# CHILDREN'S ENGLISH VOCABULARY ACQUISITION AT DEWI SARTIKA KINDERGARTEN SCHOOL

#### **THESIS**

Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of English Department Faculty of Arts and Humanities

Sunan Ampel State Islamic University Surabaya



By:

Anis Maulidya

**Reg. Number: A03214023** 

ENGLISH DEPARTMENT
FACULTY OF ARTS AND HUMANITIES
SUNAN AMPEL STATE ISLAMIC UNIVERSITY SURABAYA
2019

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2019

#### DECLARATION

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Declare that this thesis entitled "Children's English Vocabulary Acquisition at Dewi Sartika Kindergartenl" written to fulfill the requirement of bachelor degree in English Department, Faculty of Arts and Humanities State Islamic University of Sunan Ampel Surabaya is truly my original work. It does not incorporate any material that has been written or published by prior writer but indicated in quotation. As the writer of this thesis, I am the only person who is responsible for any objection or claim from others.

Surabaya, <sup>24</sup> January 2019 The Writer



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#### ADVISOR 'S APPROVAL SHEET

This is to certify that the thesis written by Anis Maulidya (A03214023) entitled "Children's English Vocabulary Acquisition at Dewi Sartika Kindergarten" has been approved by the thesis advisor and could be examined to fulfill the requirement of strata 1 degree English Department Faculty of Arts and Humanities State Islamic University of Sunan Ampel Surabaya.

Surabaya, January 24th 2019

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#### **ABSTRACT**

Maulidya, Anis. 2019. "Children's English Vocabulary Acquisition in Dewi Sartika Kindergarten". English Department, Faculty of Arts and Humanities. State Islamic University of Sunan Ampel Surabaya.

The Advisor : Raudlotul Janah, M.App.Ling

Key Terms : Vocabulary acquisition, Vocabulary Learning Strategies, Factor

Influences

This study aims to describe the learning strategies and factors in English vocabulary acquisition at Dewi Sartika kindergarten students. The acquisition of vocabulary in this case is a process of acquiring English vocabulary. The acquisition of English vocabulary can acquire in various processes.

In conducting this study, the authors used a qualitative descriptive method to analyze data. The researcher found many methods in which there are learning processes used by Dewi Sartika kindergarten students. After that, the researcher explains what learning strategies are contained in the method and those used by each child. The researcher uses Shirahata's theory of learning strategies. To answer the problems of the factors that influence the acquisition of English vocabulary, the researcher answered by using theories related to the factors that influence second language acquisition.

The results of this study are that students are more easily accepting English vocabulary using cognitive strata; translation. This is because the first language of all students is Indonesian. so after they repeat the English vocabulary, they also translate into language. In addition, internal and external factors were also factors in obtaining English vocabulary for Dewi Sartika Kindergarten School students. First, internal factors; age, learning model and motivation from within. Second, external factors; classroom situation, curriculum, teaching, culture, external motivation, induction and formal situations. Children who are close to the influence of English vocabulary factors, they easily get the English vocabulary.

#### **INTISARI**

Maulidya, Anis. 2019. "Children's English Vocabulary Acquisition in Dewi Sartika Kindergarten". Jurusan Sastra Inggris, Fakultas Adab dan Humaniora. Universitas Islam Negeri Sunan Ampel Surabaya.

Dosen Pembimbing: Raudlotul Janah, M.App. Ling

Kata Kunci : Pemerolehan kosakata, Strategi Pembelajaran Kosakata,

Pengaruh Faktor

Penelitian ini bertujuan untuk mengetahui strategi belajar kosakata dan faktor dalam pemerolehan kosakata bahasa inggris pada murid sekolah TK Dewi Sartika. Pemerolehan kosakata yang dimaksut dalam kasus ini adalah suatu proses dalam menerima kosakata bahasa inggris. Pemerolehan kosakata tersebut dapat diperoleh dengan berbagai macam cara.

Dalam pelaksanaan penelitiannya, penulis menggunakan metode deskriptif kualitatif untuk menganalisa data. Penulis menemukan banyak metode yang didalamnya terdapat proses-proses pembelajaran yang digunakan oleh murid sekolah TK Dewi Sartika. Setelah itu, penulis menjelaskan strategi belajar apa saja yang terdapat pada metode tersebut dan yang digunakan oleh setiap anak. Penulis menggunakan teori Shirahata mengenai strategi belajar. Untuk menjawab permasalahan faktor-faktor yang mempengaruhi pemerolehan kosakata bahasa inggris, penulis menjawab dengan menggunakan teori yang berhubungan dengan faktor-faktor yang mempengaruhi pemerolehan bahasa kedua.

Hasil dari penelitian ini yaitu murid-murid lebih mudah menerima kosakata bahasa inggris dengan menggunakan stratgei kognitif; translation. Hal ini dikarenakan bahasa pertama dari semua murid yaitu bahsa Indonesia. jadi setelah mereka mngulang kosakata bahasa inggris, mereka juga mentranslatekan ke Bahasa. Selain itu, faktor internal dan external juga menjadi faktor dalam pemerolehan kosakata bahasa inggris pada murid Sekolah TK Dewi Sartika. Pertama, faktor internal; usia, model belajar dan motivasi dari dalam. Kedua, faktor eksternal; situasi kelas, kurikulum, pengajaran, budaya, motivasi dari luar, induksi dan situasi formal. Anak- anak yang dekat dengan pengaruh faktor kosakata bahasa Inggris, maka mereka dengan mudah memperoleh kosakata bahasa Inggris itu.

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#### **CHAPTER I**

#### INTRODUCTION

This part explains about the background of study, research problems, research objectives, significance of the study, scope and limitations, and definition of key terms.

# 1.1. Background of the study

School for children are expected to have good language skills, both native and second languages. Native language itself is the first language which is learnt or acquired by children when they are childhood. Children who are fluent in their first language will be easy for them to go on with the second language learning. First language is the foundation to learn second language; especially to get the second language that is English. Children get the first language before they get second language. The second language is language learnt by someone after they understand well the first language. The way to get and study second language is by learning second language. Here, learning second language means studying English when they are in the school, the environment, etc.

