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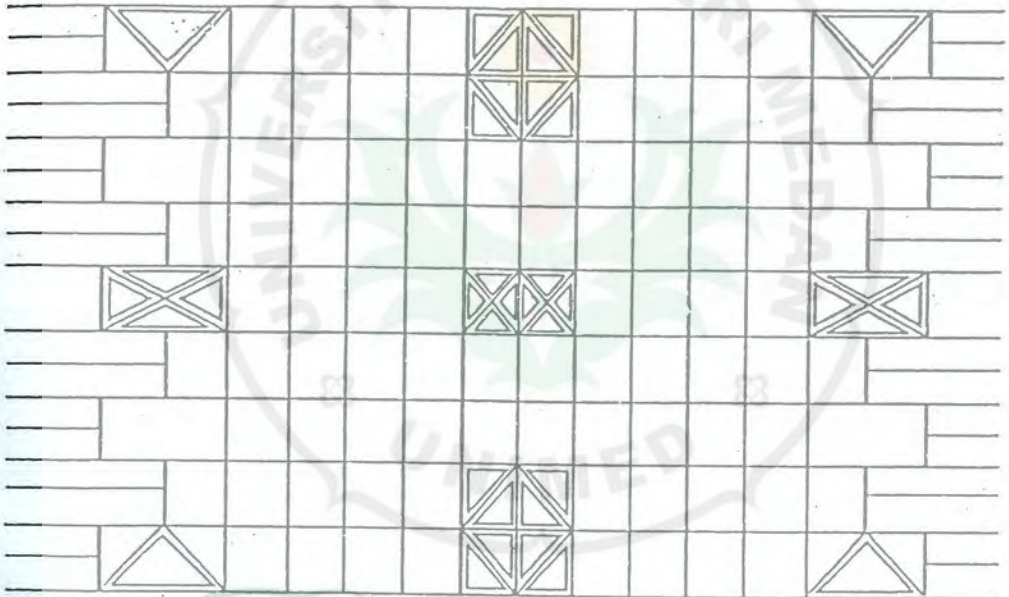
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PENGANTAR

Pada edisi ini terbitan Bahas dimulai dengan bahasan *Penggunaan Teknik Personal Vocabulary Notes Untuk Meningkatkan Kosakata Pembelajar Bahasa Perancis* dibahas oleh **Isda Pramuniati**, *Pola Pengembangan Paragraf Dalam Karya Tulis Mahasiswa Prodi Bahasa Prancis FBS Unimed* oleh **Irwandy**, dilanjutkan oleh **Mhd. Pujiono Antonim** *Dalam Bahasa Jepang, Penerapan Model Pembelajaran Picture And Picture Untuk Meningkatkan Kemampuan Menulis* dibahas oleh **Hajar Aswaddaini Lubis**, *Kritik Terhadap Perkembangan Posmodernisme Dalam Seni Rupa Kontemporer Indonesia*, oleh **Zulkifli**.

Selanjutnya, **Elly Prihasti Wuriyani**, **Hera Chairunisa**, dan **Ita Khairani** membahas tentang *Peran Dan Pengorbanan Perempuan Dalam Drama Rakyat Sumatera Utara Suatu Tinjauan Kritik Feminisme (Transformasi Cerita Rakyat ke Drama)*. Diikuti oleh **Yeni Erlita** *Analysis Deixis In Online Advertisements* dilanjutkan oleh **Zainuddin** *Teknik Penerjemahan Sinding Kata : Suatu Tinjauan Teoretis, Analisis Wacana Kaos Medan Bah:Kreativitas Permainan Bahasa* dibahas oleh **Sisila F. Damanik**.

