

Proceedings

The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan



Supported by :



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Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	Opening Ceremony 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: Prof. Dr. Syawal Gultom, M.Pd (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 Prof. Emmanuel Manalo (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 Dr. Susan Ledger (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 Assoc. Prof. Yuri Uesaka (The University of Tokyo - Japan)	
12.05 – 13.30	Break	
13.30 – 15.30 (pm)	Parallel Session 1 (divided to 19 parallel rooms)	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	Parallel Session 2 (divide to 19 parallel rooms)	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5th Annual International Seminar on Transformative Education
and Educational Leadership (AISTEEL 2020)**

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. 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 “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions 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. The plenary speakers 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.

There are 180 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 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 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 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk**

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How Children Acquire Lexical Acquisition

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Abstract - This research aims to find out how one year old children learn to acquire lexical items. This research focused on describing how children acquire their lexical item. The data were the transcription of recorded observation and interview using audiovisual recorder in children interaction in doing their daily activities. The subject were one year old children. The technique of data analysis in this study was descriptive qualitative and the data was taken from the transcription of recorded observation and interview using audiovisual recorder in children interaction in doing their daily activities. It found that the children learn to acquire the lexical items were 60 from imitation, 30 universal grammar and did not find any reinforcement.

Keyword : acquisition, children, lexical

I. INTRODUCTION

Acquiring the language takes a very long process namely started from babbling until he/she can use the language. It means that one needs several years to acquire the language since he can use the language in his daily life. Babies are not born with the ability to speak. They acquire the language through a process of acquiring, starting immediately from birth (Clark, 2003:1). This learning process of course is not done as a formal way which is always conducted in the class where the child learns any field of subject by the help of the teacher. It means that the babies acquire the language with their own ability without the process of teaching.

(Baret, 1995:211) states that children begin to produce recognizable words of their language at about one year old. By 18 to 20 months, they typically have acquired approximately 50 words and by age 2, average children know 200-300 words. It is believed that by the time the children in the age of two, they typically have acquired hundreds of vocabulary and the base grammar, they have tried to use language in making conversation with the environment or in the society.

The basic thing of language to be mastered in early age is lexical. As stated by Kit (2003) lexical acquisition is an important stage in language development of human infants. Words are the basic building blocks for utterances. Without words, there would be no phrases, no utterances, and therefore no syntax, no semantics and finally no language. That is why lexical acquisition is thought as critical initial step and the very first step towards the proper development of language competence.

The development of language is really important in early childhood because while language becomes the basic skill of a child, she/he will be able to enhance the other abilities of

social skills. Early language development involves many issues including cognition, play skills, social interactions and oral motor development (Dale & Philip, 1972). By the statement above, if one of the issues does not develop well it will affect the acquisition of words by each child. From abilities to expect of the average child at any particular age.

As stated by Dardjowidjono (2000:87) children in 1,6 year will start to put two successive single words, eg "una, num" which means "mama minum". In these ages 1,5 and 1,7 the child produces words for object increasingly (Clark : 2003 : 87). At 24 to 27 months the children have total 300 to 400 words. They produce two or three words phase.

Below is an example of word that acquired by the children :

1. a Mom : Asky, yuk kita makan siang (Asky, let's have a lunch)
Baby : No, No
b Mom : Itu ayah mau keluar. Ikut yuk (Ayah is about to go out, let's go)
Baby : Yok.. Ayok
2. a Mom : Hafiz, yuk kita makan
Baby : (nodding his head)
b Grandma : Hafiz, mana abang?
Baby : (pointing his brother)

The two examples above (1.a and 1.b) shows that the children who has the same age have a different way to respond people's utterances. As seen in example 1, the baby can respond people's utterances but in example 2, the baby only use a sign to respond people's utterance. As stated before, children develops the way of how to talk by hearing and imitating the sounds of surrounding people. The baby is familiar with that word so they can imitate the word clearly and family has important role in order to make baby understanding the language. Other example of the lexical items are shown in Table I

