PROCEEDINGS
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Educational Research to Endorse Productive and Innovative Generation in the 21st Century

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“Educational Research to Endorse Productive and Innovation Generation in The 21th Century”

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October 16-17, 2017

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Preface

The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL with web link is http://aisteel2017.unimed.ac.id/) was held on October 16 -17, 2017 in Medan City, Indonesia. This conference was organized by Postgraduate School, State University of Medan (Unimed) and is the routine agenda at Unimed now. The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, researchers, lecturers and students from universities both in and out of North Sumatera participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be checked real time by author.

Chairperson

Dr. Rahmad Husein, M.Ed
Welcoming Speech of Director of Postgraduate School State University of Medan

The Second Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)

The honorable,
- Rector of State University of Medan, Prof. Dr. Syawal Gultom, M.Pd.
- Vice Rectors of UNIMED
- Professor Keiichiro Yoshinaga, PhD, Institute of Liberal Arts and Science, Kanazawa University – Japan
- Dr. Bambang Sumintono, M.Ed., University Malaya – Malaysia
- Dr. Sitti Maesuri Patahuddin, Faculty of Education, Science, Technology and Mathematics, University of Canberra – Australia
- Yuli Rahmawati, Chemistry Education Program, Universitas Negeri Jakarta
- Deans of Faculties of Education, Languages and Arts, Social Sciences, Natural Sciences and Mathematics, Engineering, Sports Sciences, and Economics
- Vice Directors of Postgraduate School of UNIMED
- All speakers, lecturers, researchers, students, and participants

Good Morning

Welcome the honorable guests speakers Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, Assoc. Prof. Emilia Zulmira de FAN, and other speakers, lecturers and students from outside and inside Unimed to this international seminar which is the routine agenda at Postgraduate program of Unimed now. I’m glad that ‘The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, lecturers and students from universities both in and out of North Sumatera and participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

Ladies and Gentlemen,

In this second seminar exels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Scholar. By the new policy on student’s publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts.

This second seminar continues the promotion of the first sequel ‘Developing Future Teachers’ Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of innovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and colaborated in actualizing the seminar.

Director of Postgraduate Unimed

Prof. Dr. Bornok Sinaga, M.Pd
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The Acquisition of Nouns and Verbs of Mandailingnese by Two - Year- Old Mandailing Children

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Abstract— The Acquisition of Nouns and Verbs of Mandailingnese by Two-Year-Old Mandailing Children. This study focused on describing the acquisition of mandalingnese nouns and verbs produced by mandailing, the way of children acquired mandalingnese by two-year-old mandailing. This study was located at Jambur Padang Matenggi, Panyabungan Utara, mandailing natal and the subjects of this study were two-year-old. In collecting the data, this study applied (paratisipant) observation with digital camera and audio taping as the instrument of data collecting. The technique of data analysis used in this study was descriptive technique and the data were described through the process of transcribing. A qualitative research was conducted to possible the researcher to answer the questions. The subjects acquired mandalingnese words through imitation and universal grammar while their interaction with their family members and friends when they play. The subjects sometimes used body language when they talked with their parents and friends. Based on the findings, there are some suggestions: (1) parents have to guide their children in learning to communicate as good as possible in order to the children can communicate well and effectively, with other people in their environment, (2) if parents want their children can acquire words well, they have to introduce words well and also guide them to pronounce it every day when they talk with them.

Keywords: acquisition, nouns, verbs, children

I. INTRODUCTION

A child needs two years to acquire the language since he was born until he/she use the language in his/her daily life. A child is born with having knowledge about any single world. She or the acquires the language through a process of acquiring, starting immediately from birth [1]This acquiring process of course is not done as a formal way which is always conducted in the class where the baby learns any field of subject by the help of the teacher. It means that the child acquires the language with their own ability without the process of teaching.

A child is an individual who spends most of his histime for learning. Therefore a common statement in society told that childhood is a time when a child spends mostly with studying and observing everything new in his/her life. That learning session is a process of studying and structuring language in which they will need to interact with society around them. Learning for a child does mean like learning at school but learning means the process of acquiring the language.

Infants discriminate and produce sounds that are absent from the languages they are hearing [2]. It means children produce sound what they are hearing. Before he produces spoken words, a children in his life utters very limited and simple utterances based on the things he sees, feels, and hears which are researcher search data the process of language acquisition how they can acquire it a word pronounced by aged two year old the children learns to produce the word whether noun or verb.

The acquisition of children might also be affected by the properties of each language. For example the language feature could influence the order in which children acquire each system of the language and could also make same parts of the language harder or easier to acquire. The acquisition could also be affected by the social of interaction and cognitive development.