Many Kindergarten Schools teach English as the subject for some goals to their students; they can prepare themselves because of globalization. In addition, English is an international language and can be as a positive value when the students have English skill; it is also as one of requisite to enter the elementary school. In addition, English is taught early for kids so that they can be easier to understand English.

Language acquisition is one of process of human to acquire perception and comprehension in language. Language acquisition takes an important thing in human's life. In the process of language acquisition, there is period which that called Critical Period Hypothesis (CPH). Some linguists consider that CPH is the important thing to establish the ability of children to acquire language. The hypotheses consider age as a factor to reach language ability. CPH is born from the observation that children are easier and fast to get language. According to Lenneberg, the children who are 2 until 12 years old are the golden age to reach language ability.

All children are born with language skills called LAD (Language Acquisition Device). LAD is a part of brain which the function is to receive and product language itself. Chomsky said that there is a capable device to absorb and result in human brain.

Language Acquisition Device (LAD) does not have any concrete or specific shape. It makes people can use language to communicate. Someone speaks, shares and conveys their great ideas. Chomsky also said that with the LAD, people can understand what the others say even with foreign language. LAD can develop well when the children are childhood. Therefore, the role of LAD is important in language acquisition.

Language acquisition has two categories; First Language Acquisition (FLA) and Second Language Acquisition (SLA). First language acquisition is

the languages which were acquired during the childhood from people in their home environment; sounds and words, etc. SLA is the process of acquiring second language (L2). In addition, Saville-Troike (2006) said that it refers to the additional language which is acquired after the first language, even though it may be actually the third, fourth, or tenth to be acquired.

Second Language Acquisition (SLA) is a process which is affected by many factors. It is accompanied by different kinds of factors including the learner's environment both in and out of school. The process of acquiring second language can be variety. The important thing in second language process is the children must acquiring vocabulary first. The more children acquire a vocabulary; they can easier to acquire second language. Additionally, there is the process of acquiring vocabulary which is called as vocabulary acquisition.

Vocabulary is needed to express idea and to understand other people's utterance (Alqahtani, 2015). Knight (in Yoshii and Flaitz, 2002) stated that learning words can be considered to be the most important aspect of SLA. Acquisition is the process of 'acquiring'. In this research; language term, the acquiring is the process of acquiring language.

Vocabulary acquisition is learning and understanding new terminology to such a degree that it can be used accurately in oral and written communications. It is important components of second language because vocabulary acquisition is an important component to learn language, even first language or second language. Vocabulary acquisition can be categorized into

word class such as; noun, verb, adjective and adverb. However, many children are only able to understand noun and verb.

Hirsh-Pasek, et al. (2006) said that nouns is generally easier to understand than verbs. To support that statement, there are three reasons of noun that easier to understand than verb. First, Kersten and Smith (2002) said that the children prefer attend to objects, and prefer to give the object name. Second, the children are more easily to give the name of visible object than representing an action. The last, it has to do with input: mostly the parents tend to request to their children for repeat the noun than the verb.

The ways to acquire English vocabulary in the children can be different. Children probably acquire their English vocabulary through playing, singing and learning in the school. English vocabulary acquisition can happen in formal situation and in informal situation. In formal situation occurs in the school. This situation is called planned situation because the instructor or the teacher has already prepared the material before teach the students, while informal situation is unplanned situation, it can be acquired naturally.

Many factors influence vocabulary acquisition and SLA. There are two things that always become a main factors; external and internal factors. External factors deal with environment, family, culture, in the school, etc. Through on environment factor, the children can explore another language in their developmental period. On the other hand, internal factor deals with individual differences such as personality, sex, experience, language style, language aptitude and intrinsic motivation. Furthermore, Lin (2014) publishes

about learning strategies as the factor influence in the process of vocabulary acquisition.

There are some studies that relate to this study (Joyce, 2011; Steffanson, 2013; Nugraheni, 2016; Triandjojo, 2011; Prasetyaningsih, 2013; Sugeng, 2004; Atsari, 2017). From all of the studies, four of them have similar subject, but the studies that conducted by Sugeng (2004) and Atsari (2017) is different subject with the others. They use adult participant to analyze their research.

Different from those previous studies above, the researcher is interesting to analyze at Dewi Sartika Kindergarten School. The researcher just takes 15 students randomly based on the 4, 5 and 6 years old; 3 students from A1 that 4 and 5 years old, 2 students from A2 that 4 and 5 years old, 2 students from B1 that 5 and 6 years old and 2 students from B2 that 6 years old. Every student has different characteristic. Dewi Sartika Kindergarten School is located in Karangrejo Surabaya.

The researcher chooses Dewi Sartika Kindergarten School, because Dewi Sartika Kindergarten School has many students with various characteristic, social economic background, behavior and also have been acquired English vocabulary well. In addition, in English class, every teacher has same learning style, some of students can acquire English vocabulary but little bit student still does not yet acquire English vocabulary.

So, based on the title and previous study above, the researcher will explain about the learning strategies and the factor influence in children's vocabulary acquisition at Dewi Sartika Kindergarten School. And this study will fill the

gap by attempting to describe the learning strategies and the factor influence in children's English vocabulary acquisition at Dewi Sartika Kindergarten School as the second language learners.

This study has two questions; the first is about the learning strategies of the children acquire their English vocabulary. The second question is the factors that influence the children acquire their English vocabulary. In this question is include accelerate and the retard and also include the external and internal factors. The researcher hopes, that the reader can know the learning strategies and factors influences of English Vocabulary Acquisition in the Kindergarten School at Dewi Sartika Kindergarten School.

#### 1.2. Research Problems

Based on the background of the study, the writer tries to investigate the second vocabulary which is acquired by the children, especially Kindergarten School aged 4, 5 and 6 years old at Dewi Sartika Kindergarten School. The researcher formulates the research question as follows:

- 1. What strategies are used by the children to acquire their English vocabulary?
- 2. What are the factors influence the children acquire their English vocabulary?