Kemudian Bahas pada periode ini ditutup oleh tulisan **Inggit Prasetiawan** *Kreatifitas Sebagai Proses Melahirkan Koreografi*, **Maya Oktora** *Language Mixing By A Two Years Old Bilingual Child*. Dilanjutkan dengan *Morfosintaksis Verba Kognitif Dan Verba Persepsi Bahasa Nias* oleh **Andi Wete Polili**, oleh, dan *Hubungan Penguasaan Kosakata Dengan Kemampuan Menulis Naskah Drama Siswa Kelas XI SMA Yapim Medan Tahun Pembelajaran 2013/2014* oleh **Edison Sihombing**

Medan, Juni 2014

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LANGUAGE MIXING BY A TWO YEARS OLD BILINGUAL CHILD

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ABSTRACT

This study aims to observe whether the language mixing by 2 years old bilingual child initially forms one linguistic system or two separate linguistic systems from the child's onset of development. The instruments used were observations on the child's mixed utterances and interview sessions with the parent and significant caregivers. The subject was a 2 years old bilingual child. A case study research method was applied. The result of the findings shows that a 2 years old bilingual child actually forms two separate systems from the onset on the developments, significantly in the aspects of phonology, grammar, lexical and pragmatics. This research implies that in the process of simultaneous bilingual acquisition, the bilingual child's ability of using the two languages is considered as an advantage for their development if the necessary input is provided by parents, community and school.

Keywords: Language Mixing; Bilingual Language Acquisition; Linguistic Systems.

INTRODUCTION

People everywhere have strong ideas about children growing up with a second or third language. Job changes that involves moving to different parts of the world overwhelmed parents with linguistic demands on them and their children. Thus, many children grow up with two languages. These children have to learn two sound systems, two morphological systems, two lexicons, two syntactic systems and two sets of systems for use. Discussions on the advantages or disadvantages of early bilingualism seem to be based on the idea that a bilingual environment is something that parents choose for their children. This, however, is usually not the case; young children growing up bilingually are for the most part doing so because there is no way that they can grow up monolingually.

Attempts to describe and explain this achievement of language acquisition have preoccupied scholars overtime. More recent years have witnessed an increased interest in cross linguistic studies of how children in different parts of the world exposed to different language acquire their first language. Although there are many children who acquire one language at a time, children's exposure to more than one language in their primary language acquisition has for centuries been the norm in many parts of the world.

Language mixing refers to the use of two linguistic codes (language, dialects, register) within a discourse. The contact between the bilingual's two languages plays a significant role in the debate between those espousing either the one-system hypothesis or the-systems hypothesis. Young children acquiring two languages simultaneously from birth appear to mix languages indiscriminately at the word level, at the utterance level and across utterances within a single

conversation. Studies reported frequent mixing during the earlier stages of acquisition for the child's two emerging languages (Burling, 1959; Tabouret Keller, 1964; Vihman, 1982; Volterra and Taeschne, 1978). This mixing typically consists of words from the two languages being produced in the same utterance or morphological endings from one language being attached to word stems from the other.

Language Mixing or interference between the bilingual's two languages plays a significant role in the debate between those exposing either one-system or two-systems hypothesis. Young children acquiring two languages simultaneously from birth appear to mix languages indiscriminately at the word level, utterance level and across utterances within a single conversation. This study took a critical look at the issue of language mixing by a 2 years old bilingual child in the light of the two competing hypothesis; whether the young child forms one linguistic system, which s/he gradually differentiates into two linguistic systems from the onset of development.

Discussion of bilingualism have generally focused on an ideal – the perfectly balanced bilingual – where the speaker's knowledge about and control of each language is regarded as equivalent to that displayed by monolingual. Under this view, bilingual speakers are effectively two speakers in one, with exactly equivalent skill in both languages. While much research begins with this ideal, it is very likely the wrong starting point to choose. Many and perhaps all bilingual speakers tend to use one language for some things and the other for other things, so while such speakers may have fairly balanced skills in both languages, they may have rather specialized vocabularies for many domains. Even if someone is a highly proficient bilingual at the performance or output level, his so-called bilingual competence may not be as balanced. Linguists have distinguished various types of bilingual competence which can be put into three categories:

1. Coordinate Bilingualism

The linguistic elements (words, phrases) in the speakers' mind are all related to their own unique concepts. That means a French-English bilingual speaker of this type has different associations for 'chien' and 'dog'. This type of bilingual speaker usually belongs to different cultural communities that do not frequently interact. These speakers are known to use very different intonation and pronunciation features and not seldom assert the feeling of having different personalities attached to each of their languages.

2. Compound Bilingualism

Speakers of this type attach most of their linguistic elements to the same concepts. Those speakers are reported to have less extreme differences in their pronunciations. Such speakers are often found in minority language communities or amongst fluent L2 speakers

3. Subordinate Bilingualism

The linguistic elements of one of the speaker's languages are only available through elements of the speaker's other language. This type is typical but not restricted to beginning L2 learners.