When children learn a first language, they could build on preexisting notions of what to represent with knowledge as well as prior notions of communications, of children start to learn the language from having no words at all till they can discover what is represented in language [1] It means that the
language acquired by the children is done by their own selves and they can do it by help of their surrounding environment.

Every child has different cognitive development. It means even at the same age they do not have the same abilities in acquiring nouns or verbs. Their abilities are different in acquiring nouns and verbs in their lives and beside that their abilities influenced by two factors, namely internal and external factors.

One of the requirement in the process of the studying a child’s language acquisition is to understand the child’s family background. Its important fact to be studied so that the development can be well understood and will give a great deal of contribution to the process of a child’s mental development.

One of the experts of the language acquisition says that the language acquisition for all over the world is the same at each chronological age along the development of language [3]. It means at each the acquisition of the language by the children normally have the same stages namely at the age of four months, the children start babbling. At the age twelve to eighteen months is their early words, commands and responding to “no”. One can predict what development features should be present A fourteen-month-old child, for example, may utter/naena/for banana, while the two-year-old child may say/naena/, and the three-year-old child may finally say banana.

Dardjowidjoy [4] states about 1.6 year, the child will start to put together two successive single words, eg. “momma……num” which means “mama minum”. In these ages1:5 and 1:7, the child produces words for object increasinly. And Menyuk ([5] says that the priod during which one word or two word sentences are beginning to be used and symmetries observed in frequency and after this priod, it may indicat a recycling of the developmental process. At 24 to 27 months the children have total vocabularies of 300 to 400 words. They produce two or three words phrase. It should be remembered that during the period or 18 to 27 months, the children have progressed from produce single word to produce two to three word phrases.

Around age two, children combine words and gestures and produce their first word combination. The child has vocabularies of about 400 words. The child produces many single utterances, such as namely object, as well as two and three word, sentences which express the semantic concept that are usually contained a single clause, for example “mommy milk” probably mean “mommmy get some milks to drink” [1].

Theoretically, a two year old child is expected to acquire children combine words and gestures and produce their first word combination. However, this acquisition das not occur to the present children as the data source of the study. Thus it needs studying how and why their acquisition the way its.

These examples language acquired by children. the child ask to “lit up” she take vale and cloth for rocking the baby (kain gendong) and then say “ompa” to say “buka”is “bupa”; “num”,is “num” ; “susu”, is “cucu.” those are at the same ages, but they come from different family background. If child want to drink, child go to dispenser and hold dispenser say nim. If child want to out child take vale and then say ilbab. This is one of the ways in which a child is trying to communicate with the environment surround

So for the reasen, the researcher conducted the study. the sererscher would like to find out the effect of collaborative learning to the students’ achievement in writing descriptive text and to describe the difficulties faced to the students in writing.

II. REVIEW OF LITERATURE

Hamman(2003) states that acquisition by children can be through imitation, reinforcement, and universal grammar.

A. learning through imitation

Children learn language by imitating what adult say, byrepeating what they hear (Hamman:2003).however, several facts show that is no necessary similaritybetween input and output.

B. learning through reinforcement

In the behaviorist tradition acquiring language is nothing special but just an instance of acquiring by reinforcing the contingent asssocation of stimulus resfonse patterns. Tis acquiring mechanism is supposed to be a general purpose device in animals and in humans.

However, acquiring through reinforcement cannot describe the acquisition of human language and the attainment of language competence. Again, children produce sentences they have never heard before. It follows that no reinforcementcan ahve been provided.

Mover, it is not quite clear what sort of reinforcement will drive the acquisition of grammar. If it is simply the success of being understerd, then reinforcement cannot be a driving force (Hamman:2003). Parents mostlinguay react to what children say, not how they say it.

C. universal grammar

The support for the ideas of a sortof universal grammar(UG) comes from the fact that languages all over the world resemble each incertain refsect and it would be rather suprasing if such similarities were not determined by the neuro-biology of the brain. Hamman (2003) states in the chomskyan tradition, UG is supposed to be rather rich in contained universalconstraints on language. This explain why languageacquisition is possible despite all varierations and limitations in the acquiring condition, why it can happen so fast, and why it proceeds similar stages over individuals and languages.

Of course, not all linguistic knoleedge is innate. There are variations, especially the acquiring or not learningof different languages, and a set of parameters which are set differently in different languages and will be set by exposureto relevant input. So language will allow to omitthe subject(italian and spanish), other do not (english and spanish). Some language will raise the verb to pick upinfection. Others will lower the inflection to the verbs. The child will have toselect the
The subject of this study are two year old mandailing children. According to Mashun[10] there are some criteria to get the presentative data, to choose the respondents as subject of a research base on: age, sex have education and different background of family situation. The subjects is writer’s son and sister in law’s son of writer. children live researcher’s house and they always play with their friends at the same ages in front of researcher’s house. this is the reason why researcher decided to choose those children. His name is RA and AR.

