



CERTIFICATE
IS PRESENTED TO

Denok Lestari

as
PRESENTER

at the 1st International Conference on Local Languages (ICLL), held jointly by Master and Doctorate Program of Linguistics,
Faculty of Arts, Udayana University and Local Languages Researcher Association (APBL),
on February 23rd - 24th, 2018 at Faculty of Arts, Udayana University, Bali

Faculty of Arts, Udayana University,
Dean,



[Signature]
Prof. Dr. Ni Luh Sutjiati Beratha, M.A.
NIP 195909171984032002

Local Languages Researcher Association
Chairman,



[Signature]
Prof. Dr. Made Budiarsa, M.A.
NIP 195301071981031002



KONFERENSI INTERNASIONAL BAHASA-BAHASA LOKAL
(INTERNATIONAL CONFERENCE ON LOCAL LANGUAGES (ICLL))

IN COOPERATION WITH

PROGRAM MAGISTER DAN DOKTOR LINGUISTIK
FAKULTAS ILMU BUDAYA UNIVERSITAS UDAYANA
ASOSIASI PENELITI BAHASA-BAHASA LOKAL (APBL)

Alamat: Jalan Pulau Nias No. 13 Denpasar 80114 Telepon/Fax: 0361-250033
E-mail: icll.unud@gmail.com



December 10, 2017

No : 01.12/PAN/ICLL/2017
Subject : Invitation as Presenter for the (ICLL) 2018

Dear Denok Lestari,

The upcoming International Conference on Local Languages (ICLL) 2018 is organized by the Linguistics Master and Doctoral Program, Faculty of Arts, Udayana University, in cooperation with the Association of Local Language Researchers (APBL).

In regard to this event, we would like to invite you to participate as a **PRESENTER** at the conference.

Day/Date : Friday and Saturday, 23—24 Pebruary 2018
Theme : “*Empowerment and Preservation of Local Languages*”.
Venue : Gedung Widya Sabha Prof. Dr. Ida Bagus Mantra, Fakultas Ilmu
Budaya Universitas Udayana, Jalan Pulau Nias No. 13 Denpasar,
Bali, Indonesia

Thank you for your consideration. We look forward to seeing you at our conference.

Sincerely,

Chairman,

Ida Ayu Laksmi Sari, S.Hum., M.Hum.
NIP 19840403 200801 2 005



ICLL Organizing Committee 2018
Secretary

I Gede Oeinada, S.S., M.Hum.
NIP 19790703 201012 1 003

Patron
Linguistics Doctoral Study Program Head

Prof. Dr. I Nengah Sudipa, M.A.
NIP 19540731 197911 1 001



Linguistics Master Study Program Head

Prof. Dr. Ida Bagus Putra Yadnya, M.A.
NIP 19521225 197903 1 004



PROCEEDINGS

The 1st International Conference on Local Languages



**EMPOWERMENT AND PRESERVATION
OF LOCAL LANGUAGES**

Bali, 23 – 24 February 2018

Faculty of Arts, Udayana University

Denpasar, Bali, Indonesia

PROCEEDINGS

THE 1ST INTERNATIONAL CONFERENCE
ON LOCAL LANGUAGES

EMPOWERMENT AND PRESERVATION OF LOCAL LANGUAGES

Editors

I Nengah Sudipa
Ida Bagus Putra Yadnya
Made Budiarsa
I Nyoman Darma Putra

**Udayana University
Denpasar, 23—24 February 2018**

“Empowerment and Preservation of Local Languages”

Proceedings The 1st International Seminar on Local Languages

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Editors

I Nengah Sudipa
Ida Bagus Putra Yadnya
Made Budiarsa
I Nyoman Darma Putra

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PREFACE

This proceedings contain 117 papers that cover various range of topics on local languages and beyond, most of them based on current research. We thanks to invited speakers and paper presenters for their enthusiasm in supporting the 1st International Conference on Local Languages (ICLL) 2018. We believe that the papers not only will encourage productive discussion among presenters and participants but also inspire further research in the respected field.

It is a great pleasure for us to welcome you in our conference, here at the Faculty of Arts, Udayana University. It is perhaps the first conference for most of us to attend in the New Year 2018, before other academic activities, research, and conferences alike are filling up our time table ahead.