Coordinate and compound bilinguals are reported to have higher cognitive proficiency and are found to be better L2 learners at a later age than monolinguals. The early discovery that concepts of the word can be labelled in more than one fashion puts those bilinguals in the lead. There is, however, also a phenomenon

known as **distractive bilingualism** or **semilingualism** when acquisition of the first language is interrupted or insufficient or unstructured language input follows from the second language, as sometimes happen with immigrant children. The speaker can end up with two languages both mastered below the monolingual standards.

Bilingual Language Acquisition is defined as the ability to speak, read and write in two languages with varying degrees of proficiency. This acquisition may occur in two fashions: Simultaneous and Sequential Acquisition.

Simultaneous Acquisition occurs when a child is raised bilingually from birth or when the second language is introduced during the earliest stages of emerging language. Typically, each parent speaks a different language to the infant following the rule of 'one person one language'. Alternatively, parents may speak one language and other significant caregivers speak another. There are reasons for introducing two languages at birth stem from many different family situations. For example, an immigrant family has been in a country for some time and want their child to be fluent in the dominant language while still retaining the ability to speak the parents' mother tongue. In this case, at least one parent will have achieved functional fluency in L2 at the time of their child's birth. The simultaneous acquisition process is similar to monolingual development (Harding & Riley, 1986; Saunders, 1982; Kessler, 1984) with the child having the additional task of distinguishing the two language systems. But there is no evidence that this requires special language processing devices. The normal age range for the emergence of first word is the same for monolingual and bilingual children (about 8 – 15 months) within three phases: 1.) A child has one, undifferentiated language system results in one lexicon containing words from both languages; 2.) A child begin to differentiate lexical systems but often shows considerable grammatical mixing that happen on many levels – prosodic, lexical, syntactic and phonological that last for one or two years and 3.) The two languages are differentiated in vocabulary and syntax. A child may associate the two languages rigidly with people or contexts with exceptions to the rules are learned when the child become more confident and flexible in each language.

Sequential Acquisitions occurs when a second language is introduced after the first language is well-established. The phases that children go through during sequential acquisition are less linear than for simultaneous acquisition and vary greatly among children. Sequential acquisition is a more complex and lengthier process although there is no evidence that non-language delayed children end up less proficient than simultaneous bilinguals as long as they receive adequate input in both language. Sequential acquisition uses the L1 system as its starting points, particularly in the early stage (Kessler, 1984). The acquisition process in some ways parallels monolingual development and in other ways departs in major processes: interactional, interference, silent period, code switching, language loss and critical period.

On the brain structure, there is not much research available particularly on bilingual infants. Hoosain and Shiu (1989) offer a reason for why there might be so much discrepancy in the literature: "There is evidence that auditory reception of the second language of bilinguals is less lateralized in the left hemisphere, when the two languages involved are more dissimilar, such as Chinese and English (p.705) which make it difficult to compare results when the pairs of languages may be similar or different.

DISCUSSIONS

The subject of this study was a 2 years old bilingual child who was born and raised in Medan, Sumatera Utara. Muhammad Fayyad Ehsan or Fayyad is a 2,2 years old boy lives with his parents who were both working as doctors. His father is English and has lived in Medan for 6 years when the research was conducted. He is working for an NGO based in Medan. His mother is Indonesian. Both of them lived in London for 5 years before Fayyad was born. Fayyad is the first child in the family. He has a 6 months old baby brother which makes everyone in the family circle call him “abang”, an Indonesian title for “big brother”. He addresses his parent ‘Abi’ and ‘Umi’, refers to the Arabic ‘father and mother’. His aunt from her mother’s side lives with them along with the baby sitter; the servant and the driver as supporting caregivers. They speak Indonesian to him. He goes to playgroup for 2.5 hours everyday except weekend and later on stays with his mother and other people who take care of him. At home, his father speaks English to him and his mother speaks Indonesian. Whenever he is under the care of baby sitter, the servant or aunt, Indonesian is spoken. At the playgroup, only English is spoken.