#### 1.3. Objectives of the Study

This study is to find out the answer to the following problems

1. To describe the learning strategies used by the children to acquire English vocabulary

2. To describe the factors influence the children's English vocabulary acquisition

# 1.4. Significance of the Study

The significance of this research is the writer wants to enrich the knowledge about the vocabulary acquisition in second language especially in children aged 4, 5 and 6 years old. The writer hopes to get some advantages for knowing the English vocabulary acquisition, the comparison and the most prominent that acquires by the children aged 4, 5 and 6 years old.

Theoretically through this research is the writer wants to provide the contribution for the linguistic student of State Islamic University of Sunan Ampel Surabaya to explore their insight about English Vocabulary Acquisition in children aged 4, 5 and 6 years old.

#### 1.5 Scope and Limitation

Scope in this research is concerns the topic, writer decides to focus the study on discussing about English vocabulary acquisition in Second Language. English vocabulary acquisition here focused on the learning strategies and the factor that influence the children.

Then, the writer limits the research of learning strategies that used by the children aged 4, 5 and 6 years old at Dewi Sartika Kindergarten School. The researcher took 15 students as the object in this research.

# 1.6 Definition of Key Terms

The definitions below are given to the specific terms which emerged in this study:

- a. Dewi Sartika Kindergarten School: a school in Surabaya that creates and uses English class to support their students to enter elementary school.
- b. Second Language Acquisition : The process of acquiring a new language after the people acquire their first language.
- c. English Vocabulary : The English words that used in a particular person or group.

#### **CHAPTER II**

#### LITERATURE REVIEW

#### 2.1. Theoretical framework

This chapter consists of some theories related to this research, overview about vocabulary acquisition in second language.

# 2.1.1. Second Language Acquisition

Language acquisition is the process of building the ability to understand a language and uses it to communicate with others. Language acquisition theories generally are divided into two general theories, Behaviorism and Nativism. The first is Behaviorism theory by Skinner, he said that children born with 'blank sheet' in their brain, and the environment and behavior is the big factors to influence the language acquisition. Behaviorist theory rests on the analyses of human behavior in observable stimulus-response interaction and the association between them. The second is Nativism theory according to Chomsky, language acquisition device is innately inside children themselves. All human born with a Language Acquisition Device (LAD) in their brain which supports them to have language. Innately, they have a set of ability for knowing structure and patterns of language, it called Universal Grammar. Chomsky said that LAD is a postulated organ of the brain that is supposed to function as a congenital device for learning symbolic language.

Language acquisition can be divided into two types; there are first

language acquisition and second language. In this case, the researcher focuses on second language acquisition.

Second language acquisition is the interesting topic to teachers and the other field that concerned with language process of the children. Second language acquisition is the important topic in this research. Children who learn Second Language, they must learn sound system first and then learn the next stage of language learning. In addition, Fronkin & Rodman (1974) said that, all of the sounds, words and sentences are a part of language, and the children also learn the language express language strategies, information, influences from the utterance that they hear from their environment. So, the environment is the one of factor in the second language acquisition.

Elma (2010) said that Second language speakers are recognized as 'foreigner' because of their pronunciation, they choose words to their expression are different, as well as structure of their sentence of native language. Paradis (2006) said that the term "child bilingual" is often used by synonymously with children second language learner, with same population. Bilingual children learn both their language in the preschool years, while they show one language before they begin learn another language, usually first language at home and second language at school. The other hand Djonhar (2016) said that second language and foreign language are differences in the setting where the language is acquired. Second language is language learned in native speaking county whereas as foreign language learned in a foreign

language setting or in an environment where people in that community do not use the language.

Second language acquisition can occur in two situations there are informal and formal situations. Informal second language learning takes in the natural context, such as when Indonesia children stay in London, to having communication with native speaker, like playing with the children there, the Indonesia children must use English language. Whereas formal second language learning takes in the class, such as the Indonesia student have English class in their school. To understand second language acquisition the learner must acquiring vocabulary first.

Vocabulary acquisition is learning and understanding new word to such a degree that it can be used accurately in oral and written communication.

Vocabulary acquisition is the prominent in Second Language Acquisition (SLA).

Loraine (2008) said that vocabulary can be divided into two types; first is receptive vocabulary, second is expressive vocabulary. Child's receptive vocabulary is understanding a word when she or he understand from listening and read it that called, but child's expressive vocabulary is children use a word when he or she speaks. Children typically understand or recognize more words than they actually use when speaking. The children acquire many new words once they start hearing, reading and go to school.

Nowdays, in globalization era there are any people use one language called as monongualism, while people use to languages called multingualism, so bilingualism is ability in using more than two languages. The speaker that is fluent to use two languages, called bilingual.

Steinberg and Sciarini (2006) said that a person called bilingual, if he or she knows two reasons. The first is two languages in the same modality, for example two speech—based languages; spoken English and spoken Bahasa. The second is two based on different modalities, for example spoken German and American Sign Language. In addition, Steinberg and Sciarini (2006) also said that basically they are two conditions to know a person may become bilingual; the two languages can be acquired sequentially and simultaneously.

Sequentially is a process of acquiring another language after they acquired the first language is well-established. Sequential process occurs when a second language is introduced after the first language is well-established (generally after the age of three). Children may experience sequential acquisition if they immigrate to a country where a different language is spoken. Sequential learning may also occur if the child exclusively speaks his heritage language at home until he begins school, where instruction is offered in a different language.

Simultaneously it is process of acquiring two or more languages at the same time. Simultaneously occurs when a child is raised bilingually from birth. It is generally done by bilingual parents to their children.

