

**CHILDREN'S ENGLISH VOCABULARY ACQUISITION IN  
EFL PRIMARY SCHOOL CONTEXT OF GOLDEN  
CHRISTIAN SCHOOL PALANGKA RAYA**

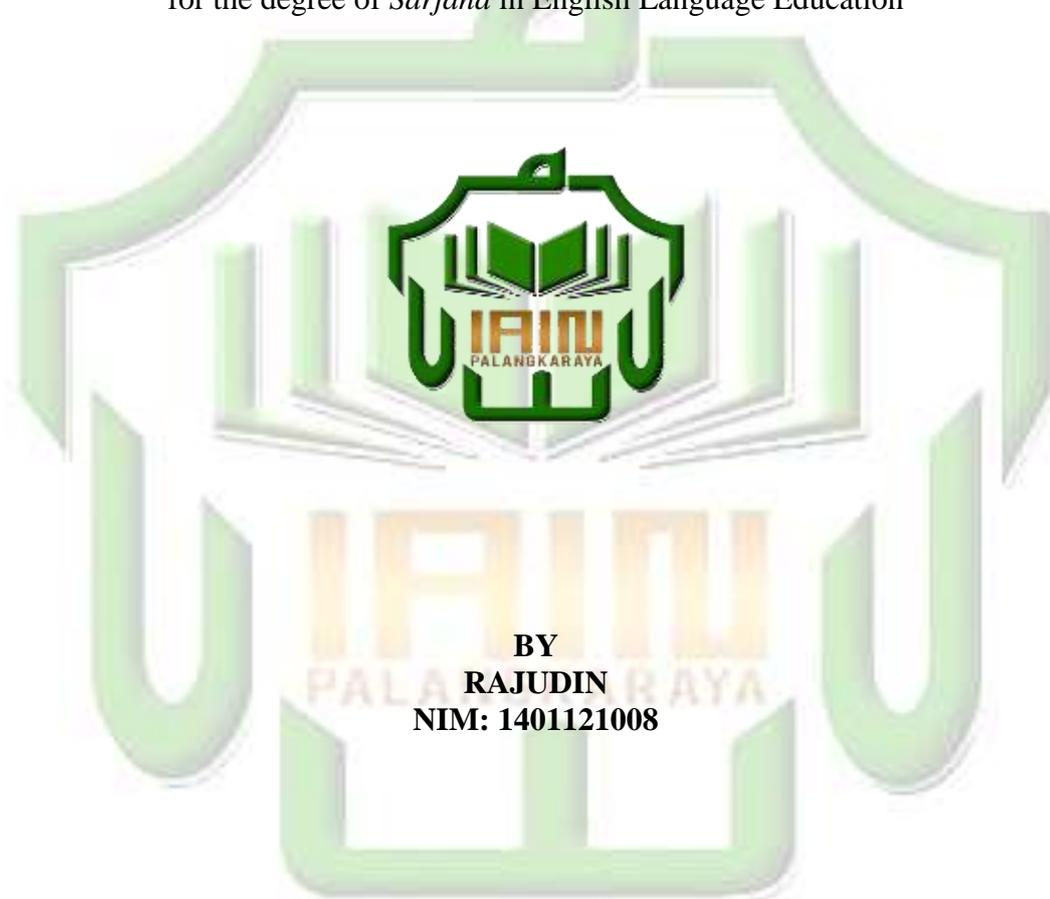


**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
1440 H / 2018 M**

**CHILDREN'S ENGLISH VOCABULARY ACQUISITION IN  
EFL PRIMARY SCHOOL CONTEXT OF GOLDEN  
CHRISTIAN SCHOOL PALANGKA RAYA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
in partial fulfilment of the requirements  
for the degree of *Sarjana* in English Language Education



**BY  
RAJUDIN  
NIM: 1401121008**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION**

**1440 H / 2018 M**

## ADVISOR APPROVAL

Thesis Title : Children's English Vocabulary Acquisition in EFL  
Primary School Context of Golden Christian School  
Palangka Raya

Name : Rajudin

NIM : 1401121008

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasyah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangkaraya, October 10<sup>th</sup> 2018

Advisor I,



Luqman Bachaqui, S.S, M.Pd.  
ORN. 198008232011011005

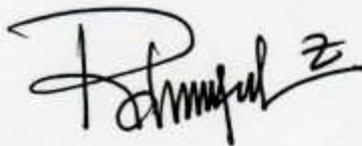
Advisor II,



Aris Sugianto, M.Pd.  
ORN. 198308192015031001

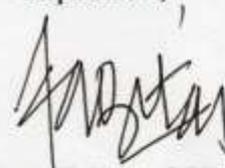
Acknowledge by:

Vice Dean in Academic Affairs,



Dra. Hj. Rodhatul Jennah, M.Pd.  
ORN. 196710031993032001

Chair, of Language Education  
Department,



Santi Erliana, M.Pd.  
ORN. 198012052006042003

## OFFICIAL NOTE

Palangka Raya, October 10, 2018

Case: **Examination of  
Rajudin's Thesis**

To

The Dean of Faculty of Teacher  
Training and Education of State  
Islamic Institute of Palangka Raya

In-

Palangka Raya

*Assalamu 'alaikum Warahmatullahi Wabarakaatuh,*

By reading and analysing of this thesis we think that thesis in the name of:

Name : Rajudin  
SRN : 1401121008  
Title of Thesis : Children's English Vocabulary Acquisition in EFL  
Primary School Context of Golden Christian School

Can be examined in partial fulfilment of the requirements for the degree of *Sarjana Pendidikan* in the Study Program of English Education of Language Education Department of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Thank you for your attention.

*Wassalamu 'alaikum Warahmatullahi Wabarakaatuh*

Acknowledged by:

Advisor I,



Luqman Baehaqi, S.S, M.Pd.  
ORN. 198008232011011005

Advisor II,



Aris Sugianto, M.Pd.  
ORN. 198308192015031001

## THESIS APPROVAL

Thesis Title : Children's English Vocabulary Acquisition in EFL  
Primary School Context of Golden Christian School  
Palangka Raya

Name : Rajudin

NIM : 1401121008

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teaching  
Training and Education of the State Islamic Institute of Palangka Raya in the  
Thesis Examination/ *Munaqasyah* on:

Day : Thursday  
Date : 18<sup>th</sup> of October 2018

### BOARD OF EXAMINERS

1. **Sabarun, M.Pd.** (Chair/Examiner) (.....)
2. **Hj. Apni Ranti, M.Hum.** (Main Examiner) (.....)
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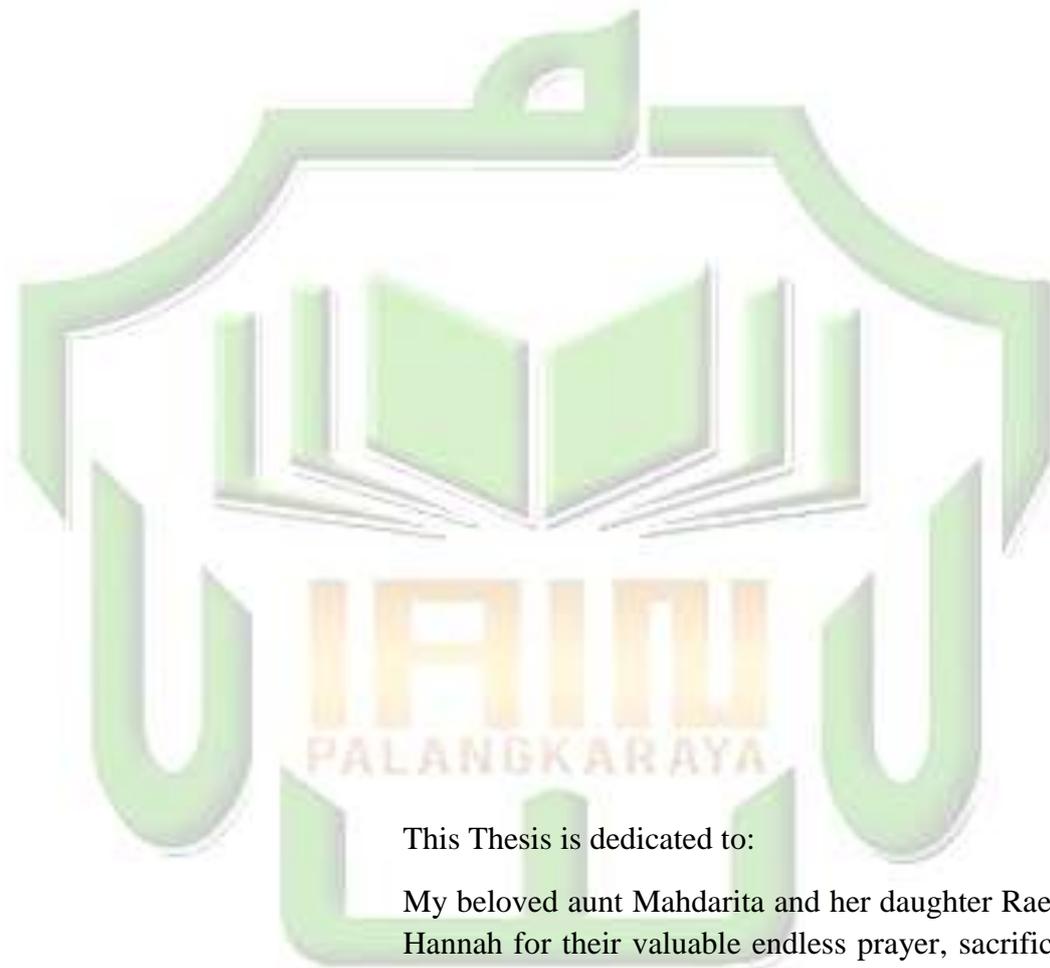
Approved by:  
Dean Faculty of Teaching Training  
and Education



**Dr. Fahmi, M.Pd.**  
NIP. 196105201999031003

## MOTTO AND DEDICATION

“Always say Thanks and be brave to say Sorry”



This Thesis is dedicated to:

My beloved aunt Mahdarita and her daughter Raey Hannah for their valuable endless prayer, sacrifice and support. My beloved father Abdul Kadir and mother Faridah. My best friends Nikmah Sistia Eka P., Allafia Bakti M., Nisfa Nurjanah, Wendy Meika K., Agustina Dwi P. and Mirnawati for their support and help.

## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Rajudin  
NIM : 14001121008  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Declare that:

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Palangka Raya, 8<sup>th</sup> October 2018

Yours Faithfully



Rajudin  
NIM. 1401121008

## ABSTRACT

Rajudin. 2018. *Children's English Vocabulary Acquisition in EFL Primary School Context of Golden Christian School Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (1) Luqman Baehaqi, S.S, M.Pd. (2) Aris Sugianto, M.Pd.

**Keywords:** *Second Language Acquisition, Child Language, Language Acquisition Device, Vocabulary*

This study was aimed to investigate how children's' English vocabulary acquisition process in Golden Christian School. The purposes of the study were (1) to investigate how children in Golden Christian School acquire their English vocabulary in EFL primary school context; (2) to describe parent contributions in their children's' English vocabulary acquisition at home.

This study used case study qualitative design with ethnographic to find out the answer of problem of the study. The population of this study was the children who studying in Golden Christian School third grade. The writer took the sample of one class where Love class consisted of 15 students. The Writer did the observation and documentation to identify the whole class activity and interview to find parents contributions in their children's English vocabulary acquisition at home. The sample for this study was determined by using purposive sampling technique with the result subject become 5 children and 5 parents.

The finding of this study showed some points as follows: First, school and teacher had important role in children's English vocabulary acquisition at school. The school program of Golden Christian School suggested their students to use English in class and school area. Teacher was being a model and source for children in learning English, making the material easy to understand and also using simple language for children. In teaching English, teacher taught from how to pronounce it, to know the meaning, how to write and used it. Second, parent contributions in help children acquire their English vocabulary at home by be their friend in speaking use English, suggest children to practice speaking at home, give children private course and let them to learn English or found new vocabulary by using social media and TV channel.

