and sentences. He must teach and helps him to understand the linguistic problems of his students.

The focus problems are: 1) How linguistics can develop integrated skills; 2) How linguistics carries students' learning outcomes? The research is qualitative research, and the ethnography based on phenomenology approach is used as the methodology. The result product is; how the research can produce new design of material study where integrated skills can be combined by learning linguistics. The ethnography research will be done by comprehending deeply about student's culture aspects through on phenomenology or natural settings especially on what the researcher has observed and seen to the field research. The researcher will take the data based on deep observation; deep interview and will take the data based to the object of the documentation from the research field. This research is done by collecting the same data sources, selecting the different data sources, and measuring the capability of students' linguistics by understanding their activities in the class room when they do assignments then researcher will observe the student's result products. The subject of the research is students in the first and second semester. The instrument uses camera, video and field note, the period of the research is more than one year, and the analysis uses descriptive analysis supported by statistic data then finally produces data validity.

Temporary, this research can be concluded that: 1) Integrated skills need enrichment of linguistics and students have to comprehend the basic of linguistics before they develop their integrated skills; 2) Integrated skills competence need linguistics knowledge to improve on how to get the students' outcomes. The students will be ready if they graduate from higher education or College. They will be easy to get a job and they can compete to other competitors from different background of college.

### 1. INTRODUCTION

Students' outcomes at a college need a special attention because they will find to get a job when they graduate at their college. The company will need quality and skill what students have and experiences. The students can compete to others and they will be easy to find a job. General competencies were built around four language skills; they are listening, speaking, reading and writing and around of functions of language. Every nation has an educational standard and every college is also has a curriculum which tends to the nation government rules, while the government certainly applied it based on what the people need in a society. It also treated in Indonesia. The issue recently shows the curriculum standard in a college especially in Indonesia tends to the qualification framework (KKNI). The students' outcomes aren't observed on what the students' score and the result (KHS) but the student's skill, science and experiences which were applied by them will be good achieved outcomes for their future. The problem of the research. The purpose are: 1) How linguistics can develop integrated skills; 2) How linguistics carries students' learning outcomes. This led this paper to pose the following;

1) to know students' integrated skills ability especially on writing, speaking, listening, and reading ;2) to know the students' result when they are learning their language acquisition related with linguistics.

### 1.1 Linguistic and competence

The term 'competence' has been used so widely and so divergently in so many different contexts that it has ceased to have any precise meaning. Different writers interpret it in different ways for different purposes David Taylor (1988: 146- 148) . English has become fluid, flexible, contingent, hybrid and deeply intercultural (Dewey, 2007). As a result, the focus of English language teaching (ELT) should move "from the acquisition of the norms associated with a standard model (i.e., the NS variety) to focus on learning linguistic features, cultural information and communicative strategies that will facilitate communication' ( Krickpatrick, 2007,p.194). Acquisition which is famous of SLA research between language learner and language use (Kramsch and Whiteside, 2007) which, in turn, relate to the competence in applied linguistic generally. Language acquisition is more than a process of learning to put linguistics from together. To be a successful user of English involves both linguistic and communicative competence. English tend to strategically can interpret all the aspect of linguistics in education. Every country has different language feature and culture and learning second language acquisition needs a good integration between culture and education to achieve the students' competence. This competence can improve the student's outcomes.

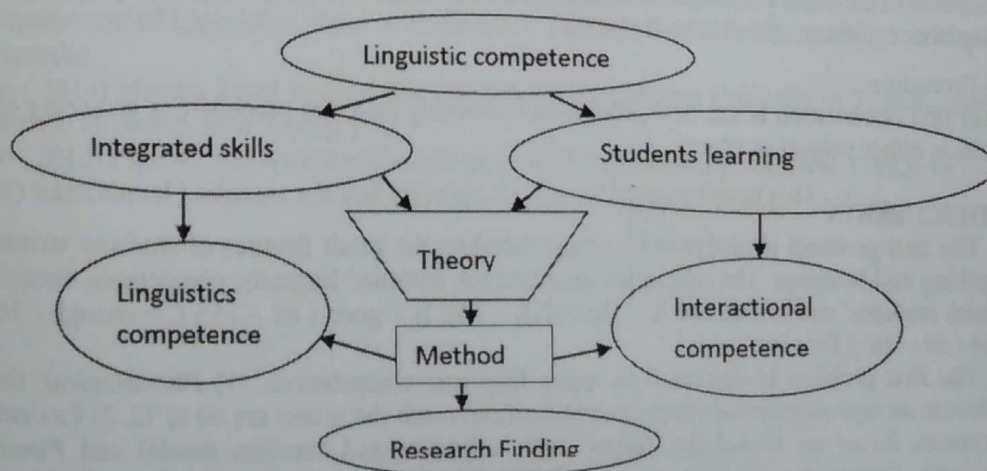
### 1.2 Linguistics and Education

The language, teacher and the linguist, it is the central subject of the study. While language is part of the culture of a people and the chief means by which the members of a society communicate. Linguistics offers us about language per se: what a phoneme is, for example, how speech sounds are made; how words and sentences are formed; how we manage to extract meaning from sounds; how spoken syntax differs from written syntax. Applied linguists have for some time suggested that communicative competence includes a major component like linguistics competence, sociolinguistic competence, strategic. The development of which largely determines the learner's fluency and conversational skills. Practicing teachers, however, are usually unaware of the significance of this competence, and hardly any activities have been developed to include strategy training in actual language teaching. Linguistics growing significance of language education as a result of decolonization and globalization, more educational system are appreciating the need to train teachers in those aspects of linguistics that are relevant to education and in the various subfields that have grown up within educational linguistics itself

## 2. RESEARCH METHOD

The method of the research is qualitative research; it is survey study approach by finding the data based on field. It is used for this method. The procedures trough:

### 2.1 Research design



To solve the problems automatically need the suitable theory. The researcher can be easier to process of finding and analyzing data if the researcher uses a good method. The paradigm method of the research

will explain the position of the researcher as the author, the research process. Panel survey will be used for this research; this research is done for the same sample to comprehend the phenomenology related with linguistic competence and interactional competence of English language education from time to time.