# 2.1.2. Vocabulary Learning Strategies

Vocabulary learning strategies is a strategy to help students' studies about vocabulary. It is the way for student to get new vocabulary. It means, some

strategies are used by students when they find new vocabulary in learning language. Vocabulary learning strategies is used to learn a new to use those vocabulary in daily activity; oral and written. Martinez (1996) said that using vocabulary learning can influences to the successful of learning itself. Vocabulary learning strategies has some kinds from the research before, there are:

#### A. Mnemonic

According to Echols and Shadily (2014) said the definition of mnemonic is an ability to memorize. Mnemonic originally from Greek, "Mnemosyne", it means Goddess memory. Mnemonic is memorizing something using "help". "Help" in this case such as abbreviations, presupposition using object or linking. Bakken and Simpson (2011) said that Mnemonic techniques are systematic procedures for improving memory and making information meaningful. In addition, Richmond, Cummings, and Klapp (2008) said that mnemonic techniques consist of cues mental created to obtain information. The main points of mnemonic are imagination and association. Imaginations and associations are part of the right brain which is the center of creativity.

According to Bakken and Simpson (2011), Mnemonic techniques have been proven to help individuals remember information by making it easier to remember and more concrete. It was further revealed that mnemonic techniques can be very effective because they can motivate children and make the class more interesting. Mnemonic technique has been successfully

implemented until now. So far, mnemonic technique has successfully applied in Kindergarten School, elementary school, junior and senior high school, with normal and disability students and intellectual "talented" with high success rates in each case. In addition, Bjork (1996) said that mnemonic can use by every age. So, mnemonic can be used in different ages.

One mnemonic technique is the Keyword method. Keyword method is a memorizing strategy that helps the students to learn about new information by connecting keyword with images or sentences in order to remember well. There are two types of keyword method; keyword method based on the construction of visual images and keyword method based on the construction of sentences. Keywords that use visual images are to memorize English vocabulary by connecting images with keywords. While the keywords that use sentences are to memorize English vocabulary by connecting sentences with keywords. Keywords that use visual image are more often used in repeating English vocabulary as a target word, than keywords that use sentences. This is because children are more interested in images than sentences.

Before using the keyword mnemonic method, the first must searching the keyword (word) that have been known and have similar sounds or writings with the target word. At this stage, keywords are prepared because they will be more effective than if students search for their own keywords, they will be difficult. Second, create an image link. The image link here is an image that links or relates to keywords with the meaning of a target word. At this stage,

the association can be made by students themselves. Associations made by students themselves are more effective, but usually students find it more difficult to get the right association. So, the teacher has a role to help the students to connect the images with keywords.

Based on explanation above, mnemonic can be used to help improve the ability to remember foreign vocabulary at all ages. Researcher argue that mnemonic keywords can be applied to the learning process especially in terms of remembering English vocabulary.

King (2010) said that a mnemonic technique is assistance visual memory or verbal. Mnemonic technique is used by pairing something new with something known. In addition usually mnemonics often use image media as the visual memory, verbal tools, sometimes using a rhymes or special words that someone uses to remember something, such as word lists, audio devices, visual tools, or using kinesthetic. Besides, McNamara (2012) said that creating a new knowledge, pre-existing knowledge to make strengthen a memory and memorization. It takes a learning method as an intermediary to deliver the information or a new knowledge to the students.

Based on the explanation above, there are some points to memorize using mnemonic method;

#### 1. Image Media

Media is one component of communication, namely as a messenger from the communicator to the communicant. In the world of education, the term tool or communication media is often used interchangeably or as a substitute for the term education media (learning). With the use of assistive devices in the form of communication media, communication relations will be able to run smoothly and with maximum results.

Image is something that is realized visually in two dimensions as an outpouring or a thought. The images that can be used as learning media are paintings, illustrations, advertisements, cartoons, portraits, caricatures, and serial images. All of them can be obtained from magazines, newsletters, calendars, and other media. Even creative teachers can make it yourself. Image media is one of the effective teaching aids to stimulate children in learning aspects of speaking. Before the image media is used as a learning tool, the teacher or the instruction must be prepared to arrange the picture to easier when use the picture to on time. The teacher doing by her own with adhere based on the story in image board.

Among learning media, image media is the most commonly used media. This is because students prefer images rather than writing, especially if the images are made and presented according to good requirements, it will certainly increase the enthusiasm of students in following the learning process. So it does not depend on images in textbooks, but can be more creative in developing teaching aids so that students become happy learning. Media is used to carry messages with a purpose. Be the advantages of visual aids especially as one of the effective learning media.

#### 2. Auditory

Not all the children has good ability in auditory. This ability is important to support the academic achievement at the school and for the future. Language learning that uses audio can be obtained at school, at the environment and from instructions that can provide the English vocabulary target.

Most of the language learners use their times to practice their ability. In this case, their brains can effectively receive and process the auditory signals from the instructions, such as teacher or friends. Early learners cannot process information perfectly until them adult. Some students who have hearing impairments with not perfectly can affect the ability to speak read and write so that it can be the effect for their academic achievement. In addition, they also difficult to have communication through body language and facial expressions.

#### 3. Kinesthetic

Kinesthetic is the ability that related between physical and mind to produce a perfect movements that according to the instruction. Kinesthetic in early childhood can be developed in various ways such as playing, dancing, running, crawling, etc., to stimulate their physical abilities and their brain or mind. The example of kinesthetic is playing method. In playing method, the teacher makes this activity to a fun game. The teacher give the instruction to students, which is the students, must see and listening well. By the teacher instruction, the students can know the role of

the game. The teacher gives an example to run to the class corner to take the yellow ball, after that the teacher put that ball into the yellow bowl. This simple activity is classified into kinesthetic because the students use their ability (physical and mind) to practice the instruction correctly.

#### 4. Verbal

Verbal in mnemonic can help to remember knowledge by using words. Verbal mnemonics is more effective way to memorize knowledge or information as images but in some situations, verbal mnemonic can be easier and more effective for remembering information. Verbal mnemonic tend to be specific technique rather than actual system. One of the techniques is use acrostics to make information more meaningful and easier to remember. The example of acrostic for remembering is the planet in order is: My very energetic mother just sends us nine pies. The first letter of each word can be used as the cue to remember of each of the planets: mercury, Venus, Earth, Jupiter, Saturnus, Uranus, Neptune and Pluto.