A complete overview of the data collection process lasted for 2 weeks. All the mixed utterances obtained were routinely observed. The utterances were analyzed further to find out the phonological differentiation by observing whether the child begins to process speech in a specific language manner. The lexical differentiation was analyzed by observing whether Fayyad has words or vocabulary labels in each language for the same things/concepts, if they do, then he has two separate systems. The grammatical differentiation by looking at mixing of language systems, which is a word of one language mixed with the rules of grammar separate, then Fayyad has two separate systems. The pragmatics differentiation was analyzed by looking at the child’s use of speech act. It was analyzed also whether the child shows any language choice awareness of which people understand which language.

LANGUAGE INPUT

The kind of input Fayyad receives shares common traits with what Garcia (1977) and her definition of Motherese: clear pronunciation, exaggerated intonations, distinctions between similar sounding phonemes and a tendency to isolate constituents as in interaction:

- (1) *Beruaaaaaang..trus ini apa? Abang tau ini apa?*
(beaaaaaar...and what is this? You know what is this?)
- (2) *Piiiiinteeeeer... (veeery goood..)*

Examples (1) and (2) shows that when talking to a two years old, adults typically lengthen the stressed syllables in words they want their children to attend to. On the other hand, most of the instances where Fayyad’s mother speaks to him, she uses short utterances.

Another traits of Motherese that can be observed in the transcription is the use of Fayyad’s mother makes of child-like expression.

- (3) *Ceeep cep cep (shhh..shh.. ;an expression for relieving a child from crying)*

- (4) *Dadah layanggaan, whuui...terbangnya tinggi yaaa..* (Bye kite..., woow, go flying high)

As Fayyad is bilingual but his mother only speaks Indonesian to him, whenever Fayyad makes use of English, her mother ask him again how he would say it to her in Indonesian:

- (5) Mother : *Ini apa bang?*
Fayyad : *hat*
Mother : *haaaat, kayak mana bilangny ke umi?*
Fayyad : *topi* (pointing to his head)

In this instance Fayyad repeats the same word in Indonesian, after his mother tries to elicit his response in English, but with addition of the pointing to his head. In other instances, Fayyad knows how to respond in English

- (6) Mother : *kalo ini?* (and this?)
Fayyad : (put his finger on the mouth, as an “I am thinking” sign)
Duck...
Mother : *kayak mana bilangny ke Umi?* (How to say it to mommy?)
Fayyad : *bebek* (duck)

From these examples it seems that Fayyad is aware that words can be labelled with two different nouns, the one he uses in school and the one he uses with mommy.

LEXICON

Most of the words Fayyad uses are nouns but this is logical since most of the time he is telling his mother what he sees in the book when his mother points at a picture. When Fayyad is the one starting the conversation, he uses:

- (7) Chunks of words: a. [o dan] (all done)
b. OK
c. [dadah umi] (bye mommy)
- (8) Nouns
a. [ka] (car)
b. duck
- (9) Negative, affirmative words:
a. ya (yes)
b. no

From these examples we can conclude that nouns are more present than verbs, both when he asked to label objects and when he starts the conversation. There is an occasion when Fayyad sees a baby at the park whose diaper is being changed:

- (10) Fayyad : *dedek na poo* (the baby pooped)
Mother : *poo? Dedeknya poo? Abang tau dari mana dedeknya poo?*
(*poo? The baby poo? How do you know that?*)

Fayyad : (imitate the crying sounds)
 Mother : *dedeknya nangis?*
 Fayyad: (looking at the baby) *umi na*
 Mother : *iya yaaa..dedeknya nangis ke uminya*
 (yees, you are riiight, she's crying to her mommy)

In this case it seems that Fayyad know what is going on with the mother and the baby since he has a baby brother himself. When he is asked why he thinks the baby need a diaper change, instead of talking, he makes use of mimic and he gets his point through very efficiently.

