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B. Retang Wohangara, SS, M.Hum
NIP. 058.1.1999.230

Telah melaksanakan tugas,



Enka Ninik,
FAKULTAS BAHASA DAN SENI

SOCIOLINGUISTICS RESEARCH IN THE JOURNEY OF TIME

**A TRIBUTE TO
YE. BUDIYANA**

Editor
Antonius Suratno



SOEGIJAPRANATA CATHOLIC UNIVERSITY

SOCIOLINGUISTICS RESEARCH IN THE JOURNEY OF TIME

A TRIBUTE TO YE. BUDIYANA

A TRIBUTE

Sir Budi yana, we dedicate this book to you. It mostly contains your ideas and inspiration to your students which hopefully be the lasting memory of our coolest friend and our source of inspiration who has a high taste of humor and has better knowledge and understanding. You have been a constant source of support and encouragement during the moments of challenges and predicament of our faculty. We are truly thankful for having you in our school. You have been the source of our strength throughout the journey of our faculty and it is you who have encouraged us all the way through and whose encouragement has made us sure that we will give it all it takes to finish that which you have started as it is you whose good examples have taught us to work hard for the things that you aspire to achieve.

His Colleagues

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Faculty of Language and Arts (FLA)

Soegijapranata Catholic University

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Telpon (024)8441555 ext. 1409

Website : www.unika.ac.id

Email Penerbit : ebook@unika.ac.id

A Tribute

This book intentionally uses the word *SOCIOLINGUISTICS* in this unique font style in the title lines to suggest that despite the emphasis on creative Sociolinguistics, it also accommodates topics of linguistics in general. It is made up of a collection of articles extracted from the theses of among your best students you have ever supervised and guided throughout their journey studying in the Faculty of Language and Arts, Soegijapranata Catholic University, some contributions from other colleague lecturers who wrote reviews of state of the art articles, as well as articles in Applied Linguistics belong to individual persons which despite seemingly off the sociolinguistics topic yet still reflect relevant ideas. This is, in fact, what the title would suggest.

When we began collecting them we had not realized that time goes by a lot quicker than we can anticipate. As a result, you are already too close to coming to the juncture of your long service, your tireless dedication and commitment to giving your very best to our beloved faculty, and by the time it is printed and bound it will only be a couple of weeks to your retirement. Someday, we believe, you will feel young again to start reading this book as it will always be of a memory of sweet times when your heart and soul were fully dedicated to this tiny mini faculty that embryonically you have ever seeded, fertilized and nurtured. You can then take it down from some upper shelf of your very personal home library, grab it, dust it, clean it and read it again so that you can tell us what you think of it and what you will ever think the ideal faculty you would ever imagine to be like. We may probably be too busy with ourselves, and too naïve and immature to understand words you

ever said, ideas you ever disseminated, but you will still be our affectionate dearest patron and camaraderie of us all.

Sir Budiyan, we dedicate this book to you. It mostly contains your ideas and inspiration to your students which hopefully be the lasting memory of our coolest friend and our source of inspiration who has a high taste of humor and has better knowledge and understanding. You have been a constant source of support and encouragement during the moments of challenges and predicament of our faculty. We are truly thankful for having you in our school. You have been the source of our strength throughout the journey of our faculty and it is you who have encouraged us all the way through and whose encouragement has made us sure that we will give it all it takes to finish that which you have started as it is you whose good examples have taught us to work hard for the things that you aspire to achieve.

On behalf of FLA Lecturers

Anton Suratno

Acknowledgment

It gives us great pleasure to celebrate the publication of this book. It is a labor of many hands, and on the behalf of the Faculty of Language and Arts (FLA), Soegijapranata Catholic University (SCU), I take the opportunity to thank some people who make this publication possible.

First of all, I thank Drs. Y.E.Budiyana, M.A. for his 29 years of professional life in SCU, and 21 years of unwavering dedication as a full lecturer at the FLA, the faculty he himself proposed to get it started in 1998. He has inspired fellow lecturers and students both on personal and professional levels. William Arthur Ward's well-known quote says "the mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." We know where pak Budi belongs to.

I also thank my colleagues at FLA:

Antonius Suratno, Ph.D. who is in charge of collecting the manuscripts and carrying out meticulous editing;

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We dedicate this book to Pak Budi. It is certainly not a sign of goodbye; it is a gesture of “see you later.”

God Bless us all.

Thank you.

B. Retang Wohangara, S.S. M.Hum.
Dean of the Faculty of Language and Arts
Soegijapranata Catholic University

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A Review of Language, Discourse, and Class: What's Next?

By
Gerardus Adhyanggono

Christian W. Chun's "Language, discourse, and class: What's next for sociolinguistics?" in *Journal of Sociolinguistics* Vol. 23 (2019), pp.332–345, is a theoretical article interrogating a number of issues about the concepts of class, pertinent to language and discourse in the field of Sociolinguistics. Thus, a class is the central idea in this article. The issues mentioned previously include the notion of what defines class and class membership, the significant concept of over-determination in relation to class-characterizing performance, discursive self-positionings in various domains and scales, the re-examination of intersectionality construct, and class-related identity politics. With these main aspects, class, discourse, identity, identity politics and over-determination become the indispensable concepts to deal with.