### 5. Imagination and Association.

Imagination is the process of forming visual cues. Visualization in the mind (imagining) about an object, events and appearance related to new knowledge. Associations in mnemonics are relationships in a person's memory of ideas, memorizing, or activities. In other words, association is a method that connects between information with other information that is remembered. Imagination and association are interconnected in mnemonic,

because imagination is needed to remember information then associated it with previous information. The more interesting the imagination is imagined, the easier it is to remember information or knowledge. For example, when the student do a physical exercise with music, the he imagine with listening *head and shoulder* music then he practice the motion. Indirectly, the student has memorized and remembers well about the previous knowledge of *head and shoulder* music and the movement then he associate it with new motion.

There are steps for implementing the mnemonic method:

# a. Preparing material

Using techniques that include underlining, listing and reflecting

# b. Develop relationships

Make material to be familiar and connect relationships using link word techniques

# c. Extending sensory images

Instruct students to associate the image with more than one sense or meaning and creating dramatization through association

#### d. Recalling

Doing the recalling to the material until the student understand the material

In addition, there are strengths and weaknesses in mnemonic method:

Strengths:

- a. Mnemonic strategies can help them catch the material taught by their teacher or mentor
- b. Mnemonic strategies can help students memorize lessons easily and effectively
- c. Mnemonic strategies can make it easier for students to learn and memorize subject matter easily.

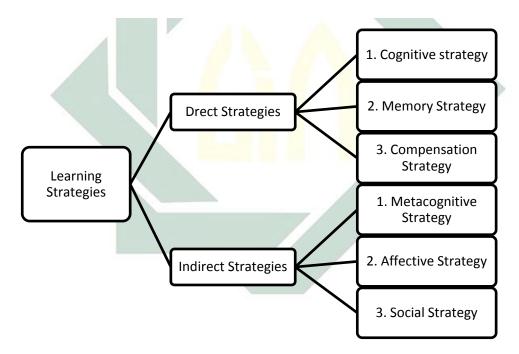
#### Weaknesses:

- a. Program preparation and planning takes a long time
- b. Students cannot interact and communicate directly with the instructor, such as asking for an explanation that is not understood.
- c. Modules are arranged centrally so that the material presented is less likely to be relevant to the needs of students. Like language that is difficult to understand, it is less clear in illustrating and so on.

# **B.** Language Learning Strategies

The word "strategy" are defined in Merriam Webster as a careful plan or method for achieving a particular goal or and the skills of making plans to achieve goal. Chamot (1998) said that learning strategies is thoughts and actions that having by students can help them to acquiring and understanding the language.

There are many categories of learning strategies that have been enhanced by scholars. One of the classifications of learning strategies is by oxford (1990, in azumi, 2008). The classification is as follow:



The details for each strategy are as follow:

Table 1: Cognitive Strategies

Direct Strategies				
	Practicing	Repeating		
		Formally practicing with		
		sound system		
		Formally practicing with		
		writing system		
		Recognizing and using		
		formulas and patterns		
		Recombining		
Cognitive	Receiving and sending message	Getting the idea quickly		
Strategies		Using resources for receiving		
		and sending messages		
		Analyzing expressions		
o i	Analyzing and reasoning  Creating structure for input and output	Analyzing contrastively		
		Translating		
		Transferring		
		Taking notes		
		Summarizing		
		Highlighting		

Table 2: Memory Strategies

	Direct Strategies				
	Creating mental	Associating / elaborating			
	linkages	Placing new words into a			
	mikages	context			
	Applying images and sounds	Using imagery			
		Semantic mapping			
Memory		Using keywords			
Strategies		Representing sounds in			
		memory			
	Reviewing well	Structured reviewing			
	Employing actions	Using physical responses or			
		sensation			
		Using mechanical techniques			

Table 3: Compensation Strategies

Direct Strategies			
	Guessing	Reasoning deductively	
	Intelligently	Using linguistic clues	
	intenigentry	Using other clues	
		Switching to the mother	
		tongue	
		Avoiding communication	
Compensation		partially or totally	
Strategies	Overcoming limitations in	Selecting the topic	
		Adjusting or approximating	
	speaking and writing	the message	
		Coining words	
		Using a circumlocution or	
		synonym	
		Getting help	

Table 4: Metacognitive Strategies

	Indirect Strate	gies
	Creating your learning	Overviewing and linking with already material  Paying attention
		Switching to the mother tongue  Finding out about language
Metacognitive Strategies	Arranging and planning your learning	learning Organizing Setting goals and objectives Planning Identifying the purpose of language task Planning for a language task Seeking practice opportunities
	Evaluating your	Self-monitoring
	learning	Self-evaluating

Table 5: Affective Strategies

	Indirect Strategies			
		Using progressive relaxation,		
	Ti	deep breathing or mediation		
	Lowering your anxiety	Using music		
		Using laugher		
		Making positive statement		
Affective	Encouraging yourself	Taking risks wisely		
Strategies		Rewarding yourself		
Strategies		Listening to your body		
		Using a checklist		
	Taking your emotional	Writing a language learning		
	temperature	diary		
		Discussing feeling with		
		someone else		

Table 6: Social Strategies

	I <mark>nd</mark> irect Strate	gies
		Asking for clarification
	Asking question	Asking for clarification
		Asking for correction
		Making friends with peers
	Organizing network	Making friends with
	Organizing network	proficient users of the new
Social		language
Strategies		Cooperating with peers
	Cooperating with others	Cooperating with proficient
		users of the new language
	Ş-	Developing cultural
	Empathizing with	understanding
	others	Becoming aware of others'
		thoughts and feelings

Based on the learning strategies table, those are divided into two classes and six groups. The first class is called direct strategies. Direct learning strategies are a language learning that directly. Direct learning can divided in 3 groups based on the processes. They are cognitive, memory, and

compensation strategy. Cognitive strategy is enabling learners to understand and produce new language by many different means. Memory strategies help learners to memorize and retrieve new information. Compensation strategies help learners to use the new language to understand whereas has limitation in knowledge

The second class is called indirect strategies. Indirect strategies are the strategies which manage and support the process of language learning without involving to the target language directly. Indirect strategies can be divided into metacognitive, affective ad social strategies. Metacognitive strategy is involving the strategies used by the learners to control their own learning process. Affective strategies deal with emotion of the learners. Social strategies are related to the ways of learning strategies through people around them.