## ABSTRAK

Rajudin. 2018. *Pemerolehan Kosa Kata Bahasa Inggris Anak-Anak Dalam Konteks Sekolah Dasar Pelajar Bahasa Inggris Asing di Golden Christian School Kota Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Trubiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (1) Luqman Baehaqi, S.S, M.Pd. (2) Aris Sugianto, M.Pd.

**Kata Kunci:** *Perpeperolehan Bahasa Kedua, Bahasa Anak, Alat Pempeolehan Bahasa, Kosa Kata*

Penelitian ini bertujuan untuk menyelidiki bagaimana proses pemerolehan kosa kata bahasa Inggris yang terjadi di Golden Christian School. Tujuan dari penelitian ini adalah (1) Untuk menyelidiki bagai mana anak-anak di Golden Christian School memperoleh kosa kata bahasa asing mereka didalam konteks sekolah dasar pelajar bahasa Inggris asing. (2) Untuk mendeskripsikan kontribusi orang tua dalam pemerolehan kosa kata bahasa Inggris anak-anak dirumah.

Penelitian ini menggunakan desain studi kasus kualitatif dengan metode etnografi untuk menemukan jawaban dari permasalahan penelitian. Populasi dari penelitian ini adalah anak-anak yang sedang belajar di Golden Christian School kelas tiga. Penulis mengambil sampel dari 1 kelas dimana kelas Love terdiri dari 15 murid. Penulis melakukan observasi dan dokumentasi untuk mengidentifikasi seluruh aktifitas kelas dan melakukan wawancara untuk menemukan kontribusi orang tua dalam peperolehan kosakata bahasa Inggris anak mereka. Semple dari penelitian ini didapatkan melalui teknik purposive dengan hasil jumlah subjek menjadi 5 orang anak dan 5 orang tua.

Temuan penelitian ini menunjukkan beberapa poin seperti: Pertama, sekolah dan guru mempunyai peran penting dalam pemeprolehan kosakata bahasa Inggris anak di sekolah. Dimana program sekolah di Golden Christian School menganjurkan murid-murid mereka untuk menggunakan bahasa Inggris didalam kelas maupun dilingkungan sekolah. Guru menjadi model dan sumber untuk anak-anak belajar bahasa Inggris, guru menggunakan bahasa yang mudah dipahami dan membuat materi pembelajaran menjadi mudah dimengerti anak-anak. Dalam mengajarkan bahasa Inggris, guru mengajar dimulai dari bagaimana pengucapan, mengetahui maknanya, bagaimana penulisan dan penggunaanya. Kedua, peran orang tua dalam membantu anak-anak memperoleh kosakata bahasa Inggris mereka dirumah adalah dengan cara menjadi teman bicara mereka dalam berbicara bahasa Inggris, memerintahkan mereka untuk lebih banyak latihan berbicara bahasa Inggris dirumah, memasukan mereka ke bimbingan belajar dan membiarkan mereka belajar bahasa Inggris atau menemukan kosa kata baru menggunakan social media dan siaran TV.

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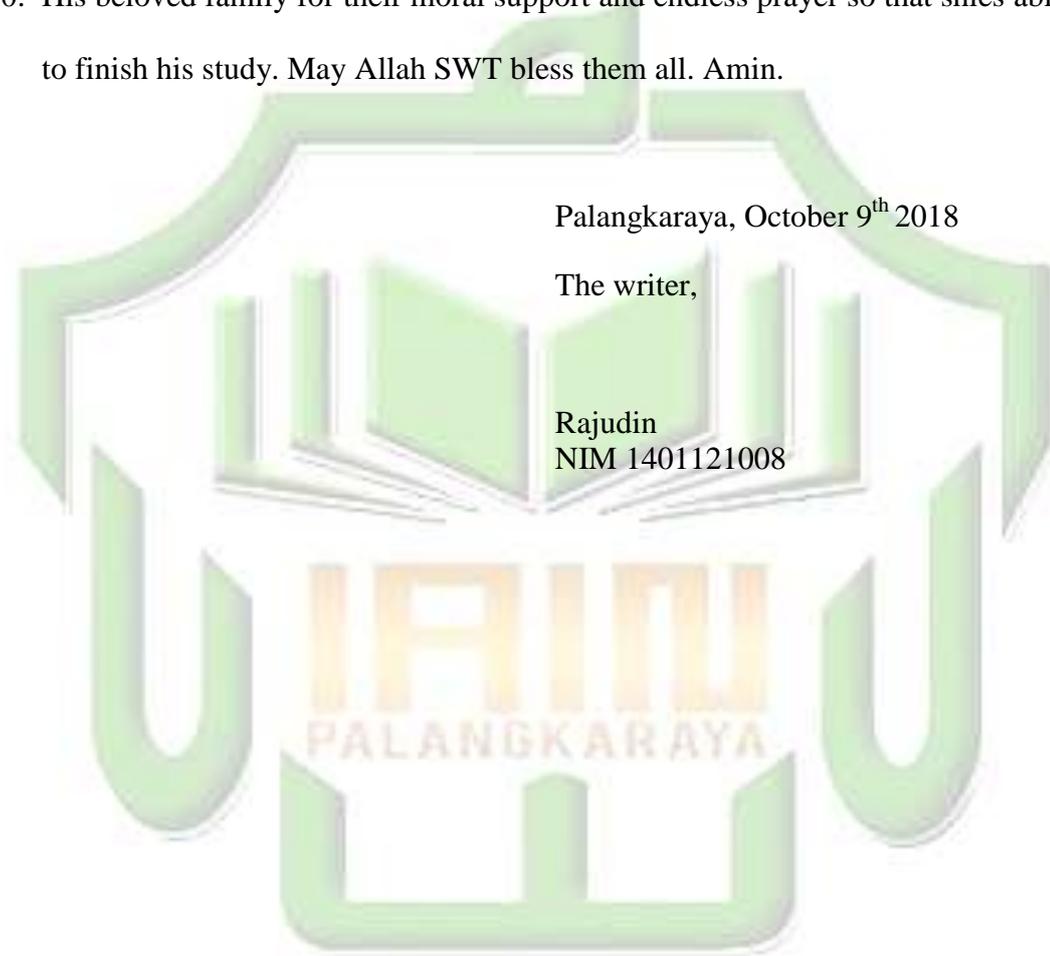
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Palangkaraya, October 9<sup>th</sup> 2018

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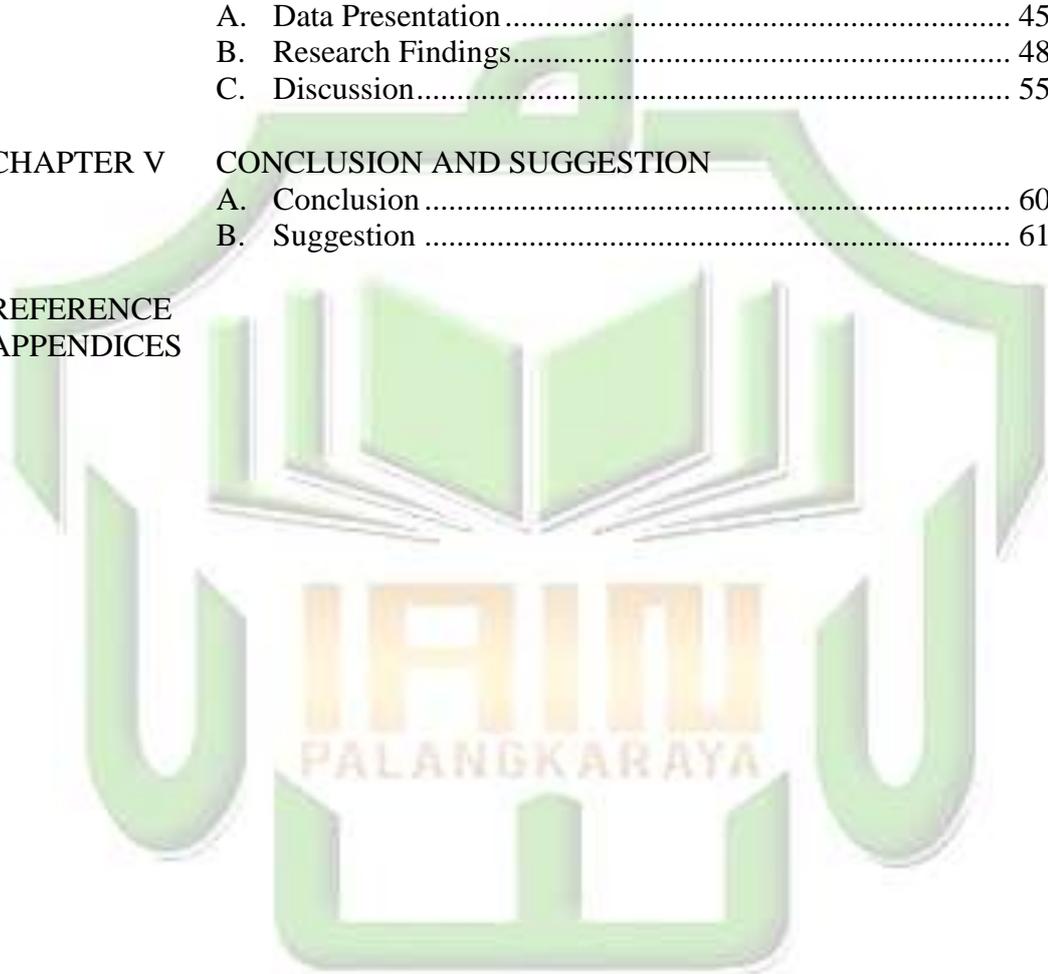
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NIM 1401121008