## 2.2 Participant

The participant in this research is mostly students by asking them to answer the questionnaires and interview. The researcher came to the class room and sometimes joined to the class for hours and observation sometimes she get information by interviewing to the lecturers and stakeholder.

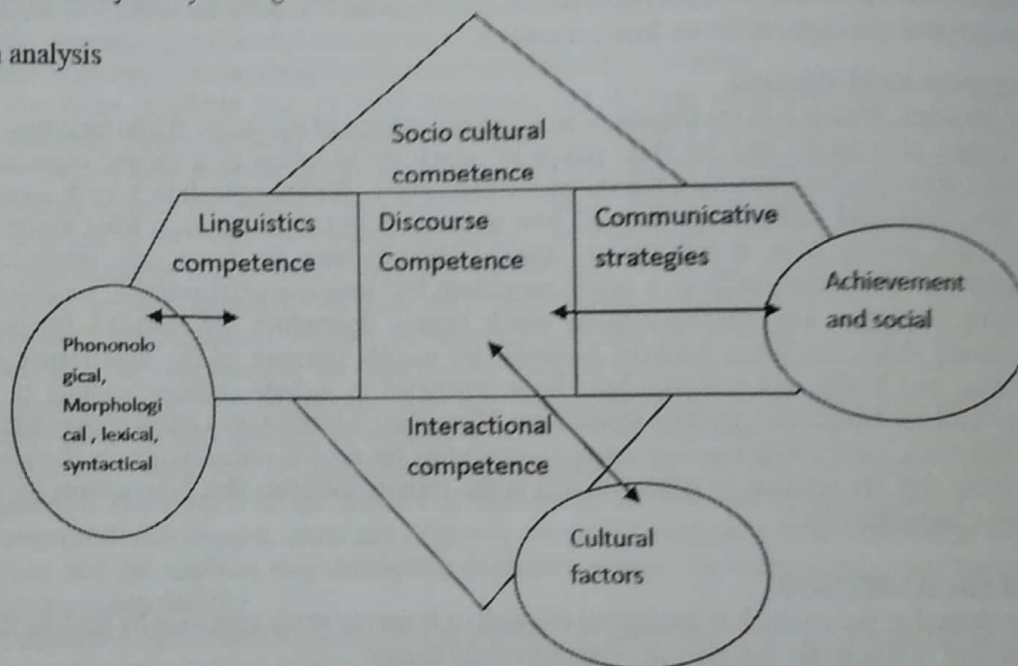
## 2.3 Data Collection

To support the data research included recorder, hand phone, Camera, and a note. The book references are also used to this research. Researcher interviewed such between researcher -students, researcher -lecturers and researcher -stakeholders.

## 2.4 Data analysis

Data is analyzed by what globalization era needs;

### Design analysis



Discourse is the basic component at communicative competence. Discourse competence as the central competence. Celce - Murcia et al (1995).

## 2.5 Procedure

Field first observation is the first process of submitting data; the procedure is go seeing only and the location either subject or object.

## 3. DISCUSSION

The first problem is analyzed by comprehending the result features of students' writing, reading, speaking and listening. The researcher analyzed the students' linguistic competence through; the level grades students' mark; they are A = Best (100 - 85), B = good (84 - 75) C = enough (74 - 60) D = Bad (59 - 10) E = (0).

The first problem is discussed by using linguistic competences. 1) **Phonological**; the student's outcome on *suprasegmental* (stress and intonation) reach the scores are 60 to 72. 2) **Lexical**; student's outcomes based on *knowledge* (noun, verb, adjective and function words) and *Function words* (Pronoun, Determiner, preposition and verbal auxiliaries) reach the scores 60 to 80. 3) **Morphological**; students' outcomes on *Phrase and clause, word order (marked), Basic sentence* reach the scores are 65 to 80. 4) **Syntactical**; *Part of speech, Grammatical Inflection, Derivational process* reach the scores are 60 to 70.

The second problem can be discussed by *Interactional competence*, *Strategic competence* and *discourse competence*. 1) *Interactional competence*; the student's outcomes focused on cultural factors (Background knowledge, *Dialect*, Cross cultural differences) reach the score are 60 to 72 2) *strategic competence*; the students' outcomes concern to *communication strategies* (achievement, Self monitoring, Social). 3) *Discourse competence*; Students' outcomes learn ( cohesion, diaxis, coherence, generic structure) score reach 60 to 70

#### 4. CONCLUSION

Integrated skills are the form of second language features since culture and language are also learning them. Integrated skills is the process to increase linguistics universal like about how the students speech sound, how words and sentences are formed, how to manage the meaning, how spoken syntax differs from written syntax. The result of analyzing and discussing can be concluded that linguistic competence like phonology, lexical, morphology, syntax are important to improve students integrated skills and prepare students to have a good achievement. While interactional, strategic and discourse competence can assist students' outcomes since the goal of succeed of students are when they are success at their good job and society.

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# CERTIFICATE

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as

**PRESENTER**

in the 7<sup>th</sup> International Seminar on

## **Language Maintenance and Shift (LAMAS)**

"The Vitality of Local Languages in Global Community".

Semarang, July 19—20, 2017



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