# 2.1.3. The Teaching and Learning Processes

Based on Dewey (in Sudjana, 2003) said that study is an interaction between stimulus and response it means the teacher give the stimulus to the children who will give the response or the answer. Other words, learning is a combination of activities which is conducted by the person who changes himself like increasing knowledge based on the five senses and the experience.

In general, teaching and learning process is a process which is any changes of behavior in the students based on the knowledge and the attitudes from the result of teaching. To achieve the purpose of the learning and teaching process, the teacher needs tools that called method. A method that chosen by the teacher, should interesting, curiosity and can develop the children imagination. There are some methods that appropriate and can be used in the learning process at Kindergarten School:

# A. Playing method

Playing is the method in implementing learning activity in the children that using material strategy or interesting media so as to be easily followed by the children in a pleasant situation. Through playing method, the children are invited to do exploration, find out the new knowledge and using the object around the children, so the learning and teaching process will be meaningful.

# B. Singing method

Singing method is always exist and cannot be separated in Kindergarten School. The children prefer to use cheerful songs to sing, it is because song are basically a form of language tone. It means, the form of harmony from high and low sound. In general, the vocabulary for children are limited, therefore the language tone is easier imderstand by them. They can easier to understand English vocabulary, provided the melody is not complicated, they are happy to repeat and understand to the song. Moreover, the children that likes that song, they will request to the teacher to teached that song, to memorize the lyric of the song and sometimes they are have a movement based on the rhythm.

#### C. Outbound method

This method give the opportunity to the children to have observation and get the inforation directly. The students are invited to the certain objects as a precept materials, give a new learning experience which is not obtained by the children in he class. the purpose of this method is to arousing their passion and extending their knowledge.

#### D. Conversation method

Conversation method is important, because it can enhanc the ability of communicate with other people and can do the activity togeteher. Besides that, this method can also improve the feeling expression skill or give the verbal agreement.

# E. Story-telling method

This method is an example to telling story about the culture to the students. The involvment of the children about the story will give an interest atmosphere and can be the good experience for the children.

#### F. Demonstration method

Demonstration method is a method by the teacher to showing the steps about the object or the process of an event or acitivity are viewed and imitated by the students.

# 2.1.4. The factors influences the children acquire their second language vocabulary acquiition

Macaro (2010) said that some children learn a new language more quickly and easily than other. However there are a crucial factors influencing success

that are largely beyond the control of the learner. The factors influences of second language acquisition are external and internal factor. External factor refer to the environment where the language is acquired, whereas internal factor refer to self-condition. The researcher give the explanation and kinds of internal and external factors:

#### A. Internal Factors:

An internal factor is factors that come from the language learners itself. Those factors are part of psychology. It can be divided into seven categories. There are age, personality, sex, experience, cognition, language aptitude and intrinsic motivation.

# 1. Age

Age is one of the factors that influence second language learning. Collier (1988) said that successful language acquisition depends on the learner's age. In addition, Mitchell & Myles (2004) said that is generally believed that children are better than adults at second language acquisition. Many research said that that language was best acquired between the ages of two and puberty. Before the age of two the maturation factor made language learning impossible and after puberty the loss of 'cerebral plasticity' which was supposedly caused by the lateralization of the language function to the left or right hemispheres of the brain, made language learning more difficult. Gomleksiz (2001) said that the children aged between 5 and 6 years old are better to enter the school to acquire

second language, because they have not completed acquire their first language at least age 12.

# 2. Personality

Personality has been described as a set of features that characterize an individual. Every human has different characteristic that made them different from the other. It is the important factor in educational perspective. The personality can influence the attitude and motivation characteristic. Yazigy (1991) said that of the people has an enthusiastic, active and open-minded persons are generally believed that they are better in second language acquisition.

Personality itself divided into two parts, introvert and extrovert. Introvert personality is a human typically anti-social, usually egoist and sometimes they think that they do not need people to help them, because they can fix it. It can make a bad effect to acquire language acquisition, because they prefer to spend their own time alone than have a conversation with others.

Extrovert person is the person who has positive mind, social spirit and always open-minded. They prefer to spend their own time to have conversation with the others, they think with has the conversation with the others can increase knowledge. So they can acquire language better than introvert person

#### 3. Sex

Many research said that females are better than males; it is because females can perform verbal language better. But sometimes, males also can perform verbal language because their emotional factor. The males who have extrovert personality and can express their feeling, they also can perform language better too.

# 4. Experience

Experience is knowledge a person gets by doing something or watching someone else do it. People who have experience and general knowledge in language are in good position to develop new language than those who do not.

# 5. Learning Styles

Ellis (1994 cited in Khasinah 2014) described learning styles as "the characteristic cognitive, affective and physiological behaviors that serve relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." Students' learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience. It is said that if teachers match their teaching methods to the students' learning styles, the students will be more successful and more interested in the language.

R.Dunn (1983 in Reid 1987) identified four learning modalities: visual (seeing), auditory (listening), kinesthetic (moving) and tactile (touching). Visual learners learn through seeing. These learners need to

see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom. They may think in pictures and learn best from visual display, including: pictures, wall displays, diagrams, videos. They make notes during lectures and use lists to organize their thoughts.

Auditory learners learn through listening. They prefer verbal instructions, like dialogues, discussions and plays, solve problems by talking about them, use rhythm and sound as memory aids. Auditory learners interpret the underlying meanings of sound through listening to the tone of voice, pitch and speed. Written information may have little meaning until it is heard.