## TABEL OF CONTENT

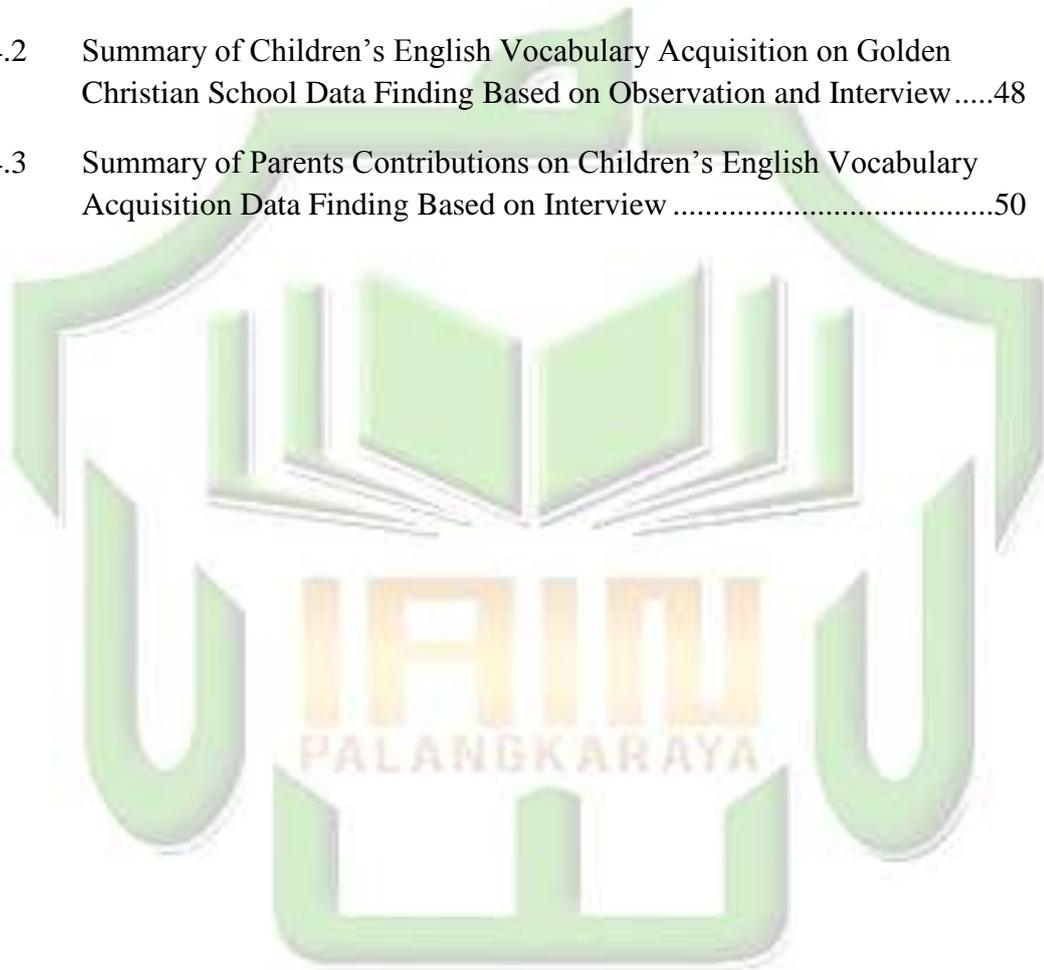
|   | Page |
|---|------|
| COVER .....   | i    |
| COVER (Second Page) .....                               | ii   |
| ADVISOR APPROVAL .....                                  | iii  |
| THESIS APPROVAL .....                                   | iv   |
| MOTTO AND DEDICATION .....                              | v    |
| DECLARATION OF AUTHORSHIP .....                         | vi   |
| ABSTRACT .....  | vii  |
| ABSTRAK .....   | viii |
| ACKNOWLEDGEMENTS .....                                  | ix   |
| TABEL OF CONTENT .....                                  | xi   |
| LIST OF TABLES .....                                    | xiii |
| LIST OF APPENDICES .....                                | xiv  |
| LIST OF ABBREVIATIONS .....                             | xv   |
| <br>  |      |
| <b>CHAPTER I      INTRODUCTION</b>                      |      |
| A. Background of the Study .....                        | 1    |
| B. Research Problem .....                               | 4    |
| C. Objective of the Study .....                         | 4    |
| D. Scope and Limitation of the Study .....              | 5    |
| E. Significance of the Study .....                      | 5    |
| F. Definition of Key Terms .....                        | 5    |
| <br>  |      |
| <b>CHAPTER II     REVIEW OF RELATED LITERATURE</b>      |      |
| A. Related Studies .....                                | 7    |
| B. Language Acquisition .....                           | 13   |
| 1. First Language .....                                 | 14   |
| 2. Second Language .....                                | 15   |
| 3. Foreign Language .....                               | 15   |
| 4. The Factors Influence Language Acquisition .....     | 16   |
| 5. Process of Second Language Acquisition .....         | 21   |
| C. Development of Children Language Acquisition .....   | 22   |
| 1. Children Language Acquisition .....                  | 28   |
| 2. Children Language Development .....                  | 29   |
| 3. Development Type of Children Language .....          | 29   |
| 4. Parents' role in children language development ..... | 30   |
| 5. Children Vocabulary Acquisition .....                | 30   |
| 6. Teaching English to Children .....                   | 32   |
| D. Golden Christian School .....                        | 33   |

|             |                                   |    |
|-------------|-----------------------------------|----|
| CHAPTER III | RESEARCH METHODE                  |    |
|             | A. Research Design .....          | 36 |
|             | B. Subject of the Study.....      | 37 |
|             | C. Source of Data .....           | 37 |
|             | D. Research Instrument .....      | 38 |
|             | E. Data Collection Procedure..... | 40 |
|             | F. Data Analysis Procedure.....   | 41 |
|             | G. Data Endorsement.....          | 42 |
| CHAPTER IV  | RESEARCH FINDING AND DISCUSSION   |    |
|             | A. Data Presentation .....        | 45 |
|             | B. Research Findings.....         | 48 |
|             | C. Discussion.....                | 55 |
| CHAPTER V   | CONCLUSION AND SUGGESTION         |    |
|             | A. Conclusion .....               | 60 |
|             | B. Suggestion .....               | 61 |
| REFERENCE   |                                   |    |
| APPENDICES  |                                   |    |



## LIST OF TABLES

| Table   | Page |
|---|------|
| 2.1. Important Even of Children Language Acquisition .....  | 23   |
| 2.2. Children Vocabulary Acquisition.....   | 27   |
| 4.1 Children Vocabulary List of Golden Christian School Third Grade.....  | 43   |
| 4.2 Summary of Children's English Vocabulary Acquisition on Golden Christian School Data Finding Based on Observation and Interview ..... | 48   |
| 4.3 Summary of Parents Contributions on Children's English Vocabulary Acquisition Data Finding Based on Interview .....                   | 50   |



## LIST OF APPENDICES

| Appendix    |   | Page |
|-------------|---|------|
| Appendix 1  | Research schedule .....                 | 65   |
| Appendix 2  | Observation Transcripts.....            | 66   |
| Appendix 3  | Children Observation's Transcripts..... | 70   |
| Appendix 4  | Interview Question .....                | 75   |
| Appendix 5  | Teacher's Interview Transcripts .....   | 76   |
| Appendix 6  | Parent's Interview Transcripts.....     | 82   |
| Appendix 7  | Schedules of Grade 3 Love.....          | 95   |
| Appendix 8  | Students names of Grade 3 Love.....     | 96   |
| Appendix 9  | Research Decrees.....                   | 97   |
| Appendix 10 | Curriculum Vitae .....                  | 107  |

## LIST OF ABBREVIATIONS

SLA : Second Language Acquisition

EFL : English Foreign Learner

LAD : Language Acquisition Device

L1 : First Language

L2 : Second Language

MRA : Mr Raynaldi Adilasta

NI : Nory Imah

MI : Manini

LL : Lili

MN : Merly

QY : Qeni

JY : Joy

DH : Dheandra

RE : Rey

DN : Delvin

I : Interviewer



# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Children have much potential to learn language than older people. It is easier for them to memorize a new vocabulary or word, the less parent talks with their child the less they get the vocabulary. And also the more vocabulary, the easier for us to have communication with others. As has been known, communication is the process of sharing meaning verbally and nonverbally. It is the creation of meaning between two people or more. In a broad sense, communication can be defined as the sharing of experience. Human communication is unique, because it uses a symbol. A symbol is something used to represent something else called as a language (Mulyana, 2012, p. 5).

This has been a time of the 'global era', when communication between people has expanded way beyond their local speech communities. As never before, people have had to learn a second language often as a means of obtaining an education or securing employment (Ellis, 2007, p. 3). English is known as one of international languages, it has become the most important language in several countries.

The language has many names such as a language had been gotten by family since child is first language (mother tongue), second language, third language, and other language learned after first language and it's has wide area, the last is foreign language, a language had been learned beside first and

second language difference with other it's has limit area. It could be said that Indonesian language is the mother tongue language of students, and the English language is as the target language studied by the students (L2). There are many language can uses for speak to foreign such as English. So teaching English language is known as the teaching of a foreign language.

When learned a language there a process called Acquisition. Acquisition is language learned process depend with how the steps or interaction to get the language, it usually happen naturally. In Language Acquisition study, they believe that human mind is equipped with a faculty for learning language it's called Language Acquisition Device (LAD). According to Chomsky, children have LAD since they were born. It makes they be able to obtain language (mother tongue or other language). Besides that, LAD makes child to estimate the language structure. Therefore, there are many characteristic of grammar in mother tongue no need to learn particularly. Because of the structure and grammar of language that they get from the first is same with all language called deep structure in universal grammar (Rohmani Nur Indah, 2011, p. 14). That means children do not need to memorize and imitate every sentence pattern for mastering a language.

In learning a new language there are some factors can effected someone's language acquisition such as their age. Many researchers believe that children have much potential than old people in learn language. For a child, learning language is part of their brain chemistry. They are literally built to absorb information; they do this in an unconscious state of mind, like they are

learning and they do not even know it. Adults and older children, on the other hand, have to consciously learn the information which makes it harder because when learn that way, information sometimes gets lost or disassociated (Robin, 2014, p. 1).

Many studies examining second language (L2) acquisition focus on the influence of age. The age variable examined in L2 studies is usually the age of first exposure to the target L2 (Flege, Yeni-Komshian, & Liu, 1999, p. 78).

If the age really can affect someone foreign language acquisition, teach a foreign language or second language such as English in Indonesian should be in early age, so it can make them easier to communicate with foreigner because of the global era and job demands that make them should be able to understand with International language. So teach English in early age can let them to have much time for increase their foreign language so they can be able to compete with foreigner.

In the other hand, this study focus in analysing vocabulary acquisition process which occurred in children foreign language acquisition at Golden Christian Primary School whose learn English in Third grade age 8 to 9 years old.

Based on the explanation above, the writer is interested in conducting a study about children foreign language acquisition process especially in English vocabulary acquisition because vocabulary is one of the components of language and refers to the words for communicated effectively (Pieter, 1991, p. 6). Base on Robin's (2014) and Flege's (1999) opinion, children

have more potential in mastering a new language than old people that why the writer will chose children aged 8 to 9 years old as the subject of this research because the writer interest to find how children acquire their new vocabulary and also children on those ages is in critical period where the language development grow rapidly. For the reason why the writer chose Golden Christian School, because writer found out it is The National Plus School that was an appropriate model as it incorporated both national and international curricula (English based school). So then the writer hopes that the result of this study can contribute in how students and teacher view the teach effect and benefit of teaching English in young age.

From the background above, the author intends to make study with the title: Children's English Vocabulary Acquisition in EFL Primary School Context of Golden Christian.

## **B. Research Problem**

The statements of the research problem are:

1. How do the children/young learners acquire vocabulary in EFL classroom environment?
2. To what extent do the parents contribute to the English vocabulary acquisition of their children?

## **C. Objective of the Study**

The objectives of this research were focus on children English vocabulary acquisition. The writer found how Indonesian children mastering their foreign language including the factor that effect their vocabulary acquisition when

they are speaking in their daily activity. Show how Golden Christian School and parents help children in acquire their new English vocabulary at school and home.

#### **D. Scope and Limitation of the Study**

The study is about foreign language acquisition on Golden Christian Primary School who learns English in young age and focused in their vocabulary acquisition. The young learner will be on aged 8 to 9 years old and studied in Golden Christian Primary School third grade.

#### **E. Significance of the Study**

The study is expected to give meaningful contribution to young language learner to improve their foreign language acquisition especially in vocabulary for Indonesian children as English foreign learner and also for school and parents in help children acquire their new vocabulary at school and home.

#### **F. Definition of Key Terms**

##### **1. SLA**

Second Language Acquisition is the study of individuals and groups who are learning a language, and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be third, fourth, or tenth to acquire also called as target language (Troike, 2006, p. 2). In this research writer only concerns on English as foreign language, because in Indonesian English is not as second language.

## **2. Child Language**

Children language is a pattern in how children speech, children everywhere follow a similar pattern. In their first few weeks, babies mostly cry, babies aged 6 months start to babbling (babbling stage) they pronounce some sound without meaning, after 2 years old children be able to manage several words and in 7 years old children start to use language to describe an object. Children speak the dialect(s) and language(s) that are used around them and usually begin by speaking like their parents or caregivers, but once they start to mix other children (from the age of about 3 years) they start to speak like friends their own age.

## **3. LAD**

Language Acquisition Device is the small unit in human brain. Its' function is to obtain language (mother tongue or other language) and to manage the language structure that children got from their mother (Rohmani Nur Indah, 2011, p. 14).

## **4. Vocabulary**

The words used in a particular subject or sphere of activity or on a particular occasion, also a list or collection of the words or phrases of a language, technical field, etc.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Related Studies**

In study second language acquisition there are many researchers that focused on the effect of age toward someone's language acquisition. Many researchers believe that if the younger some age it could be easier to them for learn a language.