We deeply thanks to your support to come and share your knowledge and expertise to our conference. Your presence and contribution did make our conference a great success.

Our conference on local language is a continuation of the conference on *bahasa Ibu* (Mother Tongue) which held annually by Postgraduate Linguistics Program, Udayana University, for ten times consecutively. This year marked the new face of the conference as we uplifted it from national into international conference.

Despite the change in the level and scope, we maintain the focus and the date of the conference which are on local language and in February, the important month to the international spirit of preserving and developing of local languages.

In 1999, UNESCO declared 21 February as International Mother Language Day (IMLD). IMLD was established to help preserve local languages from the possibility of extinction or marginalisation, but also to promote global awareness of linguistic and cultural diversity.

Since then, a lot of research has focused on the existence and linguistic uniqueness of local languages. Despite this, more effort and research is needed that not only focuses on UNESCO's mission, but ensures the sustainability and life of local languages.

International Conference on Local Languages (ICLL) is a scientific forum dedicated to empowering and preserving local languages. The aim of the conference is to provide an opportunity for academics, researchers and students from various disciplines to share their expertise, concerns, and research results in preserving and promoting local languages.

The conference is purposely organised in February 2018 in order to bring UNESCO's mission of respecting local languages into a productive scientific exchange.

The committee have selected eight related and challenging topics for the conference as listed below.

1. Exploration on the universality and uniqueness (phonology, morphology, and syntax) of local languages

2. Socio-cultural dimension of local languages as a resource of culture and strengthening identity in global era
3. Language policy and national language development, in the context of preservation of local languages as mother language and indigenous languages
4. Multilingual and multicultural dilemma in the preservation of local languages and national language
5. Strategies of empowering local languages through education channels
6. Translation as an effort to empower and preserve local languages
7. Empowerment of literature and oral tradition as pillars of local languages sustainability and viability
8. The use of Communication and Information Technology (CIT) in the preservation of local language and literature as well as language creative industries

We have received a lot of support to held this conference and therefore it is time for us to thanks them all. Firstly, to Prof. A.A. Raka Sudewi the Rector of Udayana University and Prof. Luh Sutjiati Beratha, M.A. the Dean of Faculty of Arts, for their all support and guidance.

Secondly, to our invited speakers including A/Prof. Dr. Hara Mayuko (Osaka University), Prof. Luke Kang Kwong Kapathy (Nanyang Technological University), Prof. Dr. Cece Sobarna, M.Hum. (Padjadjaran University), Dr. F.X. Rahyono, M.Hum. (University of Indonesia), Prof. Dr. I Nyoman Darma Putra, M.Litt. (Udayana University), and Prof. Dr. I Nyoman Sedeng, M.Hum. (Udayana University).

Thirdly, to member of international advisory board including Prof. Ben Ambridge (The University of Liverpool, UK), Prof. David Bradley (La Trobe University, Australia), Prof. Clifton Pye (The University of Kansas, America), Dr. Richard Fox (University of Heidelberg, Germany), Dr. Thomas M. Hunter (The University of British Columbia, Canada), Dr. Dwi Noverini Djenar (The University of Sydney, Australia), Dr. I Wayan Arka (Australian National University).

Fourthly, to both Dr. Made Sri Satyawati, M.Hum. and Prof. Ketut Artawa, M.A., Ph.D. as the head of the Masters and Doctoral Programs of Linguistics, Faculty of Arts, Udayana University, respectively, and to Prof. Dr. Made Budiarsa, M.A., head of Local Languages Researcher Association, for valuable their scientific advise and daily encouragement to make this conference happened.

Last but not least my appreciation are due to all committee member of the conference who have been untiringly make the conference happened as expected.

Denpasar, 23 February 2018
Head of the Conference Committee

Ida Ayu Laksmi Sari

Message from the Dean of Faculty of Arts, Udayana University

God, the Almighty, has blessed us that the Proceedings of the International Conference on Local Languages (ICLL) could be completed in time. The conference of Local Languages has been conducted for ten times since 2008. The theme of ICLL this year is Empowerment and Preservation of Local Languages. This theme becomes important because since the year of 2000, the International Mother Language Day has been recognized all over the world, and through UNESCO recognition, the language day has got its international status. The declaration of this would help preserve all the local languages of the world and that diversity of languages is important for the maintenance of cultural identity and distinction.