Kinesthetic learners learn through moving and doing. They learn best when they are active. It is difficult for them to sit still for long periods. Tactile learners learn through touching. They use writing and drawing. They learn well in hands-on activities like projects and demonstrations. In addition, kinesthetic learners learn actively exploring the physical world around them.

# 6. Language Aptitude

Language aptitude related with learner's ability. The intelligence and spoken skills are the parts of language aptitude. The intelligence correlates with memory. The people who learn about language surely they use memory to memorizing they English vocabulary. Those memories connect the word's sound, seeing's experience, touching and smelling the object.

#### 7. Intrinsic motivation

Intrinsic motivation denotes the individual performance of an action of interest or enjoyment. Intrinsic motivation exists in the individual person that can be harnessed and enhanced by the environment. In addition, intrinsic motivation underlies people's natural preference to find new experience, as well as to learn, develop and grow.

#### B. External Factors:

External factors are related with environment where the language is acquired and the method in introducing the second language. The environment itself can be divided into formal and informal situation, whereas the method is used refers to induction and explication.

External factors also related with social aspects. Social aspects divided into two contexts, micro-social and macro social. Micro-social is focuses on learning situation and interaction of second language learners in the lowest level of formality, such as interaction relationship, while macro-social focuses on learning situation in the higher level, such as in politic interaction.

Besides all of those factors, there are any other factors that include in external factors. There are climate of the classroom, curriculum, instruction, culture, motivation and induction.

#### 1. Climate of the Classroom

This is an important factor to make warm atmosphere, interpersonal relationship with communication, trust and acceptance. There are five

factors to creating the best classroom atmosphere for learning. These factors are realistic expectations for each individual learner, mutual respect between teacher and student, warmth of feeling, cooperation between the teacher and the students not being a competition and give the success experience without a doubt.

Provision of environment that are pleasing and support will have the good effect for learner who develop a second language acquisition. In addition, the responsibility of teachers to make fun class with gives the motivation to arouse readability and desire to learn. The quality of conversation between the teacher and the students is important so that there is a meaningful dialogue, not only question, and answer session. It is because learning a second language especially English is just not from listening but also practiced.

# 2. Curriculum

Curriculum is a one of the external factors that can influence the language learner especially in English second language. Curriculum is the important thing for their education, for support the students that wants to understand and learn about English.

#### 3. Instruction

The good instruction for language teacher is the factor to make effective learning for the students in classroom. It can make faster progress. In addition, if the teacher has a good personality and has language learning strategies, the students will be able to get more knowledge

#### 4. Culture

Culture can be a negative factor that can occur when the students want to acquire a language. One of them is if the students in situation or live where their own culture has a lower status, do not support to acquire second language than that of they are learning the language, this situation can make the slower progress.

#### 5. Motivation

Motivation to learn a language refers to the extent to which an individual is prepared to strive to master the language because of a desire to do. Students, who are given appropriate encouragement, support to learn by their parents, teacher, and friends and eventually will fare better than those who are not.

# 6. Induction

Induction is language learning process by individual person. This process happens in children under 7 years old or before the children entering to school. Students must think about the rules based on the way they speak the language they have heard, then imagine the way that the rules are applied in other cases.

# 7. Explication

Explication happens when someone teach about second language to the others. This explanation is given in the first language of the learner. This

process is rarely used when children learn their first language. Imagine if parents teach the correct usage rules for words. For example the word "run" taught by parents for children age 4 years old. Of course the children will be confused about the explanation from the parents.

#### 8. Formal situation

Formal situation occurs in a classroom. Planned situation usually occur in this situation. It is because before learning process started, the teacher already made a planned that there is a course about language. In this situation, the learner of second language is consciously. The children in this process aware in the grammatical rule of the grammar and they ignore of the communication process.

# 9. Informal situation

The second language learner in this situation is unconsciously. In this situation, age can be the factor effect for second language acquisition process. Steinberg (2006) said that the older leaner second language will be slower than the children because they may reject the rules of the new community, so they also refuse to acquire new language.

The other possibilities that maybe occur in second language acquisition process are the adult learner only has an interesting activity. They prefer to do interesting activity than acquire second language.

#### 2.1.5. Word Classes

Based on the Merriam Webster dictionary, Word Classes is a linguistic form class that the members are words. The main of those members are

Noun, Adverb, Adjective and Verb. There are the definition and the example of those word classes.

#### 1. Noun

In informal definitions of nouns, it is said that they refer to things: objects, persons, places, events, substances, etc.

The things that refer to noun	Example	
Person	Boy	Kate
Place	House	Bar
Thing	Car	Desk

#### 2. Adverb

Adverb is describe verbs, adjectives and other adverb. There are very many kinds of adverbs, for example adverbs of manner, adverbs of time, adverbs of place, and adverbs of certainty. For example

_	Kinds of Adverb	Example of sentence.
	adverbs of manner	He swims well
	adverbs of time	I saw Shelly <b>Today</b>
	adverbs of place	Come In!
	adverbs of certainty	He <b>probably</b> in the park

# 3. Adjective

Adjectives are used for *comparing* things: Many languages have comparatives such as *taller* and *smarter* that can be used both as specifications ("the taller woman") and predicatively ("Victoria is smarter than Oscar"). Many languages also have superlatives, for example, *tallest* and *smartest*, which again can be used as specifications and predicatively.

#### 4. Verb

Verb describe about action, condition. The verb itself tells what is happening in the sentence. The examples are run, ordered, slept, etc.

#### 2.2. Review of The Related Studies

There are some studies which had been conducted regarding analysis the vocabulary acquisition in second language. Several previous which are similar to this study are used as references which can help to conduct this research. Those studies have different focuses. The first is conducted by Joyce (2011). This paper analyzed about language development that using music to acquire vocabulary. She use children Kindergarten School as the participant with setting in four classroom, including students with special needs and not. The students' classroom teachers used an observation protocol for documenting the students with the song picture book, besides that she also use interview with the students' teacher to conducted to identify any major similarity and or differences in student engagement. Finally, each child participating in the study was asked whether they felt singing along with the picture book helped them to learn the ten target words in every song picture books. The result of this study are first using singing along can increase vocabulary acquisition, second the students can remember the target words because the word are repeating in the song and the last is some students feel that they better to use of singing along learn vocabulary.