Jhonson and Newport (1989), about "Critical Period Effect in Second Language Learning: The Influence of Maturation State on the Acquisition of English as a Second Language" in their research they tried to find the relation between age of acquisition and ultimate performance in the grammar of second language. The subject of their research were 46 native Chinese or Korean speakers who learned English as a second language, all subjects were exposed to English by native speakers in United State. To make sure with their subject that had sufficient experience with English, they obtained subjects who had lived in the United States for many years and all subject had to have lived in the United States for an unbroken stay of at least three years prior to the time of test.

Researchers use instrument such as post-test interview and test, Subject were tested on their knowledge of English syntax and morphology by being asked to judge the grammaticality of spoken English sentences of varying types.

The differences between Jhonson and Newport's research and this study is in the subject, where the subject will be children from primary school Third grade and only choose 1 class and 5 of them, also the English language where English in Indonesian English teach not as Second language but as foreign language.

Agustin-Llach (2015) in her research entitled "Age and Type of Instruction (CLIC vs. Traditional EFL) in lexical development" which use comparison quantitative approach, she were comparing the lexical profiles of CLIL and traditional EFL learners and focused on identifying instances of borrowings and lexical creations. She looked at the differences between traditional and CLIL learners in their production of borrowing and lexical creations and also examining the differences between the evolution of it. The subject of her research was two groups of students along three years. Fourth, fifth, sixth grade consist with 61 learners for first group and 68 learners for other group. The researcher used writing assignment kind of test as instrument for her research and found that young learners are slow learners.

The difference between Agustin-Llach's research and this study are in the research design where it will use qualitative case study research design and also in the focus on this study where it is the process of children's vocabulary acquisition.

Diponegoro (2012) explained about "Positive Effect of Learning Foreign Language in a Healthy Elderly" in his qualitative case study research approach he reveals the positive effects of learning intervention on a wide

range of cognitive function in elderly people and to analyze the positive effects of learning foreign language on cognitive functions of an elderly person. The subject of this research was people age over 65 years old, used instrument kind of task and cognitive method. He finds out if cognitive functions decrease with age and these functions are strongly correlated with daily life activities.

The difference with Diphonogoro's research, this study will focus on the process of vocabulary acquisition on children third grade in how they get English vocabulary.

Broselow & Xu (2004) in their research titled "Differential Difficulty in the Acquisition of Second Language Phonology" used experimental research design. They discussed about how Mandarin speakers' native language perception grammar makes perception of final obstruents more difficult than perception of final nasals, and they also conclude that the Mandarin learners' pattern can be understood with reference to perceived rather than absolute frequency of input structure types. The subjects of their research were eight people where each of them has different EFL experience. This research used 2 kind of test instrument such as paper base test and performance. Base on those instruments they found that word-final voiceless obstruents are acquired earlier than voiced obstruents by Mandarin Learners of English and also found several factors that account for the differential difficulty of three novel coda types by them.

The differences between Broselow & Xu's research and this study are where this study will use case study research design and also the focus of topic where this study will focus on children's English vocabulary acquisition not on their phonology acquisition in second language.

Pakzadiaz (2012) in her research entitled "The Effect of L1 on Learning New L2 vocabulary among intermediate Proficiency" used comparison research design, discussed about the difference in provide mother tongue and also in vocabulary learning. The subjects of this research were 60 Persian female students age between 14 to 20 years. This research used instrument kind of test such as proficiency test, reading comprehension and matching type vocabulary test. Pakzadiaz found that the differences among the means of the three groups were not significant.

The differences between Pakzadiaz's research with this study are the focus of this study is to find the process of how children acquire English vocabulary and In the reseach design where this study will use case study research design.

In second language acquisition study there are many theories such as Adriana (2008, p. 5) believes that preoperational period (ages 2 - 6 years) is where the development of the language of children is very rapid. Children begin to use symbols to represent the world (environment) cognitively. Symbols are words, numbers that can replace objects, events and activities (visible behaviour). The role of intuition in deciding things is still large,

concluding only on the basis of a small part of what is known. Rational analysis has not worked yet.

One of the most impressive abilities of young infants is to discover the finite set of “phonetic units” (the consonants and vowels) that are used to make up the words in their native language. This process is called phonetic learning and represents a vital step in language acquisition as it reliably predicts language advancement up to 30 months of age (Kuhl, 2016).

According to Mainizar (2013, p. 1), language is an essential factor that distinguishes man from animals. With human language can position itself as civilized creatures and develop its culture. Language skills in children will develop in accordance with the developmental age. However, the development and progress of language would be better if accompanied by coaching and guidance from parents. Many things can be done in the parent language development in early childhood as pioneered and laid the foundation on child language, motor exercises, habit, maintain and supervise the children and prevent child language disrespectful language, develop language skills through play, and communicate actively in family.

Until about 6 months of age, infants are capable of hearing the differences between the consonants and vowels that make up words universally across all languages. By 12 months of age, discrimination of sounds from the infant’s native language significantly improves, while discrimination of non-native sounds declines (Kuhl, 2016).

Syaodih (2005, p. 2) believes that children aged 3-6 years are children who are in a sensitive period or critical period, period in which a particular function needs to be stimulated, directed so as not to hamper its development. When the ability to speak the child is not stimulated then the child will have difficulty speaking in later times.

Brain science has shown that, as the child learns, physical changes in the brain that reflect learning can be measured. These measures reflect the amount and quality of language that the child hears ( Patricia K., 2016).

The complexity of the findings likely reflects variability among bilingual infants as a function of different amounts of exposure to each language, or the inherent difficulty of conducting behavioural research 4 with preverbal infants. An alternative approach is to conduct tightly controlled, safe, non-invasive, and infant friendly brain imaging studies that do not require a behavioural response and thus avoid this confounding factor. Recent studies suggest that bilingual infants' brain responses show that they are learning two languages by 12 months of age, indicating that they are on the same timetable as monolingual infants learning one language.

However, there is some evidence that bilingual infants may remain capable of discriminating the phonetic distinctions of the world's languages at a time when their monolingual peers have already narrowed their perception to native language sounds.

Thus, early language learning is critically dependent on social interactions, and on the quality of speech that children hear. Studies with bilingual infants

show that their language growth is directly related to the quality and quantity of speech they hear in each language. Youngest infants learn best in one-on-one interactions when they hear lots of infant-directed speech or “parenteses”—which has a higher tone of voice and exaggerated pitch contours. In bilingual babies, the amount of infant-directed speech heard in one-on-one interactions in a particular.

## **B. Language Acquisition**

Language Learning or language acquisition is the process to acquire the capacity to use language by humans. Also the learning proses when learned other language depend with how the step or interaction take to get the language.

Language acquisition is the systematic study process of how people acquire a language is fairly recent phenomenon, belonging to the second half of the twentieth century. Its emergence at this time is perhaps no accident. As never before, people have had to learn a language first, second or foreign language, not just as a pleasing pastime, but often as means of obtaining an education or securing employment.

According to Lenneberg's critical period hypothesis, Lenneberg (1967) believe that the acquisition of language is an innate process determined by biological factors which limit the critical period for acquisition of a language from roughly two years of age to puberty. He believed that after lateralization (a process by which the two sides of the brain develop specialized functions), the brain loses plasticity. He also claimed that lateralization of the language

function is normally completed at puberty, making post-adolescent language acquisition difficult.

Researchers have debated the age at which lateralization actually occurs. Kinsbourne (1975) proposes completion by birth; Krashen (1973) suggests it may be complete by age 5; Lenneberg (1967) proposes lateralization by puberty. Long (1988) suggests that the brain's loss of plasticity is also due to other aspects of cerebral maturation unrelated to lateralization. Regardless of the exact timing of lateralization or other related factors, evidence is very strong that most people who acquire a second language after puberty retain an accent in the second language.

One of the goals of SLA is the description of L2 acquisition. Another is explanation; identifying the external and internal factors that account for why learners acquire an L2 in the way they do. The other goals of SLA are to describe how L2 acquisition proceeds and explain this process and why some learners seem to be better at it than others.

### **1. First Language**

First language (mother tongue) is a language was learned since child and was teach by family. Every child who has normal infancy will get his mother tongue in the first years of his life, and this process will occur in his 5th years old. After that in puberty (12nd-14th) till adulthood (18th-20th), child still get his mother tongue acquisition.

## **2. Second Language**

Second Language refers to any language that is learned subsequent to mother tongue. Thus, it can be refer to the learning of a third or fourth language. Whether learn a language naturally as a result of living in country where it is spoken, or learning it in a classroom through instruction, it is customary to speak generally of second language acquisition (Ellis, 2007, p.3). L2 acquisition then can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom.

## **3. Foreign Language**

Foreign language is a language that learned after our first and second language; it has difference aspect with our first language. Foreign language has limit are and makes some forum or community in several people.

In this research, the researcher focused on English as foreign language, where this language teaches in elementary school. Because in Indonesian English is not as second or first language but teaches as foreign language.

#### 4. The Factors Influence Language Acquisition

There are many factors that can influence someone language acquisition such as:

##### a. Age

According to Indah (2012, p. 35), she believes that age has the important role in someone language acquisition. In case children tent to get new language that adult, to be honest acquisition process is same either was start in young age neither old age. The differences are in memorizing skill this statement according to critical period theory, where children more capable than adult in phonology acquisition, it makes them speak like native because exposure of other language still not as much as in adult beside more capable in acquiring, they are not always faster than adult where adult is more capable than children in morphological and syntactical acquisition at least in the beginning of acquisition period.

Same with Indah, Diaz-Rico and Weed (2002) said there is a wrong concept about children who learn second language is faster than adult. In fact is older student past the stages of learning new language faster than children do, because adult has many knowledge and learning strategies than children for learning second language. Other researchers believe age is one of important factor in learning language and also said that critical period is not as barrier for learning a new language for adult (Marinova-Todd, Marshall, & Snow, 2000, p. 28).

According to Kathleen Berger (2006) the best time for teaching second language is in early or middle childhood period.

b. Environment

According to Indah (2011, p. 35), the good language development process started since young. If children have chance to speaking, communicated with other, it will be helpful in their language development. Children need the chance to talk, expressing their idea, opinion and communication. That why environment factors is one of the factors that influence someone language acquisition. Because if children do not have chance to speak with other they will be cannot express the language and this problem will effects not only their language acquisition but also their speaking ability.

Cognitively also influence Language development by other contextual things, so children think's ability will grow rapidly. Think's ability can be seen by how they express more information from learning source in their environment.

In Parenting and home environments, vocabulary growth is related to how much often children hear a language (Hart & Risley, 1995). It is been know that when parents engage them in sustained talk about a single topic, including telling stories about past experiences. According to Weizman & Snow (2001), the type of interactions that foster language learning are likely to occur most often when parents and children are engaged in a shared activity that is conducive to

sustained talk. It could help children in acquire their new language if their parent able to talk use it.

c. Attitude

According to Gardner (1985), attitude is an individual behaviour or reaction towards any situation associated with any immediate context. In attitude in classroom there are many factors that need to be considered with respect to learning attitudes, such as the evaluation of the teaching environment. Learning attitude is concerned with a learner's learning experiences, beliefs, values as well as a learner's educational background those have great effect on the learning process and learning outcomes especially on learning language.

d. Individual Differences

According to Indah (2011, p. 36-37), the differences between individual in language acquisition process will implicate in early detection of difficulties and the problem of learning language also for decide the right method in acquire new language. They three first factor in individual differences are intelligence, aptitude, cognitive mode and motivation.

Intelligence is the performance on kinds of tests (Spada and Lightbown, 2001, p. 52). In language acquisition, intelligence is not the important factor. Even children with low intellectual function can still develop language skills. In the context of language acquisition,

strong learning motivation can makes people with high or low intelligence able to get success in learning language.