The International Mother Language Day is celebrated on 21th February every year which highlights the importance of linguistic identity. We are really proud that we have achieved something that has global acceptance and that ICLL is the celebration of International Mother Language Day.

In this opportunity I would like to express my gratitude to the Head of Master and Ph.D Programs in Linguistics for their supports, advice, and valuable guidance for the smooth running of this conference. My sincere appreciation is expressed to the Head of Local Language Researchers' Association for the collaboration that has been established with Linguistics Department, Faculty of Arts Udayana University. My gratitude is also extended to all speakers for their participation in this conference. I would like to express my biggest thanks to the committee of the conference who have worked hard to plan and prepare this conference. Finally, I hope that this conference will be beneficial to everyone.

Denpasar, 5 January 2018

Prof. Dr. Ni Luh Sutjiati Beratha, M.A.
NIP. 195909171984032002

Message from The Rector of Udayana University

Om Swastiastu, May God bless us all

First of all, I would like to invite all of you to express our gratitude to Ida Sang Hyang Widhi Wasa (God, the Almighty) because without God's permission, the International Conference on Local Languages (ICLL) would not be possible to be conducted and this proceeding as documentation of scientific publication from the speakers would not be finished in time.

Secondly, allow me to express my greatest appreciation, to the Faculty of Arts, especially the Master and Doctoral Programs in Linguistics can implement one of its flagship programs, the International Conference on Local Languages which this year was held for the first time. However, this internationally is a continuation of the national seminar on mother (*Seminar Nasional Bahasa Ibu*) that had been annually held consecutively in the past ten years.

I am also very happy that this scientific activity attended by speakers and participants from various regions in Indonesia as well as from other countries. These facts contributed to the importance, quality and international level of the conference.

As the Rector of Udayana University, I trusted that the papers presented and compiled in this proceedings could contribute to the development of both the body of knowledge and research activities on local languages. In addition, it also contributed to the global attempts in preserving local languages.

Om Shanti, Shanti, Shanti, Om

Denpasar, 8 January 2018

Prof. Dr. dr. A.A. Raka Sudewi, Sp.S (K)

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COMPARING THE LEVEL OF BALINESE LANGUAGE ACQUISITION USING THE VOCABULARY LEVEL TEST

Denok Lestari¹; I Wayan Suadnyana²

Sekolah Tinggi Pariwisata Bali Internasional

denoklestari@stpbi.ac.id¹; iwsuadnyana@stpbi.ac.id²

Abstract

Language acquisition is the process of gaining language naturally, which begins in the early period of life. The first language learnt by a child becomes his/her native language or mother tongue. This article focused on the language acquisition of children aged 7-9 to find out their mastery of vocabulary in Balinese language. Vocabulary mastery is the number of vocabulary in a language which contains information about its meaning, form, and usage in context of communication. It is the core component of language proficiency and provides much of the basis for how well learners use the language. The research took place in two elementary schools: one in Denpasar and the other in Tabanan. This article aimed to compare the balinese language acquisition of children in these two areas to see whether or not their level of vocabulary were very much different.

Keywords: language acquisition, balinese language, mother tongue, vocabulary level test, comparison

I. INTRODUCTION

Vocabulary is one of the important aspects in teaching language, as stated by Edward et. al. (1997). Since it is an important factor in all language teaching, students must continually gain words as they learn structure and practice sound system. Therefore, it is one of the aspects of a language that the students need to master. According to Celce and Murcia (2001: 285), vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. Children produce their first words around the age of 12 months to 24 months. And they steadily add their vocabulary approximately nine words a day up to age six (Clark, 2009). Thus, this research highlights the vocabulary acquisition of children aged 7-9 in their first language.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002: 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words. Vocabulary plays an important role in foreign language learning. The development of rich vocabulary is important when the learners acquire a language (Nunan , 1991: 118).

By age of eighteen months or so, the average child has a vocabulary of fifty words or more. Common items, mostly nouns, include the words listed below.