WORD COMBINATION

Brown stages (Brown, 1973) state that between 15 and 30 months, children are expected to have a mean length of utterances measured in morphemes (MLUm) of about 1.750 morphemes. Fayyad's utterances many times contain two morphemes, but most of the time they are repetitions. Braine (1963) divided words at this stage into two classes, a small pivot class (more, no, again, it) and a large open class (jump, hit, play, eat). Most early two-word combinations were made up of two open class words or of a pivot plus an open class word:

- (11) two open class:
 - a. [batan, piou] (bantal; pillow)
 - b. [mobin, ka] (mobil; car)
 - c. [kak num] (sister, water)
- (12) Pivot + open class:
 - a. [kushi agi] (another chair)
 - b. [nda' ada] (it's not here)
 - c. [tapung agi] (another dragonfly)

Most of his utterances are requests or descriptions of actions. However, there is an example where he asks some questions about other people in his playgroup, making use of the wh-word 'who' and the interrogative 'that' (although 'that' is not considered as interrogative, it is considered as such because it gives the utterances an interrogative function)

- (13) Fayyad: (pointing) *capa?* (siapa; means who)
 Mother : *Itu Aliaa..* (It's Aliaa)
 Fayyad: *itu?* (that?)
 Mother : *Siapa itu ya? Abang tau nggak itu siapa?* (Wonder who is that, do you know who?)
 Fayyad : (whisper) *Kayinaa..*

The use of wh-word 'who' could be a hint that he is beginning to use function words to ask about people and things.

Grammatical Differentiation

The grammatical differentiation is shown on the fragments when his father asked him about the bruises he got on his forehead from standing in front of the car door when the driver opened it and accidentally hit him hard.

- (14) Father : What is this? (Examining his forehead)
 Fayyad : [fo down. ka door] (fall down. car door)

Although he was wrongly interpreted ‘*hit by a car door*’ to *fall down*, he puts the label of event ‘*hit*’ and ‘*fall down*’ in the same group. This choice of words shows that he is able to pick up the right lexicon to represent label of experience. There is another fragment in different occasion when he showed the bruise to his aunt using Indonesian; these rich fragments are certainly a clear evidence for a grammatical differentiation.

- (15) Fayyad : (grabbing his aunt’s hand and protruding his forehead to her)
 Aunt : *Lho, kok benjol bang, sakit?* (How come? Why bruised? Is it hurt?)
 Fayyad : [dut.pintu mubin. Maman buat.] (I was hit. The car door. Maman (the driver) did it)

It can be seen that Fayyad was able to use 2 different labels for a single event. That is *fall down* and *kejedut*, even though they are not equivalent in meaning but in this stage *fall down* is the word present in his lexicon for the equivalence of *hit* and other accidental action. By looking at the string of words *pintu mobin* and *car door*, Fayyad clearly differentiates word order for each language.

Phonetics

Some of Bowen’s phonological processes in normal speech development (1998), even though they are intended for English speakers, are also present when Fayyad speaks both in Indonesian and English. The reasons why there are some processes not found in Fayyad’s speech could be due to the fact that he is overcoming them as he enters into another stage.

- (16) Phonological processes of Fayyad’s utterances:

Final Consonant Deletion	The final consonant in the word is omitted	[o gon] (all gone) [bo] (ball)
Velar/ Palatal Fronting, Weak Syllable Deletion		[pawat] (pesawat) [butan] (rambutan) [mobian] (mobil-mobilan)
Cluster Reduction		[bo] (ball); [enke] (blanket)
Gliding of liquids		[piou] (pillow) [boun] (balloon)

Pragmatics: Speech Acts

According to Owens (2001), speech acts can be direct or indirect; performative or evaluative; literal or non-literal. Fayyad's speech acts at this stage (or at least, in the transcript) are direct and literal:

- (17) a. (DIRECT) [mau te] (mau water) "I want water"
b. (LITERAL) [dedek poo] "the baby pooped"

There are no instances of non-literal, performative, evaluative or indirect speech acts because at this stage Fayyad's speech only refers to things that he sees or that he wants, following also the main uses of pointing. It is interesting to note that some cultures would use indirect speech acts such as "*may I have*" from a very early age but in Fayyad's case, he uses direct speech acts such as "*I want water*" which might seem rude for the English culture. As he has been raised in a mostly Indonesian speaking home where such request are not impolite, this is not considered as rude by his mother or other people that surround him.