Language Aptitude is a people natural ability in differ the extent to which they possess a natural ability for learning an L2 (Ellis, 2007, p. 73). According to Munandar (1985) Aptitude is the innate of a person which as a potential, still needs to be developed further and trained in order to achieve something that want to be realized. Base on John Carroll there are some components of language aptitude such as phonemic coding ability, the ability to identify the sound of foreign language so they can be remembered later. This ability seen as related to the ability to handle sound-symbol relationship. The other component is grammatical sensitivity, the ability to recognize the grammatical functions of words in sentences. Also inductive language learning ability is ability to identify patterns of correspondence and relations between form and meaning. And the last one is rote learning ability or the ability to form and remember association between stimuli. Lightbown and spada (1999, p. 31) believes learning quickly is the distinguishing feature of aptitude and the successful language learners may not be strong in all of the components of aptitude. Some people may have strong memorise but only average abilities in the other components of aptitude.

Cognitive Model or cognition is a mental process such as thinking, reasoning, symbolizing, guessing, using complex rules, solving

problems, fantasizing, believing, and organizing. All of those processes involve transformation, reduction, storage, recovery and use of input sense (Reber, 2005). Cognitive model concerns the habit of processing information such as those concerning the imitation capability of sentence. Learner who learns language by himself is able to imitate the sentence more complete than learner who tends to imitate globally (Rohmani Nur Indah, 2011, p. 38). In this case learning strategies are the particular approaches or techniques that learners used to learn L2. It could be behavioural as repeating new words aloud to help they remember or can be mental as using the linguistic or situational context to infer the meaning of a new word. Learners used learning strategies when they are faced problem like how to remember a new word (Rob Ellis, 2007, p. 77).

According to Ellis (2007, p. 75), motivation involves the attitudes and affective states that influence the degree effort that learners make to learn L2. There are various kind of motivation; instrumental, integrative, resultative, and intrinsic. Instrumental motivation is when learner makes efforts to learn L2 for some reason such as to pass an examination, to get a better job, or to get a place at university and it may become the major force determining success in L2 learning. Integrative motivation is when student choose to learn a particular L2 because they are interested in the people and culture represented by the target language community. Resultative motivation is when the

motivation became the cause of L2 achievement or as the result of learning. Intrinsic motivation is not the general reason of student in learning L2, where motivation involves the arousal and maintenance of curiosity and flow as result of such factors as learners' particular interests.

Motivation in second language learning is a complex phenomenon which can be defined in terms of two factors, learners' communicative needs and their attitude toward the second language (Pasty M. Lightbown and Nina spade, 1999, p. 56).

## **5. Process of Second Language Acquisition**

Language acquisition in second language can occur in variety ways, at various ages, for different purposes and at different linguistic levels. In this case they are distinguished into 2 types there are:

### **a. Second Language Acquisition Guided**

Base on Indah (2011, p. 19) second language acquisition be taught to learner by using understandable material its mean without learning too hard and also by checking learner.

In this type the material has been selected by the teacher according to its hardest level. The strategies were used by teacher are suitable with student. But in this type application material is unnecessary for example in memorizing sentence patterns there is without the application in communication.

### b. Second Language Acquisition Naturally

Second language acquisition naturally is the process where happen in daily communication; without teacher teach and guide. Learners acquire the language by their own ways. For example foreigner who stay in other county will get their second language by has interaction with native.

The main characteristic of second language acquisition naturally is it happens spontaneously in daily communication. Indah (2011, p.21) believe that with this kind of acquisition children will focus on the core of communication and the aspects of language. Children also trying to use the form that they can and avoid the topic that they are not understand.

### C. Development of Children Language Acquisition

Children will come up with the most extraordinary things when they start using language. Cute things, hilarious things and, sometimes, baffling things that may start us worry about their language development.

Chomsky (1960) believes that children are born with an inherited ability to learn any human language, it makes they be able to obtain language (mother tongue or other language). He claims that certain linguistic structures which children use so accurately must be already imprinted on the child's mind. He also believes that every child has a 'language acquisition device' or LAD which encodes the major principles of a language and its grammatical structures into the child's brain. Children then only have to learn new

vocabulary and apply the syntactic structures from the LAD to form sentences. Besides that, LAD makes child to estimate the language structure. Therefore, there are many characteristic of grammar in mother tongue no need to learn particularly. Because of the structure and grammar of language that they get from the first is same with all language called deep structure in universal grammar (Indah, 2011, p. 14). That means children do not need to memorize and imitate every sentence pattern for mastering a language.

According to David Crystal's theory about children language acquisition said that, children learn language in five stages, which aren't clearly defined and some tie in with each other.

In stage one where children say things for three purposes to get something they want, to get someone's attention and to draw attention to something. During this stage children begin naming things with single words and then move on to relating objects with other things, places and people.

In stage two when children usually ask questions, questions "where" come first. The questions often begin with interrogative pronouns such as what or where and followed by a noun or verb. They also become concerned with naming and classifying things, they may also begin to talk about the characteristics of things for example big or small and children are taught to learn things in opposite pairs such as up/down and hot/cold.

In Stage three, now children would be asking lots of different questions but often signalling questions with intonation alone it is made into a question by varying the tone of voice. In this stage children also soon begin to express

more complex wants by using more grammatically correct language. They use verbs such as “listen” and “know” and Children refer to events in the past and less often in the future they usually talk about continuing action and ask about the state actions whether it is finished or not.

In stage four, Crystal (1971) believes that children use increasingly complex sentence structures and begin to explain things, ask for explanations using the word “why?” and making a wide range of requests. Now they are able to use complex sentence structures they have flexible language tools for expressing a wide range of meanings. They now have pragmatic understanding and suit their utterances to context or situation and able to use auxiliary verbs and may duplicate modal verbs.

In stage five, by this stage children regularly use language to do all the things that they need it for. They give information, asking and answering questions, requesting directly and indirectly, suggesting, offering, stating and expressing. Able to explain conditions required for something to happen, as well as making general references to past and future, children now talk about particular times and very comfortable with all questions beginning with words “What?” and “When?”.

According Woolfolk (2009, p.42) there some important events of children language acquisition than happen in 6<sup>th</sup> years old. They are:

**Table 2.1. Important Event of Children Language Acquisition**

| Age Range             | Important Events  |
|-----------------------|---|
| 1 years               | Mention 1-2 kata; recognize the name; imitate familiar sound; understanding with simple commands.   |
| Between 1 and 2 years | Use 5-20 words, including names; pronounce 2 words-sentence; vocabulary increases; imitate the sound of known animal; use words "More and again"; understand with meaning of no or don't.   |
| Between 2 and 3 years | Identified the part of body, call himself as I or Me not by his Name; combined the noun and verb; has much vocabularies up to 450 vocabularies; use sort sentence; be able to matching 3-4 colour; know the difference between "big" and "small"; like to hear the same story on repeat; form a compound word; be able to answer. |
| Between 3 and 4 years | Can tells a story, sentence length about 3-4 words; vocabulary up to 1000 vocabularies; know the name of family member, name of books, street, some children song.  |
| Between 4 and 5 years | Sentence length about 4-5 words; use past-tense; vocabulary up to 1500 vocabularies; be able to identification colour and forms; asking about "why?" and "who".   |
| Between 5 and 6 years | Sentence length about 5-6 words, vocabulary in 6 years old up to 10.000 vocabularies; identify things by its use; know about spatial relations (above and far) and antonym; know the address; understand with "same" and "different"; use all types of sentence.  |

According to psycholinguistic study there are some developments of language acquisition (Samsunuwiyati Mar'at, 2015, p. 43). They are:

#### 1. Phonological development.

Baby aged 3 till 4 month are starting to make a sounds. Its starts from weeping and cooking like a dove (Wolf, 1966). In 5 till 6 month children start to dabble. This dabbling is seem like a speech, occurs in sentence with rising and falling intonation (de Villiers & de Villers, 1978). According to Dardjowidjojo (1991) said that children in 6 years old are starting to make a sound. It starts from consonant and vowel sound.

Tripp (1970) believes that in mid-years first children be able to distinguish sounds and theirs speech perception depends on interaction with their environment. In their childhood, normal children get auditive stimulus such as sound when he was bathed, given food, etc.

#### 2. Morphological development.

In Morphological acquisition or in two word period, children start to make sentence consist with two words. Indah (2011, p. 27) believe that the word that usually use is the basic word are connected. There is not affixation use in their basic word that could make a difference in meaning.

Solbin (1973) argues that he finds 40 children languages have much similarity in language operating principles such as at the beginning of word recognition, children search and find if words have many forms and meaning, children can find and decide two different words for example verb and affix word, find if suffix always related with verb, noun,

reduplication, etc. They avoid any exceptions and tend to make generalization. Children also notice every suffix and make a conclusion if suffix can change the meaning of word. And they observe if the placement of words and sequences of words has rules. It separates between prefix and suffix in use.

### 3. Syntax development.

In syntax development children start to speak by using one word (one word period). Based on Chaer (2003) there are theories about syntax acquisition:

- a. First theory about Privat's grammar theory said that children tend to use function words characterized like placed at the beginning of the word, had limited number, rarely brings up a new word, does not appear alone, not appear together in one sentence and always point to another words.
- b. Second is from Mc Neil's theory about the correlation of conscience grammar. It said that although children speech consist of two words, it has structure, it shows the subject verb sequence with object position as optional.

### 4. Semantic development.

In language acquisition, children understand with the meaning of new vocabulary that they got. Children think about the meaning of a word from the context where the word is said (Samsunuwiyati Mar'at, 2015, p. 47).

According to Carlk and Carlk (1977), to understand the meaning of a word children must make a hypothesis by made concepts mapping about familiar object, events, relationships and characters for them.

Semantic acquisition is a complex process, this not only about the number of words but also the expansion of meaning they understood, association between words they had and how the combination of word in meaningful sentence (Dale in Bogdashina, 2005).

### **1. Children Language Acquisition**

According to Halgunseth (2009) argued that second language acquisition is learned by children in two ways, simultaneously and sequentially. Simultaneously is when children acquire L1 and L2 without any effort, simultaneously learners are children under three years old who are exposed to their mother tongue at home and other language in early educational context in kindergarten. She point out that although being exposed to different language at home, children learn both languages the same way without favouring one or the other. Their brain mechanism allows them to learn more than one language, they be able to construct two separate language system in their brains for each language.

Sequential language learning environment is when child speak its native language but is also exposed or introduced to a second language for example when an Indonesian speaking child attend class where English is the dominant language spoken. Although children are exposed to two languages at the same time at any early age, it does not have to mean that

they confuse the language easily. Children become bilingual sometimes when one parent converses in one language while the other converses in the second language, parents might converse to each other in both languages so children are exposed to both languages.

## **2. Children Language Development**

According to Dardjowidjojo (2003), speak is including comprehension and production so it mean children start to speak before he was born. He listens the words from his mother everyday by intrauterine. A normal child will got his first language in short time between age 2-6 years old, this is not only because of the stimulus and the respond but cause every people have their language acquisition device (LAD).

Children language development is not only affected by their neurologist development but also their biologist. According to Lennerbeg (1966) believes children language development followed biologist schedule. Children could not be force to speech something if their biological is not ready yet, but if children biological is ready they are able to speech something they will.

## **3. Development Type of Children Language**

Children language development could be distinguish into two types they are Egocentric Speech, where children talk with themselves. Its function is to develop children's thinking ability by age 2-3 years old. The last is Socialized Speech, happen when child has interaction with his friends or environment. The function of this type is to develop children

social adjustment. In this type, children share information, critic or comment, command, request and thread, question and answer (Samsu Yusuf, 2009, p. 120)

#### **4. Parents' role in children language development**

Parent has the important role in children language development. According to Mainizar (2013, p. 99), motivation and intervention of parent in children language development will make children easier to develop their language. Parents' role in children language development can be seen in how parent teach their children from 0 years old by let them hear language sound could be dialog, suggest children to speak up the names of the thing in children environment and teach them to speak it correctly. Parents helped their children motoric by communicate reciprocally with their children, suggested them to ask and answer question and also corrected their pronounce. Protect their children language from bad language, develop their children language by teach in play with them. And the last is keep communicate actively in the family.