While the objects of this research are utterances of mandailingnese of nouns and verbs by two year old mandailing children.

The researcher collect the data for three months. The techniques of collecting data that is used is(participant) observation and interview. The observation by recording the activity of the children several minutes.

The data will be analyzed by interactive model classified officially Miles, Huberman & Saldana[11] In this analysis, it is by ongoing analysis and after collecting the entire the data (Miles, Huberman & Saldana, 2014). Purpose an analysis as three concurrent flowed of activity: (1) data condensation, (2) data display, and (3) conclusion drawing / verification.

IV. FINDING AND DISCUSSION

The way nouns and verbs acquired by children. The subjects produce nouns and and verbs of mandailingnese are acquired by two year old mandailing children. And the types of noun are, common noun, proper nouns, collective nouns, pronoun and the types of verbs are, intransitive and transitive.

Hamman (2003) explains on the types of nouns and verbs by children in their early agess. The chikdren language acquisition can be acquired through imitation, reinforcement and universal grammar.

Imitation

Based on the observation, it was revealed by RA and AR acquired the nouns and verbs by imitation process happened. Such as AR imitate his aunt say,’ kehe jolo etek balanjo’ and he say “etek alanjio ?”,and aunt answer “ balanjo jualan”. So AR acquired the word ‘etek balanjo by imitated his aunt.

Universal Grammar

Based on the observation, it was revealed that RA acquired nouns and verbs from her UG (universal grammar) which were the basic knowledge of language in human life UG also influenced from the environment from surrounding. Such as her brother said “ minum au” and RA said “inum au”.

parameter setting consistent with the language input receives (english, french, and italian). In the other words, language acquisition is the selection of the processes from universally given possibilities (parameters) guided by universal constraints(principles).

Here are some data presented as the result of observation which have been done by the previous researcher in the area language acquisition, but those observations which have been conducted by other researcher have different subjects

Purnamawaty [6] examined the acquisition of nouns and verbs by two year old indonesian children. She finding different acquisition of subject matter, common noun, proper noun, pronoun and verb among different subject. And also different context in acquired language such as playing with their parents, watching tv and talked with family members during the time being happy interaction in social information.

Wildan [7] examined the first language phonology acquisition by two year old mandailing child. He finding acquired the words through interaction with the familyand something used body language whwn he talked with his parents.

Winner [8] examined the acquisition of Indonesian Verbs and ndNouns by two year old batak toba children. She finding, if parents want their children can acquire words well, they have to introduce words well and also guide them to pronounce it every day when they talk with them.

III. METHODOLOGY

Research Design

The This study will be conducted by applying qualitative research design Bogdan&Biklen [9]. state that qualitative research is frequently called naturalistic because the researcher frequents places the event he or she is interest in natural occur. Qualitative research is characterized by describing in words rather than numbers, by exploring to find what is significant in the situation, by trying to understand and explain it, by beginning without structure but structuring the research as proceeds (inductive) and by working in natural situation

Bogdan and Biklen [9] assert that [9]descriptive means the data collected in the form of words rather than number. Descriptive qualitative tried to analyze the data with all their richness as possible to the form in which the researcher record and transcribe and the written result of the research contain quotation from the data to illustrate and substantiate the presentation.

The problems are about acquisition of nouns and verbs by two year old mandailing children. The types of this study is the observational the data are gathered by applying participant observation. The focus of this study is to identify the mandailing words acquired by two year old mandailing children in which the data are collected through (participant) observation.
Her Universal Grammar shows that she already knew the word minum the actually knows what brother was doing, but she was not able able verbs well. Based on observation, the children not acquired language through reinforcement. It could see when interaction in their environment. Because all of them busy don’t have learn their children. Its means that the second opinion of Hamman that they acquire the language through reinforcement. the way nouns and verbs acquired by children

The third finding, the children got the language from their family and surrounding, the subjects sometimes used body language when they talked and played with their family members, because her mother use body language with their child.

Potential children acquired language. However the acquisition of nouns and verbs are facilite and speeded by verbal increasing in contextual situation. The increasing is motivate by child caresive. The last finding, the subjects sometimes produces incorrect pronunciations because their parents usually introduced pronunciation when the subject’s parents talked with them. base on observation the child got language from parents but that dominant from surrounding.

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