The Findings

From the analysis of the data we can see that Fayyad is bilingual. He is able to use two different languages in two different contexts. He acquires his bilingualism simultaneously from birth. His parents use the One Parent One Language strategy of interaction. He is able to label one thing or event in different language. He is also able to use different word order for each language. However, there are also some instances in the transcript where Fayyad speaks in English when he supposed to speak Indonesian but this does not mean that both languages are mixed and that he is not able to select one of them. If we look carefully to the transcript, we see that the only examples where Fayyad speaks English when he supposed to speak Indonesian are the one when his mother asks about pictures on the book. The reason why Fayyad answered in English because he uses those books in the playgroup, where communication is carried out in English. All the other fragments, regardless of the initiator, were completely in Indonesian. Even the more complex fragment, the one where Fayyad is begging for water is conducted entirely in Indonesian. As his request is not granted, he uses gestures, eye contact and body movement to accompany his words. He did not say what he wanted, but he never translated it into English because he knew it was not matter of language but persuasion.

Conclusions

Bilingualism seems to be shaped by the type of language input. The analysis of Fayyad's speech from the phonological, grammatical, lexical and pragmatics point of view showed that children only learn language they are exposed to. They learn them to the same extent they are exposed to those languages – whichever language exposed more is the language that the child is most proficient in. It has also been shown that at this early stage, both languages were activated separately in two language systems, so the hypothesis that both are mixed together can be ruled out.

The decision to raise a child with two languages requires thoughtful consideration because of the effort and long term commitment that will be needed on the part of the parents, while this is a highly personal decision involving a unique set of issues for each family, it is also influenced by societal values that may not support the successful outcome of raising bilingual child.

Suggestions

Bilingual children learn words into two different languages and combine these into one large mental dictionary. Research in bilingual language acquisition especially on the differentiation of language systems could provide us with useful information as to when and how bilingual children develop the knowledge that they are in a bilingual situation and how this knowledge contributes to growth in both languages. The role of the adults in facilitating the development of such awareness is another area that needs to be explored.

Learning two languages can be a very positive part of a child's development when the necessary input is provided by parents, community and school. When it is not done well, the results can be harmful to a child's learning and self-esteem. For parents who have a choice, it is probably best to introduce the two languages as early as possible in order to help a child establish basic interpersonal communication before entering school. In any society that values cultural diversity, the educational supports for minority speaking children should naturally include children with bilingualism. Therefore we should support parents who opt for two languages so they can raise their children with the richness of two cultures.



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PENGANTAR

Pada edisi ini terbitan Bahas dimulai dengan bahasan *Penggunaan Teknik Personal Vocabulary Notes Untuk Meningkatkan Kosakata Pembelajar Bahasa Perancis* dibahas oleh **Isda Pramuniati**, *Antonim Dalam Bahasa Jepang*, oleh **Mhd. Pujiono**, *Penerapan Model Pembelajaran Picture And Picture Untuk Meningkatkan Kemampuan Menulis* dibahas oleh **Hajar Aswaddaini Lubis**, *Kritik Terhadap Perkembangan Posmodernisme Dalam Seni Rupa Kontemporer Indonesia*, oleh **Zulkifli**.

Selanjutnya, **Elly Prihasti Wuriyani**, **Hera Chairunisa**, dan **Ita Khairani** membahas tentang *Peran Dan Pengorbanan Perempuan Dalam Drama Rakyat Sumatera Utara Suatu Tinjauan Kritik Feminisme (Transformasi Cerita Rakyat ke Drama)*. Diikuti oleh **Yeni Erlita** *Analysis Deixis In Online Advertisements* dilanjutkan oleh **Zainuddin** *Teknik Penerjemahan Sanding Kata : Suatu Tinjauan Teoretis, Analisis Wacana Kaos Medan Bah:Kreativitas Permainan Bahasa* dibahas oleh **Sisila F. Damanik**.

Kemudian Bahas pada periode ini ditutup oleh tulisan **Inggit Prasetiawan** *Kreatifitas Sebagai Proses Melahirkan Koreografi*, **Maya Oktora** *Language Mixing By A Two Years Old Bilingual Child*. Dilanjutkan dengan *Morfosintaksis Verba Kognitif Dan Verba Persepsi Bahasa Nias* oleh **Andi Wete Polili**, *Hubungan Penguasaan Kosakata Dengan Kemampuan Menulis Naskah Drama Siswa Kelas XI SMA Yapim Medan Tahun Pembelajaran 2013/2014* oleh **Edison Sihombing**, dan *Pola Pengembangan Paragraf Dalam Karya Tulis Mahasiswa Prodi Bahasa Prancis FBS Unimed* oleh **Irwandy**.

Medan, Juni 2014

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