#### **5. Children Vocabulary Acquisition**

In this study vocabulary Acquisition is a process where the children gain word subconsciously during the classroom activity, children get the vocabulary in term of written form, pronunciation, meaning of the word, and how to use the word in the sentence.

According to Pieter (1991, p. 6-7), vocabulary refers to the words that must be known for communicate effectively, Pieter argues that vocabulary

is one of the components of language and that no language exists without words. Words are sign of or symbols for idea. The more words have been learned, the more ideas which are owned and make communicated the ideas more effectively.

The definition of vocabulary is critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form; having limited vocabulary has been a barrier that precludes learner from learning a foreign language.

According to Bonnie (2009) they are four type of vocabulary such as listening vocabulary or the words as need to know and understand what heard, speaking vocabulary is the words used when speak, reading vocabulary or the words as need to know and understand in reading and writing vocabulary as the words used in writing.

And Lenneberg (1966) believes that children start to collect vocabulary suitable with their age, they are:

**Table 2.2. Children Vocabulary Acquisition**

| Age (year) | Number of words              |
|------------|------------------------------|
| 1          | Some words                   |
| 2          | 200-270 words                |
| 3          | More or less than 900 words  |
| 4          | More or less than 1520 words |
| 5          | More or less than 2060 words |
| 6          | More or less than 2550 words |

Children aged 6 years have 8.000 till 14.000 vocabularies which increase round 40.000 vocabularies when aged 11 years. Many researchers believe if children in early class learn about 20 words a day (Berger, 2003). Children in school age like to language game and joke that play with words.

At the start of elementary school some children have difficulty with abstract words, such as “justice” or “economy”. They also could not understand with supposition sentence like “if I were butterfly”. In teen age student be able to use their cognitive ability for learn the meaning of abstract words and use it in speech (Berk, 2005; Gardner, 1982).

## **6. Teaching English to Children**

According to Komorowska (2001) believes that teaching English to children have to be connected with concrete objects and situations that can be found within the child’s sight, teaching is focused on simple names of people, objects, phenomena; formal grammatical rules must not be taught, therefore, explaining of grammatical terms is useless, and even harmful; teaching must be organized on the basis of frequent repetition and revision of vocabulary; repeating different words should be attractive and stimulating, for instance, by means of songs, short poems for children, and the like; frequent changes of activities are indispensable; a wide diversity of stimuli for maintaining child’s attention is necessary, e.g. image, sound, movement, games, plays, painting, watching video; language-based fun

and play must prevail over other forms of teaching; teaching should aim at physical movement, example clapping, jumping; language activity of the child should correspond with other actions, such as painting, colouring, cutting paper, gluing, moving, and the like; children need varying forms for expressing themselves by theatre, drama, art, music, dance.

According to Krashen (2013, p. 5), in teaching English to children teacher help student make input comprehensible by provide context in the form of picture and realia. Teacher modifies their speech, tend to talk more slowly and also use somewhat less complex language as to make children understood. The organized of syllabus, where the syllabi are not based on points of grammar but based on activities examples games, discussion, stories and project. There is no requirement that the activity provide practice with a particular grammatical structure, he also believes beginning students are able to participate in activities while saying nothing. Complete sentences are not required, and errors are not corrected.

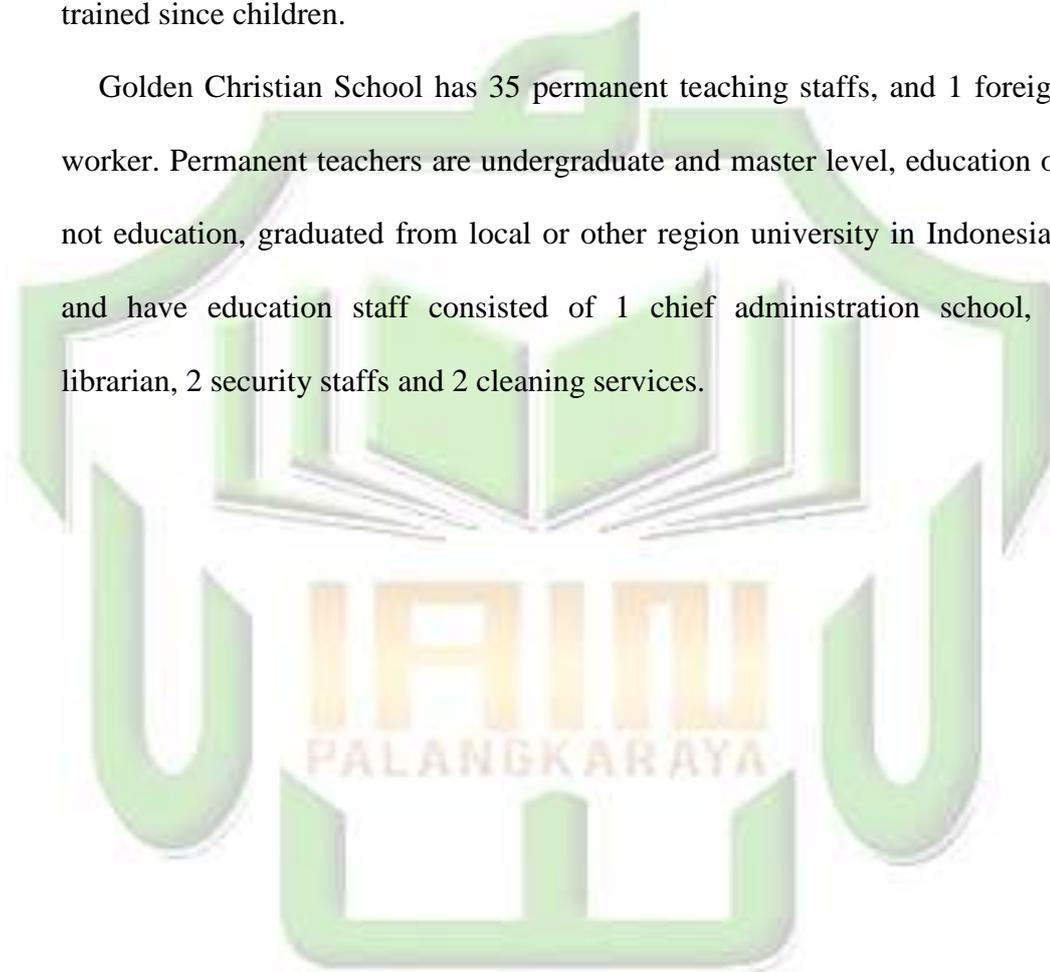
#### **D. Golden Christian School**

Golden Christian School placed at no. 30-40, Jl. Pangrango Palangkaraya. This School is founded and managed by Yayasan Duhup Haduhup. The goal of this school is to develop the potential of learners to make products and people, noble, capable, creative, independent and responsible.

The visions and missions of this School are produce the younger generation who became role models in Faith, Character and Science. Produce future leaders who fear of God. With 2 missions are first develop 8

intelligences that have been created talents or abilities as God-given, such as spiritual intelligence, mental intelligence (which includes intelligence, emotion and character) and musical and other intelligence, become useful people for others, for their region, nation and the State of Indonesia. Second, shaping student character to have the leader character has been implanted and trained since children.

Golden Christian School has 35 permanent teaching staffs, and 1 foreign worker. Permanent teachers are undergraduate and master level, education or not education, graduated from local or other region university in Indonesian and have education staff consisted of 1 chief administration school, 1 librarian, 2 security staffs and 2 cleaning services.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The design applied in this study is qualitative case study design. This study concerned how children acquire their English vocabulary at school and home. The data are not statistic data but are the information from student.

According to Ary at all (2010, p. 648) qualitative research is generic term for a variety of research approaches that study phenomena in their natural setting, without predetermined hypothesis. Base on that the writer studies and try to observe information about the problem being discussed.

Ary at all (2010, p. 454) believe that a case study is focus on a single unit to produce an in-depth description that is rich and holistic. As indicated, case study provides an in-depth description of a single unit. The “unit” can be an individual, a group, a site a class, a policy, a program, a process, an instruction, or a community. Case study can answer descriptive question (what happened) or attempt to describe the subject’s entire range of behaviours and relationship of the behaviours to the subject’s history and environment. In a case study the investigator attempts to examine an individual or unit in-depth.

The greatest advantage of a case study is the possibility of depth it seeks to understand the whole cave in the totality of the environment. Not only in

present actions of an individual but also his or her past, environment, can be emotions, and thought be probed. The writer tried to determine why and how children foreign language acquisition. Case study often provides an opportunity for an investigator to develop insight into basic aspect of human behaviour. Case study may employ multiple methods of data collection and do not rely on single technique. Testing, interview, observation, review of document and artefact, and other methods may be used.

This study used ethnographic research design where the purpose of this design is to get the general description of subject. Ethnography is a qualitative research study looking at the social interaction of users in a given environment. This research provides an in-depth insight into the user's views and actions along with the sights and sounds they encounter during their day. It provides the researcher with an understanding of how those users see the world and how they interact with everything around them. According to Creswell (2014), ethnography is a design of inquiry coming from anthropology and sociology in which the researcher studies the shared patterns of behaviors, language, and actions of an intact cultural group in a natural setting over a prolonged period of time. Data collection often involves observations and interviews

According to Fraenkel & Wallen (1990) this design emphasizes on shooting individual experiences in their daily by activity using observation and interview.

By the statements above, the writer took view that case study is a process of collecting information about the responds of population. The writer described all of phenomena that accords on the fact on the field and some theory. Therefore the writer used this qualitative case study research design is to find out the factor that influence children language acquisition, the effect of learning foreign language in young age and how they are mastering their foreign language acquisition by using interview, observation and documentation.

### **B. Subject of the Study**

The population of the study were children who are studying in Golden Christian Primary School Third grade. In decide the subject of this research writer used purposive sampling, according to Sugiyono (2015) purposive sampling is the technic in use for take the sample of source data with matter. The 1 class and 1 teacher in this elementary school was chosen by the principal of Golden Christian School and by used purposive sampling the subject of this study become 5 children, 5 parents and 1 teacher.

### **C. Source of Data**

For the source of data, writer got from the result of field observation in Golden Christian Primary School, interview result of 5 parents and 1 teacher and from documentation result. Made sure with the theory writer used some library source usually other research and some journal and books as secondary source.

## **D. Research Instrument**

In this research, writer used research instrument such as interview, observation and documentation for collect the data. The writer was chosen some children and teacher in Golden Christian Primary School at Palangkaraya, student on third grade. Interview, observe and documented them for 2 month.

### **a. Interview**

The Interview is a meeting of two people to expanse information and idea through question and responses, resulting in communication and joined construction of meaning about a particular topic (Rahmiyanti, 2007). In this research writer used unstructured Interview.

For answer the both of research problem writer used interview as instrument where the subject of interview here, only the teacher and student's parents not the student.

The writer only interview one teacher in Golden Christian Primary School and one parents of each students. Writer used unstructured-interview, because it was known exactly about what information would get or happened in the field.

The data which took from the technique of interview the teacher as follow:

1. Describing how teaching learning process.
2. Purpose and curriculum that were used.
3. The media used by the teacher when teaching.

4. The problem that happen in teaching learning process.

And for the parents writer took the data as follow:

1. Tell about how often their children using English at home.
2. Describing how teaching learning process by them on their children at home.

#### **b. Observation**

To answer the first research problem writer used observation. Arikunto (2006, p. 140) believe that observation is all form in getting data that does by record even, count, measure and note all of even that occurred. Writer used participant observation such as passive observation. Stainback (1988) said that in participant observation, the researcher observes what people do, listen to what they say, and participates in their activities. A qualitative observation is when the researcher takes filed notes, the researcher records, in an unstructured or semi structured way activities at the study site (Careswell, 2014). Filed note prepared to write some important information that will help the writer to analyse the data.

