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23 - 24 September 2019
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Medan, North Sumatra - Indonesia



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Rundown of The 4th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019
Garuda Plaza Hotel, Medan, 23 – 24 September 2019

1st day (Monday, September 23, 2019)

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

2nd day (Tuesday, September 24, 2019)

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	Opening Ceremony 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. MoU signing between Unimed and PSU - Thailand 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: Prof. Dr. Syawal Gultom, M.Pd (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 Prof. W. L. Quint Oga-Baldwin (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 Prof. Dr. Wu-Yuin Hwang (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 Asst. Prof. Patcharin Panjaburee, Ph.D. (Mahidol University – Thailand)	
12.45 – 13.30	Lunch Break/ Poster Sessions 2	Section Poster 2
13.30 – 15.30	Parallel Session 1	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	Parallel Session 2	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)

Preface

The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

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Uswatun Hasanah

Sentence Acquired by Children of 2 – 2.6 Years Old in Bilingual Environment

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Abstract—This reseach deals with Sentence acquired by children of 2 to 2.6 years old in bilingual environment . The objectives of the reseach were to find out the sentences are acquired by the children of 2 to 2.6 years old in bilingual environment . This reseach conducted by the qualitative reseach . The data were obtained by the observation by recorded the utterances of the children by the conversation with their mother and father . The data collected were analyzed by interactive models of Miles and Huberman dan Saldana . The location of the reseach was Jln. Agus Salim No.5B Kisaran . The Subject are children were 2 to 2.6 years old. The result of the study are children of 2 to 2.6 years old acquired sentences and show that are three types of sentences acquied , one word sentence with free morpheme , two word sentence with inflection and complete sentence stage as constituent. The survey reseach show that any relation between sentences and bilingual environment. The children can easier acquired sentence that is familiar in their lives than other sentences.

Keywords—*language; environment.*

I. INTRODUCTION

Language is uniquely human gift of evolution . It is suitable , abstract and cultural phenomenon that no doubt come in human biological system at a relatively later date . One pf remakable characteristic of human being is that very single one acquire language at a very young age . The study about language acquisition potentially can tell us a great deal about psychological and intellectual functioning of the children as they mature . The use of language is considered to explained to explain certain accounts of children ‘ production’.

(Clark , 2003;1)During the infants or very clearly childhood period , children learn to express things by sound .Whenever they feel hungry , thirsty or hurt .They produce speech sound as crying , which is also a part of the process of communication , where the infant start to use their articulation to communicate with other people because they are still not able to say perfectly what they want like adult do .(Darjowidjojo,2000:49)explains that the adjustment in the caretakers speech register served two functions , namely to facilitate understanding and to get the child to be involved in the conversation . Clark (2003:12) mentions that the first language acquisition requires a comprehensive look at where

and when children acquired the language .It integrate social and cognitive approaches on how children analyze, understand and produce sound , words and sentences as they learns to use the language to cooperate and achieve goal .In acquire the language , there must be some problems to developpe children language has mention above . So the writer is interested so much to write this reseach to find out the problem and to know how the children acquired the sentence in bilingual environment .Based on the background , the writer formulates the problems as follows : (1)What do the sentence acquired by the children look like ? and (2) What factors causes such acquisition ?. The objective of the reseach is to investigate the contents of the sentences acquired by children look like and to elaborate the sentence acquired by children .The scope of the reseach is to focused of sentence acquired by children of 2-2.6 years old in bilingual environment .

Theoretically , it is as the knowlwdge inputting fo the reader about language acquisition . Practically , every parents is able to know the sentence acquired by children of 2 -2.6 years old in bilingual environment . This reseach is based on the some theories such as : Clark(2003),Chomsky(2009), Lyons(1981), Gleason (1985) and Steinberg(2003).

II. THEORETICAL ORIENTATION

A. *The Nature of Sentences in Language Acquisition*

In linguistics , a sentence is defined as a group of words that you use to communicate your ideas in writing or in speech (Oshima : 1981) . It is a complete , independent unit of though and consists of two in parts : subject and predicate . But in language acquisition is a single utterance can be considered as sentence (Stern :1924). Based on such fact , a child sentence can be clasified into three , they are : Sentences at early stage ,Sentences at short stage and Sentences of Complete Stage.

1) *A Sentence at early Stage:* A sentence at early stage is defined as utterances of a word or multiword .Actually the sentence are not complex . There is the single word the picked up to the sentence .

2) *A Sentence at Short Stage*: A sentence at short stage is defined as the sentences that begin with inflection and grammatical words. There are measurement for the sentences where the sentence is lacking of subject or verb and the second is the proportion of complex sentence and the third is the proportion of compound sentences.

3) *A Sentence at Complete Stage*: A sentence at complete stage is defined as the sentences that are complete that has grammatical words

B. Language Acquisition

Language Acquisition comes from verbs acquire which originally means comes into possession or control of often by unspecified means (Webster 200:30). Clark stated that within acquisition, researcher needs to account for both continuity and change in what children knows about their language. Krashen (19990:112) made a distinction between 'acquisition' termed as language knowledge that developer incidentally as learner focus on meaning in comprehensible input ' learning' termed as knowledge about language gained through formal instruction.

According to Chomsky (2009) language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external condition. The form of Acquisition and use of language that is acquired is largely determined by internal factors; it is because of fundamental correspondence of all human languages, because of the fact that "human being are the same, wherever they may be", that a child can learn any language.

C. Approaches in Language Acquisition

1) *Behavioral Approach*: Behavioral approach identified the pattern of responses that have become associated, through learning with stimulus. The stimulus may be linguistics or not as object, have meaning in the sense and responses may be verbal or non verbal.