TABLE I. SOME EXAMPLES OF LEXICAL ITEM UTTERED BY THE FIRST CHILD :

Lexical items	Indonesian	English
<i>nyam nyam</i>	<i>makan</i>	eat
<i>okung</i>	<i>opung</i>	grandfather
<i>num</i>	<i>minum</i>	drink

TABLE II. SOME EXAMPLES OF LEXICAL ITEMS UTTERED BY THE SECOND CHILD :

Lexical items	Indonesian	English
<i>mam</i>	<i>makan</i>	eat
<i>opung</i>	<i>Opung/kakek</i>	grandfather
<i>num</i>	<i>minum</i>	Drink

From this example above it can be seen that a child seems to have their own words by simplifying the way of adult in expressing a word, which they input as their new words, whenever they got a difficulty in pronouncing well the adults' word. Though child word is different from the adult, yet they share the same ways.

Because of the reason above, the researcher interested to find out the differences how one year old children learn to acquire the lexical items.

II. REVIEW OF LITERATURE

A. Language Acquisition

Language acquisition comes from verb to acquire which originally means come into possession or control of often by unspecified means. Krashen (1990:112) made a distinction between "acquisition" termed as language knowledge that develops incidentally as learners focus on meaning in comprehensible input and learning termed as knowledge about language gained through formal instruction.

The capacity to acquire and use language is a key aspect that distinguishes humans from other beings. although it is difficult to pin down what aspects of language are uniquely human, there are few design features that can be found in all known forms of human language, but that are missing from forms of animal communication (Hocket : 1996).

These are two views of scientists concerning with language acquisition namely empiricist (behaviorist) and rationalist (mentalist). Skinner(1957,1969; Whitehurst,1982), said that language is determined by environment where the children live and the parents take as important role in the development of the children's language. Other behaviourist believes that repeat those sounds, probably made accidentally in the course of babbling, that are reinforced by adults. The adults select sounds from the babbling that are similar words, and repeat then back to the baby, who uses the frequently. The empiricists say that language acquisition is the result of the stimulus-response activities, imitation, memorization and reinforcement facilitates their process of language acquisition. A child should learn to make a response in the first place, and then the response should be reinforced in a variety of ways.

B. Stages of Language Acquisition

Children do not produce their words until age one or later. As children learn to talk, they go through a series of stages, beginning with infancy when they are unable to converse and do not yet understand any language. They go from babbling at seven age to ten months old, to produce their first recognizable words six to twelve months later. Then, within a few months, they combine words and gestures, and produce their first word combinations around age two. This is followed by the

production of ever more complex, adult like structures, as they become active in conversations, taking turns and making appropriate contributions. They begin to use language for a larger array of functions-telling stories, explaining how toy works, persuading a friend to do something, or giving someone directions for how to get somewhere.

C. Pre Speech Stage

In early of life, baby begins to vocalize the inute they are born by crying. Crying is the first infants' communications. The infants advances from crying to use language to communicate ideas, experiences, desires, fears and other feelings. Wolff (1969) says that each infant has three patterns of crying, the basic rhythmical pattern (hunger cry, the anger cry, and the pain cry).

D. The Holophrase/ The First Word Stage

In the stage when the infant utter their first word. Sometime after sixth months or usually around age 1 or their first birthday, children understand the names that stand for a few people or objects, and produce their first word. Generally the name of a person.

E. The Two-Words Sentences (telegraphic speech age)

The transition from holophrases to two word sentences generally occurs around age of 18 months. They begin to put two word together, with no pause between the word and a falling intonation that spreads over the entire utterance.

F. Multiple Word Sentences Stage

After pass through telegraphic stage, children move to multiple word sentences. This typically occurs around the age of 2 to 2 ½. In this stage, they begin to assimilate some of the grammatical rules of language, learning to make a good sentence.

G. More Complex Sentences Stage

When children have mastered multiple words sentences, they begin to learn more aspect syntax. This stage occurs between 2 ½ and 3 or 4 years old. They have ability to make meaningful transformations.