Writer observed directly the students when they are studying English and using it in their classroom. Through this technique, the writer wants to know for data about:

1. How do foreign language acquisition process done by the third grade students of Golden Christian Primary School when they were speaking English in their daily activities.
2. The condition of Golden Christian Primary School generally.

### **c. Documentation**

Documentation is a searching of data about things or variable through notes, transcript, book, newspaper, magazine, and so on (Arikunto, 1998). This technique was used to collect data which were related which the research It using to support of data through documents that related to the study. The data were taken by some cases as follows:

1. The attendance list of children daily activity.
2. Video recording and photos of children daily activity.
3. Tape recording of interview session.

### **E. Data Collection Procedure**

In this case writer got the data from interview, observation and documenter. Writer used several procedures in collects the data, as follows:

1. Writer doing observation to Golden Christian Primary School, the writer do the observation directly by using filed note to find information or general view about:
  - a. Location.
  - b. The number of class.
  - c. The number of English teacher.
  - d. The number of student.
  - e. Class activities.
2. After doing the steps of observation such as description, reduction and selection writer will make filed note, the writer determine the class into a

sample of the study, the researcher asking to the English teacher about the students who are good in speaking using English. The students will be some students of the third grade of Golden Christian Primary School.

3. While did observation writer documenting student in their daily activity such as take picture and video recording.
4. Interviewing one of teacher in Golden Christian Primary School.
5. Writer told with the subject.
6. Writer interviewed the parents of this research subject.
7. The writer analyse the data that got from observation and interview.
8. The writer interpreted the obtain data to conclude the result of the study.

#### **F. Data Analysis Procedure**

Miles and Husberman (2004) believe that the techniques that are used to analyse the data are:

##### **1. Data collection**

In data collection, the writer studied all of data that was collected and got in the field and made a conclusion of the data that can be understand and analysed. In this case, the data collected is the data from student, their parents and also from teacher.

##### **2. Data reduction**

In reduction process, the writer selected and chosen the data that relevant with the study; focus on the data that direct to solving of the problems or to answer a research.

### 3. Data display

In data display, the result of the data reduction reported systematically which can be understood and reasonable of the data that is gotten in the field by the writer.

### 4. Data conclusion

In this case, the writer made conclusion from all of data that is gotten in order to make clear and understood for reader.

## **G. Data Endorsement**

According to Lexy (p. 127) the data endorsement is used to make the data be accurate in order to make clear the data getting in a research. There are some criteria that is used in getting the data endorsement, they are:

### **a. Credibility**

In this research, in order that the data can be believed and fulfil the truth by information source from information of the study. The writer must really know the condition of Golden Christian Primary School Palangkaraya where the study take place, made a good relationship with the teacher and students, recognized culture of environment of Golden Christian Primary School and check the truth information that was gotten.

To get a specific information writer do observation diligently, the writer do observation carefully and specific, in order to make the data getting accurately. By used triangulation writer checked the truth of data and by using the other thing to check or as comparison the data itself, namely by relating the result of observation, interview and documentation.

And the last writer used member check; writer asked the teacher, parents and 5 students at Golden Christian Primary who was the subject of the study about the data have been collected.

**b. Transferability**

Transferability related to question namely, how far the result of the study can be applied in other context. It means the writer gave details description about the result of the study as detail reliable and clear, so the result hoped have the benefit for the study in the next time.

**c. Dependability**

According to Ary (2010, p. 501), dependability refers to making sure the process of analysis was explicit, traceable and the same for all steps. The writer processed this study explicitly and traceable in all steps, started from collecting the data from five Golden Christian Primary School Primary School students, one teacher and five parents of five students as subjects of this study that relevant to the objectives of the study. For reducing, displaying and verifying the data also processed explicitly and traceable. People will be able to see the data as well.

**d. Conformability**

In this study conformability means the data findings and result of the data can be confirmed to the original sources or theories by the experts who explained about the problem in acquire foreign language.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Data Presentation**

This research observation was conducted on 30<sup>th</sup> July and 06<sup>th</sup> Augustus and by using observation the writer found out if Golden Christian School uses K13 and Cambridge curriculum (International Curriculum). Every sing are using English, sains and math subject use English, for English subject they have twice in a week on Monday and Wednesday have 30 minutes break time. To develop student language ability, Golden Christian school has an language laboratory, studio room for watching or learning using projector, an auditorium, library, mirror room using for language and literature on poetry and drama and reading room also in Tuesday and Thursday they use English full time. By doing observation, the writer also found how teaching-learning in Golden Christian School Third grade done. In teaching learning situation the teachers used full English and do students. Even when they want to drink or take permission, before they start to study teacher do intermezzo. Besides giving the vocabularies to the student, teacher taught how to pronounce it and write it.

In Golden Christian School third grade children were able to correct a wrong sentence. Their fluency and pronounce in speaking is good; they had much vocabulary although sometimes their grammar is error.

Beside that, they could answer question about their name, full name, where do they live, their favourite cartoon, animal and food, their hobby, their future goals.

Used photo documentation and tape recording on five children's work and speaking writer found the vocabulary list of student in third grade love class Golden Christian School as below.

**Table 4.1. Children Vocabulary list of Golden Christian School Third Grade**

|             |               |            |                |            |
|-------------|---------------|------------|----------------|------------|
| A lot of    | Earth         | I, me      | Phone          | Them       |
| Am, is, are | Eight         | Ice        | Pinkie pie     | Then       |
| And         | Every         | In         | Pizza          | This       |
| Angry       | Excited       | It         | Play           | Three      |
| Animal      | Favourite     | Just       | PlayStation    | Tired      |
| Apple jack  | Feeling       | Last       | Plump          | To bring   |
| Because     | Fence         | Later      | Present        | To clean   |
| Birthday    | Fighting      | Letter     | Rabbit         | To paint   |
| Book        | Find          | Lightning  | Rainbow dash   | To pick up |
| Bored       | Food          | Like       | Really         | To wash    |
| Boys, boy   | Football      | Little bit | Sad            | Too        |
| Broccoli    | Forget        | Live       | Scared         | Twenty     |
| Brother     | Fried Chicken | Make       | School         | Two        |
| Busy        | Friend        | Mam        | Seven          | Us         |
| Butter      | Frightened    | Mess       | Shocked        | Very       |
| Butterfly   | Game          | Mine       | Shoes          | Visit      |
| Can, can't  | Give          | Morning    | Sick           | Want       |
| Car         | Grandma       | Movie      | Sister         | Watch      |
| Cartoon     | Happy         | My         | Smile          | Water      |
| Chicken     | Have          | Need       | Sprinkle       | We         |
| Chores      | Health        | Neighbour  | Sunday         | Where      |
| Class       | Help          | Nervous    | Surprised      | White      |
| Colour      | Help, to help | Next       | Swimming, swim | Who        |
| Cousin      | Him           | Nice       | Take           | With       |
| Do          | Hobby         | Old        | Teach, teaches | Worried    |
| Doctor      | House, houses | One        | Teacher        | You        |
| Dog         | How           | Our        | Television     | Yummy      |

By using interview and tape recorder on teacher and five parents that conducted on 30<sup>th</sup> July and 06<sup>th</sup> Augustus and 29<sup>th</sup> Augustus till 3<sup>rd</sup> September 2018 writer found how children's vocabulary acquisition done by students in Golden Christian School Third grade and to what extent do the parents contributed to their children English vocabulary acquisition. In teaching leaning vocabulary teacher divides in to a theme, each theme has its expression. In the student's textbook there a vocabulary with a picture of its, The teacher gave or asked student what the meaning of it, how to pronounce it and give example of the written form of it in use. When the teacher asked about the meaning of a vocabulary, he let student to guess what the meaning of a vocabulary by permit them to explore the meaning of the new vocabulary in their self, after that teacher told them the right meaning. There two ways for help student to remember the new vocabulary, the first is by using class discussion for answer a simple quest using a picture and the second is by asked student to do exercise in their book by using some learning method like Jigsaw.

MRA believes by using small discussion group it will help student to focus on their teacher. Beside of that there were several problem faced by teacher in teaching intermediate student such as loss of their concentration and lack of children's' aptitude in learning language. From teacher himself the problem is on how he presented the material so children could be easy to understand that. He also believes if the use of full English in teaching learning is the best way to increase student English language ability because, the benefit of teaching

used English is make student accustomed with it alongside teaching English used mix is could make student mix their language English + Indonesia so the minus of it is the grammatical error could occur and became habit that carried to adulthood. In teaching-learning, teacher helps student to acquire a vocabulary by gave them a stimulus or guided to find the meaning by them self.

MRA also believes the intermezzo before study has important role on build enthusiasm student in learning English it is like a simple talk, tease or just asking about their feeling.

The result in parents' interview from NI, the writer found if their child usually speaks English at home actually when she talks with her sister, QY also like to speak English with her teacher and friends. As a parent, NI gave contribution to help her child acquire English vocabulary by registered his child in a tutoring and joined her children in their speaking or just asked them about English. NI problem when teach her child at home is the lack of his understanding in foreign language.

From interview with ML, the writer found if the domination of their language at home is Indonesian and her child only speaks English if she started it first. ML said RE pronunciation is not fluent yet. The contributions from ML to RE English vocabulary acquisition like suggested him speak English with her, let him listened English songs, teach him watched TV channel using English and also put him into private course. ML problem in teaching is lack of parents' vocabulary.

In MI interview result the writer found JY used English only when studying and sometimes when she watched her favourite TV channel, she usually spoke English with her private teacher. Contribute as parent MI gave JY a home private, asking JY reread her book and asked her watched how to pronounce a vocabulary well in YouTube. For her problem in teaching English are lacks of understanding in foreign language and limited time with child.

From LL's interview the writer found that DH sometimes spoke English at home with her father, mother and her private teacher. They usually speak Bahasa Indonesia, LL contributed in her children's English vocabulary were asked DH restudy, helped her with her task, practice speaking and writing at home. LL problem is the lack of English vocabulary.

## **B. Research Findings**

### **1. English vocabulary acquisition process in Golden Christian School**

In this section, It is answered the first research question about how children acquire English vocabularies in EFL classroom. From the result of observation the writer found that Children's English Vocabulary acquisition process in Golden Christian School third grade done by the help of teacher, teacher always speak English when asking for something, giving compliment or giving orders. By this student get new vocabulary such as about asking for something, giving compliment and giving orders from their teacher. For example when teacher said "*Please! Calm down and back to your*" all of student come back to their chair and sometimes

take respond on it by said “*Fine*”. Even there a children who want to take a drink he should use English for example, when RE want to have a drink he said “*May I have drink?*”. If student want to ask about something he used English for example he said “*How to write Sunday?*”; “*Where is my book?*”; “*What is mess?*”; “*Mr. can I use bathroom?*”; “*Should we write it Mr. rey?*” or respond MRA question “*Do your work by your own*” and he answer “*No, I just correct my work*” and tell his friend how to do his work by said “*Use them not he without S*”.

Golden Christian School used two kinds of curriculum K13 and Cambridge where the textbook for English, sains and math used English, this help student to acquire new vocabulary not only by help the teacher but also by themself such as when they are studying and reading their textbook. In this school the teaching vocabulary or English is step by step, it started form knowing the meaning, next how to pronounce it, how to write it and the last how to use it, it is mean children no need to focus on learning grammar but only focuses on gaining more vocabulary. Before they started their study teacher did intermezzo where he believes if intermezzo could make teaching and learning activities become more relaxed so student could get the material effectively. When MRA gave the material or new vocabulary from the book he used some theme to generalize it and do intermeddle using picture. In teaching-learning vocabulary MRA not answer the question from student just by but he ask the student to think the answer by them self or take the picture of its

meaning by explore from their experience, children acquire new vocabulary be better by the help of teacher material that uses picture and realia. For help or evaluated student vocabulary MRA has two way they are did a little quest where he gave a picture a vocabulary and did exercise in student book. In teaching learning MRA also use some kind of learning method such as Jigsaw and discussion group.