De Bovsson-Bardies (1999) says that through hearing, children do not speak. Listening to adult, speech gives two modals. The first modal is modal of behavior where a child sees that speaking is a way of communicating and the second modal is modal of a language in which the surrounding language furnished a child with element that characterized the structure of the language to be learnt as well as its vocabulary.

2) *Linguistic Approach*: Linguistic approach in language acquisition is much influenced by the idea of Paivio and Begg (1981) which slating that there should be a mechanism or an advice that can deduce a grammer from a limited set of utterances; they named these advices a language acquisition devices (LAD).

3) *Cognitive Approach*: Cognitive approach on language development states statement about language in the context of such cognitive universal. The main point of this view is that language develop on a basis of sensory – motor cognitive structure or schemes. The cental cognitive approach in

cognitive mental organization, idea, imagines and knowledge of world.

4) *Contextual Approach*: Budwing (1995) has produced a useful recent survey of broadly functionalist approaches to the study of child language development.

D. Stages of in Language Acquisition

In a normal development, all children go through crying, cooing, chucking and begin babbling certain sound before they produce sentences, just as all children tumble and fall before they walk.

1) *The First Sound /Crying*: As soon as mother gives birth, the sound of cries of the baby can be heard and observed by her. Crying is a sign of compulsory to the lung to function or an eldest myth says "the baby is afraid to see the world". The baby used sound to manipulate, but simply expressing their feeling in the only they have.

2) *Babbling (6 month – 1;0)*: At 4 or 6 month of age, babies start to make many addition sound, Before speaking words, babies go through babbling which practise the sound, intonation and rhythms of language, They learn to replicate and they hear and they move their though and lips to change the sound they make.

3) *Holophrastic Stage (1;0 -1;6)*: A child first are produced by approximately 1.4 to 20 months of age they begin with content wrprs and those words be "mama" or "dada" or "book" or "car". They may not sound exactly like one would expect "book may be should like "boo". It is common at this early stage to leave of consonant or consonant cluster from the beginning or end of a words.

4) *Two-Word Stage*: Darjowidjoyo (2000:2;0) states about 1-6 years, the children will start to put together to successive single words, e.g "mmmm.....mmmm" which means mom minum in this stage 1;5 and 1;7, the children produces words for objects increasingly (Cleark, 2003)

5) *Telegraphic Stage (2;0-2;6)*: At the age sound 2 years old, children have acquired multiwords utterances that have been arranged in accorelance with grammatical feature and rule government system but the arrangement is not exactly the same as that of made by speaker,

E. The Nature of Language Environment

Language Environment of 2-2.6 years old children was examnied with mother alone and with sublings. The presence of oldre sublings produced the amount of language mother used. Their responsiveness to younger children and younger children contribution.

The characteristics of adult-children interaction can be seen by the sentence that we heard, The sentence produced by children is imitaed from their parents and environment they not used in a generative manner

III. RESEARCH METHOD

This study was conducted by applying qualitative research design. The problem that are stated in the problem are about the sentence acquired by children of 2-2.6 years old children in bilingual environment. It is qualitative research because the writer observed the sentence acquired by 2-2.6 years old and it is case study. A case study is a research that aims at analyzing a phenomenon in its real life context. The writer used the subject sentence acquired by children of 2-2.6 years old in bilingual environment, those children live near the researcher's house and they always play with friends at the same ages in front of researcher's house.

IV. DATA ANALYSIS AND FINDING

To analyze the data of this study, the data analysis model of Mile Huberman and Saldana were used. According this model, there are four aspects to do, namely (1) Data Collection, (2) Data Condensation, (3) Data Display, and (4) Data drawing or Conclusion

A. Data Condensation

In this research, the data of the study were dealt with the topic which was emphasized or sentence acquired by children of 2-2.6 years old in bilingual environment. The data then transcribed into transcripts the children of 2-2.6 years old. The transcripts of the recorded utterances of the subjects analyzed by firstly condense the data.

B. Data Display

In this research, the identify sentence was classified to find out their classification of sentence. After that, the identified and classification sentence produced by children was put into tables using the theory of sentence as Language Acquisition. The last, all the children's sentence acquisition that have been identified, classified and display was observed carefully to find the interrelationship among the data from which general statement.

C. Verification or Conclusion Drawing

In conclusion drawing. The researcher considered and evaluate what the data analyzed mean and their application to answer the research question by describing and interpreting what the research sees in the data.

1) The Finding

a) The first finding is the subject Kerin produced 12 single word sentence with free morpheme and Kethrine produced 10 single word sentence with free morpheme and Jason produced 13 single word sentences with free morpheme. It is mean that Kethrine has ability to produce the sentence better because complete sentences are the acquisition grammatical word begin.

b) The second finding is the subject acquired the sentences from their parent, their mother when they played and talked in daily conversation.

c) The third finding is the subject sometime produced unclear sentence and meaning such as omission and new word sentence. And their parents tried to correct the missing words that spoken by the children.

2) *Discussion:* In production sentence that acquired by children, Kerin made omission that sometime confused the researcher when did an observation. Kethrine also made omission in sentence and Jason also produced omission when be talked to his mother. Sometimes the children produced unclear sentences in meaning especially substitutions and omission that can sometimes confused the researcher.

V. CONCLUSION

In this research, the subject can produced better sentences and the children acquired the sentences from surroundings, they were influenced by their family members. The sentences that the children can produce single-word sentence, two-word sentence and multiword sentence. Imitation and reinforcement used in their sentence acquisition.

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