As the background, the problem brought to light in the article is when class is understood as a social grouping, then sociolinguistic inquiries regarding the analysis of language use in a particular class always involve selecting individuals into mutually exclusive class categories. And this happens to be frustrating. Therefore, the philosophical paradigm of class in this article is defined not as a social [and categorical] grouping, but as "the social processes of

producing, appropriating and distributing surplus labor” (Gibson-Graham, Resnick & Wolf, 2001, as cited in Chun, 2019, p. 333). In other words, class needs to be viewed as “a social-relational process in performative motion dynamically shaped by situational contexts” (Chun, 2019, p. 333). This relational process relates to language-in-action. Therefore, language use in this concept of class does not normatively conform to that of the language used in the social category based-class.

The objective of the article is to explicate how this alternative class analytic paradigm can explore class process and performativity, which “emerges and circulates in local discourse contexts of interaction” (Buscholtz & Hall, 2005, as cited in Chun, 2019, p. 333). With this objective, the article argues that sociolinguistics now needs to have the proposed model of alternative class analysis on social process and performativity drawn from the interdisciplinary viewpoints of economics, sociology, anthropology, and cultural studies. The alternative approach can help sociolinguists to understand and engage with the contemporary problems of nationalist and demagogic discourses frequently manifested in violence toward the “Other”. This is due to the evidence that the static paradigms of intersectionality and identity politics are still insufficient in their analyses.

Chun divides the article into seven sections under the following sub-headings: introduction, over-determining class, the lived discursive domains of class, classed ways of speaking? class and identity politics, sociolinguists’ classed identities? and future directions. In the introductory section, the author comes with the background, problem, objective and argument of this article. The second section, over-determining class, the author explains what it means by class in this alternative paradigm within the context of

some scholarly debates on class across the disciplines of sociology, cultural studies, and economics. Here, the core concept of class offered and articulated in the article is that of anti-essentialist conception of class by making use of Marxist theoretical model of class (Harvey, 2010; Marx, 1976). The author asserts that “class is not a “thing” but only exists in performative processes in motion (Chun, 2019, p. 334). The notion of overdetermination, or what Chun prefers to call it ‘interanimating’, is also introduced in this section. It is a complex conception of causality in which relational and mutual ‘intereffectivity’ (affect and effect) among social-semiotic, cultural, political, and economic processes take place. With this ‘interanimating’ individuals are viewed as participatory agents in multiple class processes at a single moment and over time.

The third section features two participant interviews illustrating aspects of this alternative analysis. They are drawn from US contexts pertinent to the positionality of the author as a scholar and activist of class inequalities in US society. This section explains the interanimating processes that contribute to the class positionality of White working-class men in the US. The interview is concerned with the intertwining of the wages of Whiteness and race, making it the lived discursive domains of class. The sample participants are of the interview with a former cook of Boston and with a public school teacher in California. As to the fourth section, the focus is on ways of speaking that represent working class, for instance. Chun reiterates Marcyliena Morgan’s idea of the incongruity of speech community, linguistic system, and style of speaking. In her much-noted example of a French hip-hop artist talking to US one, Morgan (2004) asserts that they “present a speech community in which they share the style of speaking,

method of grammatical innovation, lexical creativity, and more – but not the same linguistic system” (p.6). Then, Chun (2019), in contrast, points out that “speech communities perceived as working class across the US might share the same linguistic system but not necessarily the same style of speaking” (p.339). This fourth section underscores the need for sociolinguists to move out of their ‘comfort zone’ by conducting more ethnographic sociolinguistic studies. This endeavor is designed to explore the methods of working-class people in diverse interanimating domains of gender, race, ethnicity, age and sexuality talk in the same or different manner.

The fifth section presents class and identity politics. This part deals with how specific culturally and socially constructed meaning-making processes can produce class together with experientially lived contexts. This suggests that the examination of the extent to which the interactional, interanimating, and mutually enabling dynamics of linguistic and discursive performativities to happen and develop. In the last analytical part of the article, Chun reminds us of the indispensable factor of a classed identity analysis, which is the analyst’s own classed identity and background. This is important as it provides reflexivity of the role of the researcher in the analytical process conducted. The consideration to include this aspect is also rendered by the fact that sociolinguists may offer analytical results of class definitions and categories within the scope of language use, but how they are experienced lively can be greatly different.

The article is overall quite solid theoretically. However, the conclusion the author has made in the form of “future direction” does not reflect this solidity. In the ‘conclusion’, Chun extends possible areas that sociolinguist may explore with regards to these

alternative paradigms of class analysis and classed identities/politics. This, for instance, is evident in: “Another aspect to explore would be the ways in which mobility (and the lack thereof) and particular located-ness index class in various racialized and ethnic domains” (Chun, 2019, p. 342) of the last two paragraphs (among others!). Even in the very last paragraph, I guess that the author does really re-emphasize the ‘usage’ of the alternative paradigm offered, that is to understand and engage with the contemporary problems of nationalist and demagogic discourses frequently manifested in violence toward the “Other”. Instead, the author further questions, “what are the ways in which we as sociolinguists should seek to investigate how to use heretofore discourse analytic approaches with the aim of developing and facilitating on-the-ground discursive frameworks and methods to cultivate and advance class-for-itself consciousness for progressive and indeed, revolutionary projects seeking social and economic justice for all working people?” (Chun, 2019, p. 342).

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