When teaching children MRA said there some problem the first is children easy to get disturbed so their concentration will lost and the second is lack of children's talent in learning language. MRA settles it by come to their chair one by one or gave them an exercise and for the lack talent in learning language student MRA will teach the student from the beginning by giving him stimulation like asking him with "*what is this?*" "*What do you think this is?*" "*open your book and read this*" and also use Bahasa Indonesia. In teaching student MRA try to make the material to be easy to understand. MRA believes if the use of full English in teaching English Subject is the best way than use Mix language, because if use mix children will have the problem with the structure in older age.

The observation result show when children in Golden Christian School third grade in speaking use English is quite fluent, they can answer the question correctly but there still have some grammatical error like when QY said "*em this is golden and have a houses and colour white and the next is mine*"; "*My really like emmmmm my favourite movie is*" and "*emmm I really really like broccoli because.....*". And also if they don't

know how to answer the question using English they just answer by using Bahasa Indonesia, like RE said when he asked “*oh in your house, where is it?*” He replayed “*emmm gereja kanagan*”, also when he said “*Mie goreng*” and “*pendeta*”; “*Nonton film*”. Some children get new vocabulary from watch youtube and play a game like DH said. When children doubt with the meaning of the question they can asking back like JY said when she asked “*Oke how old are you Joy?*” She asked back “*Umur?*” and “*and where do you live Joy*” she said “*Tinggal?*”

## **2. Parents Contributions on Children’s English Vocabulary Acquisition**

By using interview writer found the result of the parents’ contributes to their children’s English vocabulary acquisition. The result of interview with NI was, she said if QY usually using English at home when she was whit her Sister. NI contribution in teaching QY at home was with put QY into a learning institution with her friend, she also joined her children in speaking English by asking them about English. NI said if there a problem with her knowledge in English so she could not teach QY about English.

ML said, RE sometimes used English at home because the language domination in their house was Bahasa Indonesia but RE will speak English if ML suggested RE to speak little English with her. ML also said if RE not really good in pronounce. ML had 4 ways to contributed with RE English Vocabulary Acquisition, the first sometimes by asked RE to speak English with her, second let RE listened English songs, third suggested RE to watch English TV channel and the last put RE into private teacher.

ML problem in teaching English at home is the lack of her vocabulary and the help of dictionary is very use full.

In MI's interview result, the writer found if JY only used English when she did her task, studied and sometimes when she watched her favourite TV channel or with her private teacher. MI contribution in teaching JY at home is by gave her a private teacher so he could learn English more, reread her book and suggest her to watch how pronounce a word well in YouTube. MI problem is the lack of her knowledge in English and the limited time with children.

From parent of DH, LL said if DH sometimes used English at home because their domination language was Bahasa Indonesia. At home DH could spoke English with her Father and mother. LL showed his contribution in DH's English vocabulary acquisition by asked DH reread her book, writing and practice speaking English better. LL problem when teaching English is the lack of her knowledge in English.

Based on the data findings above English vocabulary acquisition process in Golden Christian School and parents contributions in Children's English vocabulary acquisition can be seen in table below:

**Table 4.2. Summary of Children's English Vocabulary Acquisition on Golden Christian School Data Finding Based on Observation and Interview**

| <i>Findings</i> | <i>Data from: video observation, field note and interview</i>  |
|-----------------|--|
| School          | <ul style="list-style-type: none"> <li>• School has international curriculum and national</li> </ul> |

|         |   |
|---------|---|
|         | <p>curriculum.</p> <ul style="list-style-type: none"> <li>• Learning English subject has twice in a week within 2 hours every day and break time for 30 minutes.</li> <li>• School has English zone program twice in a week on Monday and Wednesday.</li> <li>• Sings or warning and names use English.</li> <li>• Schoolbooks are used English for Sains, math and English</li> </ul>  |
| Teacher | <ul style="list-style-type: none"> <li>• Teacher be a source and model in learning English.</li> <li>• Teacher used some method on teaching and learning in class room such as Jigsaw and discussion group.</li> <li>• Teacher makes the material to be easier to children understand such as by using picture.</li> <li>• In teaching vocabulary teacher divides it by its theme.</li> <li>• In answer student question about a meaning of new vocabulary teacher let them find the answer by explore themselves first.</li> <li>• In evaluated children comprehension about their new vocabulary teacher gave student some task or do exercise.</li> <li>• In teaching learning teacher used a simple word like “friend” for explain about to be and its pair.</li> <li>• In teaching learning in class room teacher use full English.</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Before stated their study teacher do Intermezzo first.</li> <li>• For help student teacher use communicative approach.</li> <li>• Teacher teach gradually started from how to speech to know the meaning, how to write it and then used it.</li> </ul> |
| Problem in teaching English to children | <ul style="list-style-type: none"> <li>• Children aptitude in learning language.</li> <li>• Children's concentration.</li> <li>• Prepare material for children.</li> </ul>  |

**Table 4.3. Summary of Parents Contributions on Children's English Vocabulary Acquisition Data Finding Based on Interview**

| <i>Findings</i>       | <i>Data from: video observation, field note and interview</i>   |
|-----------------------|---|
| Parents Contributions | <ul style="list-style-type: none"> <li>• Children usually use English at home when they are with their parents, private teacher, sister, brother and cousin.</li> <li>• Let their children to join private course at home or institution.</li> <li>• Join children in speaking English</li> <li>• Parents suggest their children to practice more in speaking and writing English.</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Parents suggest their children to rereading his study at home.</li><li>• Parents look after them in learning at home.</li><li>• Parents let tem to learning English or find new vocabulary by using social media such as YouTube and English TV channel.</li></ul> |
|--|--|

### C. Discussion

This research was conducted to find how children's English vocabulary acquisition process in Golden Christian School third grade and to what extent do their parents contribute to the English vocabulary. According to Baker (2011), there are different ways to acquire second language, will be in formal and informal where in formal way as in classroom environment like happen in Golden Christian School where teacher and school program help students to acquire their English vocabulary by using English and suggested student to speak English in classroom and school area. This theory is suitable with Krashen where he believes if teacher help make input comprehensible in several ways such as teacher provide context in the form of pictures and realia. The teacher gives the command and models the movement for gives the context that helps make the command comprehensible (Krashen) (Chapter II p.33). Informal way is where students got the vocabulary by being culturally active participant of the society; children could find the new vocabulary from other media such as game, YouTube etc. Based on the result,

writer found if Children's English vocabulary acquisition process done by children in Golden Christian School is second language acquisition guided (Indah) (Chapter II p.21). According to Hayness (2007) believes if there are 5 stages of second language acquisition, the first stage is preproduction also called the silent period where children gradually build up their vocabulary to about 500 word without speaking the language. The second stage called early production where children or learners have around 1000 word vocabulary and could constructing words in short phrases, third stages or speech emergence, in this stage children acquire around 3000 words and be able to speak short sentence and make simple phrase like QY said "*em.. This is golden and have a houses and colour whit and the next is mine*" and in "*I really like broccoli because it's nice and healthy*". By now children should be able to engage in conversation and ask simple question like when they respond writer question "*How about your hobby, do you have any hobby?*" and DN replied "*Football*", when children asking about a new vocabulary they asking by said for example "*What is Mess?*" or when RE asking by said "*Can I have a drink?*". In this stage they also can understand short stories if it supported with pictures for example like in golden Christian school, teacher in giving a task about vocabulary they usually put a picture beside the vocabulary and also in their book this is suitable with Krashen's theory (Krashen) (Chapter II, p. 17). The Forth stage is intermediate fluency, in this stage Haynes said if children have active vocabulary of 6000 words and can longer and more complex phrases with grammatical errors but demonstrate excellent

comprehension for example in QY speak “*My really like....*”; “*have a houses*” and “*colour white*” where the right form is “*I really like....*”; “*have a house*” and “*white colour*” in this case children understand with the question but still have a problem with their grammar its mean the negative influence of L1 affected their L2. The last stage is called advanced fluency where this stage takes around 5-10 years to achieve proficiency in second language acquisition, by now children are considered near-native.

Also children in Golden Christian School third grade learned second language by used sequential language learning environment ways, where they learned English in a school that use foreign and national curriculum (Helgunseth) (Chapter II p. 26). Where there are four stage of sequential second language learning, the first stage is called home language use where children tend to refuse to use their native language even though other do not understand them. Second stage is silent period is when children can hardly speak but rely on nonverbal communication. Third stage is telegraphic and formulaic speech its mean at these stage children will start to speak in target language but only using short phrase or repeat the words of other as in DH’s speak when the writer asked about her favourite cartoon she replied “Little Pony” its answer seem with QY who is done the speaking before her and as in QJ’s when she is asked by the writer about her favourite cartoon she replied “*Boboboy*” its answer is seem with DN’s speech before or in QY’s speech “*I really really like broccoli*”; “*my mam*” and “*in batusuli*”. The last stage is productive language where children construct their own sentence. Those

sentence might be very basic and incorrect but time will improve it as in QY's speech "*emm this is Golden and have **a houses** and **colour white** and the next is mine*" and "***My really** like emmm my favourite movie is*".

In helping to increase children's English vocabulary there will be many factors such as Age, Environment, Individual different etc. Where in this research, parents contributed is very needed in teaching English at home (Weizman & Snow) (Chapter II p. 17). According to Yusuf (2009, p. 27) there are several factors that influence children language development such as health, intelligence, socioeconomic status, sex and family relationship. Health factor has major role in children language development, where if in first two years children health is bad it could affect his language development. Children with normal intelligence usually had rapid language development different with mental retardation children where they are lack in speaking a language. In socioeconomic status factor, most of the children were from low economic had slow language development in their language because of the lack of intelligence and the time for learning. Based on sex factor, female children in two years old and more have rapid language development than male. And the last, family relationship where children who have good relationship with their family get more attentions and love from their parents, they could facilitated their language development. That why the environment become the most influential factor in teaching English at home, because parents and environment could be children place in practice their speaking ability beside school, where there children should have a friend to talk with at

home it could be parents, sister, brother, neighbour and private teacher. If children do not have a chance to speak, they will be cannot express the language that they got from school and this problem will effects their speaking ability and language acquisition.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study concerned about children's English vocabulary acquisition in EFL primary school context of Golden Christian School. This study had been done in one class of third grade in primary Golden Christian School. There were several conclusions in this study.

English vocabulary acquisition process in Golden Christian School third grade is called second language acquisition guided. It is done by the help of teacher and school program, where the teacher was being a source of new vocabulary and as a model in learning English. In teaching learning, the teacher made the material to be easier to understand by used simple words and used some learning method like group discussion. By school program, they suggested their students to use English in classroom and school area. At school children got new vocabulary from their textbooks because Golden Christian School's textbook used English for sains, math and English. And also from the sings were they written using English.

The extents of parental contributions on children's English vocabulary acquisition at home are as the teacher and facilitator. Parent contributed their children by gave their children a chance to speak English at home and let them joined a private course, as a teacher they taught and guided their children in studied their English subject by suggested to more practice in speaking, writing, listening and reading at home. The other contributions are

be friend for their children to speak English at home, gave them the other source to find new vocabulary by themselves.

## **B. Suggestion**

The writer hopes this study will be useful for the readers, it is necessary to give some valuable suggestion. As a part of determiner of the next educators and scaffolding in teaching and learning foreign language, school and teacher are expected to help students in the process of children's English vocabulary acquisition at school as the way Golden Christian do. As the result of this study there are some ways to help and make children speaking ability developing well, those are gave students to have a time using English at school, force them to speak English and use it in their activity, give them a source to get new vocabulary, let them to find an answer the meaning of new by explore themselves, teacher give a simple explanation and prepare the material to make it suitable to children.

Parents as their teacher at home are expected to give more contribution in their English vocabulary acquisition such as by give more time with them, just join them in their English speaking, by the other way like let them to join private lesson and suggest them to use the other media for find new vocabulary. For the next researchers, writer hopes this study can contribute to the next study especially in psycholinguistic and vocabulary study.

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