H. Adults Like Structure

In this stage, children have able to know grammatical rules of their language. They are speech as adults' speech. They have been able to make a conversation with an adults.

I. Lexical Acquisition

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words to communicate.

Hamman (2003) explains on the lexical acquisition by children in their early ages. The children language acquisition can be acquired through imitation, reinforcement and universal grammar.

1) *Learning through imitation.* Children learn language by imitating what adult say, by repeating what they hear.

However, several facts show that there is no necessary similarity input and output.

As their language understanding grows, children can relate to over more expanding situations this early language experience is necessary to be able to use language symbols a part from actual situations. For children, language is powerful tool for understanding the world around them. By questioning, children become active in their attempt to comprehend and learn (Lindfors, 1991; Winners, McCarthy, Kleinmen, & Gardner, 1979).

2) *Learning through Reinforcement*. Moreover, it is not quite clear what sort of reinforcement will drive the acquisition grammar. If it is simply the success of being understood, than reinforcement cannot be driving force (Hamman, 2003).

3) *Universal Grammar*. The support for the ideas of a sort of universal grammar comes from the fact that languages all over the world resemble each incertain respect and it would be rather surprising if such similarities were not determined by the neuro-biology of the brain. Hamman (2003) states UG is supposed to be rich in containing universal constraints on language. This explain why language acquisition is possible despite all varations and limitations in the acquiring condition, why it can happen so fast, why it proceed in similar stages over individuals and languages.

III. RESEARCH METHODOLOGY

This research conducted in a qualitative research. Qualitative descriptive type of research means that this research carefully describes the linguistic phenomena as well as visual image phenomena based on the facts of real language and image The data of this research wasthe lexical items which acquired by one year old children from the daily conversation of the children. The source of the data were one-year old Indonesian children who has the same age and the same gender. The first is Kaivan Anaqi (KA) he was born on March 5th 2018 in Medan. And the second is Hafiz Abdul Ghani (HAG) he was born on March 12th 2018 in Medan. The data source was the lexical item acquired by one year old children will be observed in two months.

IV. RESULT

A. Kaivan Anaqi (KA)

TABLE III. WAYS KV ACQUIRED LEXICAL ITEMS

No.	The way children acquire lexical items	Frequency	Percentage
1.	Imitation	40	92,9 %
2.	Reinforcement	-	
3.	Universal grammar	2	7,10%
Total		28	100%

Based on the table above, this research found that highest way that impact the first subject in acquiring the language was from the imitation. The first children spent most of his time with his mother and his family. His mother give the biggest impact of his acquisition because the more he often listen to his mother's speaking the more he imitate his mother's word. And the second way was from the universal grammar. The first subject also got the new vocabulary from universal grammar, he often listen to the video or children's song and after that he could acquire the new lexical items. And the researcher did not find any reinforcement in KV's acquisition because all of his lexical items still pure from what he learnt and what he heard.

B. Hafidz Abdul Ghani (HAG)

Table 4.3 Ways HAG Acquire The Lexical Items

No.	The way children acquire lexical items	Frequency	Percentage
1.	Imitation	20	92,9%
2.	Reinforcement	-	7,10%
3.	Universal grammar	2	
Total		28	100%

The table shown that HAG also learn to acquire lexical items dominantly from imitation. Same like the first subject, the second subject also spent most of his time with his mother and grandparents, that is why he got the lexical items by imitating his family. And the second way also from universal grammar, which was from video or from the books.

V. DISCUSSION

Children learn to acquire language from they were a baby, they started to learn language by cooing, babbling and start to aquire some lexical items. Every children have the different development in acquiring language, it usually based on what their environment teach them. Even children have the same age and the same gender they have different development to acquire lexical items. Parents should give the real pronunciation to the child. It is better for the parents do not imitate the way child to produce the wrong pronunciation, because it will make the child becomes confuse how to differentiate the right or wrong words. Parents also need to guide children in acquiring language for having a better children.

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