People	: daddy, mommy, baby
Food/drink	: juice, milk, cookie, water, toast, apple, cake
Animals	: dog, cat, duck, horse
Clothes	: shoes, hat
Toys	: ball, blocks
Vehicles	: car, boat, truck
Other	: bottle, key, book
Properties	: Hot, all-gone, more, dirty, cold, here, there

As shown above, noun-like words make up the single largest class in the child's early vocabulary, with verb-like and adjective-like words being the next most frequent category types.

Leading scholars in vocabulary research (Nation, 1990; Meara, 1996; Laufer, 1989, 1998; Read, 1988) believe that the number of words known is one of the key factors in L2 learning, particularly in the first stages of L2 learning where students probably have only small lexicons. Unfortunately, according to Read notes, finding out how many words L2 learners know is not a straightforward issue, because when estimating learners' vocabulary size, researchers encounter conceptual and methodological problems (Read, 1988). These problems have been addressed in a number of studies, such as for instance: on defining what a word is (Bauer and Nation, 1993), what it means to know a word (Nation 1990, 2001; Meara 1996), what is the minimum vocabulary size to follow academic programmes in English as a medium of instruction (Sutarsyah, Nation and Kennedy 1994), and what is the minimum needed to understand English texts (Nation 1990; Laufer 1992, 1997; Ward 1999).

Helping children relate new words to words they already know is very important. Teaching children to use the context around a word to try to figure out word meanings can also be effective. There are two processes take place during the children's first language acquisition, such as competence and performance processes (Chaer 2009:167). Competence process is the unconscious process of grammar mastery. This process is required during the formation of performance process, which consists of comprehension process and production process (i.e. producing the previously heard sentences). Both of these processes will lead to the linguistic competence. Thus, the linguistic competence consists of the ability of comprehending and producing new phrases.

II. METHOD

This research applied explanatory mixed method which collaborated qualitative and quantitative data. There were thirty children aged 7-9 participated in this research. Fifteen of them lived in Denpasar and the rest lived in Tabanan. This research aimed to compare the level of vocabulary acquisition between children who lived in big city and those who lived in suburban area. Six sets of pictures and a tabulation were used as the instrument in collecting data. The data were then analysed by using mean analysis.

III. FINDINGS AND DISCUSSION

At the beginning of this research, the children were given six set of pictures (shown below) and were asked to choose ones based on the clues read by the researcher. This instrument was adapted from Ruffel's assessment score sheets for the Picture Vocabulary Test. Firstly, the researchers introduced and explained the task to the children by giving instruction in Balinese language:

"Pilih gambar sane pas teken krana sane jagi orahin Bapak."

(Choose the correct picture based on the words I am going to say)

Afterward, the researchers ask the children, one after another, to point to the pictures in the order on the assessment sheet (not by the numbers on each picture). The words listed on the assessment sheet were:

Set 1

- a. *mejuk* (stand)
- b. *punyan* (tree)
- c. *meng* (cat)
- d. *beruang* (bear)
- e. *melaib* (run)
- f. *ningalin* (see)

Set 2

- a. *kotak* (box)
- b. *becik* (good)
- c. *cenik* (little)
- d. *yeh* (water)
- e. *bunga* (garden)
- f. *tengai* (day)

Set 3

- a. *jalan* (road)
- b. *negak* (sit)
- c. *bayi* (baby)

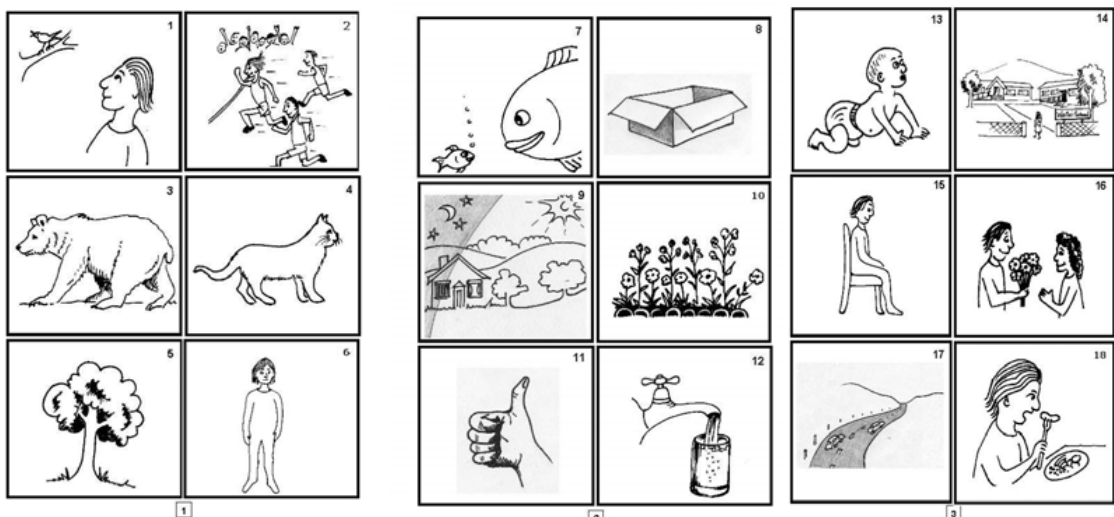
- d. *sekolah* (school)
- e. *ngemang* (give)
- f. *ngajeng* (eat)

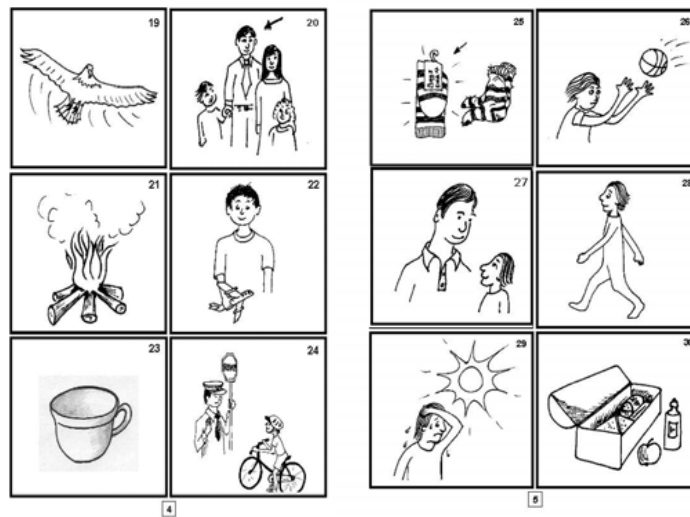
Set 4

- a. *makeber* (fly)
- b. *mareren* (stop)
- c. *bapa* (father)
- d. *cangkir* (cup)
- e. *andus* (fire)
- f. *nak muani* (boy)

Set 5

- a. *kelihan* (older)
- b. *mejalan* (walk)
- c. *janguak* (catch)
- d. *anyar* (new)
- e. *kebus* (hot)
- f. *ajengan* (food)





The findings show that there are slightly different answers between the city children (presented in Group A) and the suburban children (Group B). The data in table 1 can be resumed, e.g. For question no.1, there are 15 children in Group A who answers correctly, while there are only 14 children in Group B who give correct answer.

Table 1. Numbers of Correct Answers by the City Children and The Suburban Children

Question Number	Group A	Group B
1	15	14
2	13	13
3	14	15
4	10	14
5	14	15
6	15	13
7	15	15
8	12	15
9	15	15
10	15	14
11	15	15
12	13	15
13	15	13
14	14	15
15	12	15
16	15	14
17	14	12
18	15	15
19	15	15

20	13	14
21	14	14
22	15	15
23	10	15
24	12	14
25	12	12
26	14	10
27	8	9
28	9	13
29	10	15
30	12	14
Total	87%	93%

In total, the level of vocabulary acquisition of Group A is 87%, while the level of vocabulary acquisition of group B is 93%. It means that the suburban children have higher level of vocabulary mastery. This is a prove that the modern lifestyle in big cities has influenced the local language acquisition. Children in big cities tend to speak Indonesian language with their parents and friends, for the sake of prestige and social status. For this reasons, children in big cities are lacking input in their local language. Meanwhile, the children in the suburban area or in villages keep speaking local languages with their parents and friends, both at home and at school.

IV. CONCLUSION

From the previous discussion, it is good to know that the level of Balinese vocabulary acquisition of children aged 7-9 is above average. However, the facts that the children in big city (Denpasar) have lower level of vocabulary mastery has to be the point of consideration. This research can simply be an overview for further studies to find a solution to improve the level of Balinese vocabulary mastery for children in big cities.

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