The second is from Stefánsson (2013). This paper is investigated about the process second language is acquired. He explains about the age factor in

learning anther language than mother tongue. Besides that, he also related between motivations, environment and attitudes that can be the factor influences the second language acquisition. He belief that that, starting young to learn a second language makes a significant difference in language learning. The result said that this factor is not really true can occur in every second language acquisition case. But for this study, motivation and environment is an important role in the learning process than the age factor.

The third is done by Nugraheni (2016). This paper investigated about the variation of English vocabulary acquisitions and the accuracy of translation made by Kindergarten School children are the main goal of this research. Data were collected from the results of the student's task based on the teacher lessons. In each task, the teachers presents five pictures, there are two correct picture answers. The answer shows the ability of the children to catch the meaning of the vocabulary. The teachers also presents five words and one correct word answer to show the ability of the children to transfer a word meaning. This research is aimed to observe how children in the Kindergarten School acquire English acquisition process as the second language. In conducting the research, the data were analyzed based on its acquisition steps related to mother tongue and partnership in study at home. The interpretation leads to describe the English vocabulary acquisition of Kindergarten School children and the accuracy of their translation. The results show that there are four types of steps of acquisition – correct, overgeneralization, simplification and incorrect. The survey research show that any relation between one factor to the others influence English vocabulary for Kindergarten School children and accuracy of their translation. Kindergarten School children can easier codify concrete noun that is familiar in their lives than other types of noun.

The fourth is from Prasetyaningsih (2013). The aim of this paper is to increase an English vocabulary acquisition by playing the picture in B class at Kuncup Mekar Pre-School in Klaten. The participant is children aged 5 – 6 years old that include in B class that consists of 20 children. The method that used to collect the data is observation and documentation and for analysis the researcher use qualitative and quantitative. The result is English vocabulary in this pre-school has improved compared to before the research that used images as the object of play. Through playing English learning images are easily absorbed by children, so they can improve their English vocabulary.

The fifth is from Triandjojo (2011). This paper explains that playing can be the effort to teach English to young children. For children, playing is a fun activity and a bridge from informal to formal learning. By playing games, the children can gain many benefits and have many opportunities to develop their skills to acquire English vocabulary. The aim of this paper is the children can acquire English vocabulary easily and have fun. Because with the gams, they do not feel that actually they are learning and also they do not realize that the time goes to fast. The result is the children are interesting to learn English vocabulary when use playing games method. They can easily to understand and acquire English vocabulary; in fact the children always want to have an extra time to acquire English vocabulary.

The sixth is done by Sugeng (2004). The aim of this paper is to describe learning strategies that are related to sex, age, education background and personality background factors. The subject of this study is 154 adult learners at P3B University State of Yogyakarta. The results are, first is generally, adult learners have the skills to use high learning strategies (based on research instruments made by researcher). Second, female learners and learners who have a postgraduate education background tend to use more learning strategies than other learners.

The last is from Atsari (2017). The aim of his research is to know the learning strategies that used by advanced students. He uses 3 students from Islamic State University of Sunan Ampel Surabaya. Every subject has different learning strategies. There are any reasons why they use that learning strategies. They choose the learning strategies that are used based on the situations, personality and predilection. From those learning strategies, they can acquire English vocabulary.

#### **CHAPTER III**

#### RESEARCH METHOD

# 3.1. Research Design

To conduct this research, the researcher applies descriptive case study to get the data. According to Zainal (2007) descriptive case study are the described the phenomena which occur within the data in a question, and the result will be in a narrative form. Therefore, the researcher chooses the direct observation way for get the data. This study is a descriptive research because the researcher tries to find the learning strategies that used by the children to acquire their English vocabulary. The data collection for about for two months from a English vocabulary that acquire by the children at Dewi Sartika Kidergarten School. The data is taken from the child's English vocabulary acquisition in their class. In this study, the researcher observes 15 students of aged 4-6. The observation was carried out for 45 minutes during the English class in two days a week at Wednesday and Saturday in 2 months. The researcher also interviewing the parents of the children and the teacher to get the data about the learning strategies and factors influences their English vocabulary acquisition, because the researcher cannot follow them in their environment.

The aim of this research is to find the learning strategies and the factor influences the children's English vocabulary at Dewi Sartika Kindergarten School. So this research uses qualitative method.

#### 3.2. Data and data sources

The data were about the learning strategies and the factor influences of children's English vocabulary. The source of data was taken from the students at Dewi Sartika Kindergarten School. Those students are 15 students based on the 4, 5 and 6 years old; 5 students those 4 years old, 5 students those 5 years old and 5 students those 6 years old. Data were collect from observation and interview; between the researcher, the teacher and the parent. The learning strategies of acquiring are consists of teaching and learning process; method, observation and the interview with the parent. The influential factors consist of the observation and interview data between the researcher, the teacher and the parent.

#### 3.3. Instrument

Due to this research collect and analyze the data, the instrument which used in this research was the researcher herself. The researcher collects the data through observing and interviewing the teacher and the parents. When doing observing, the researcher took notes about activities carried out by students in acquiring English vocabulary. The researcher interviewed the teacher to get the data about the teaching and learning process; method in the classroom and the factors that influence students in English vocabulary acquisition. In addition, the researcher also interviewed parents to find out activities related to learning English vocabulary for their children while at home.

#### 3.4. Data Collection

In case of data collection, the writer had some steps, there are:

#### 1. Observation

The researcher was take observation steps during two month, which is every week just met in Wednesday and Saturday, and it is about 30 minutes in each class, because English class in this school is just in Wednesday and Saturday. Wednesday is for A1 and B1 class, then Saturday for A2 and B2 class. The purpose of this step is to find out 15 children that will be as the object by the researcher. After the researcher found 15 children as the object, the researcher was more focused on them. Besides that, the other purpose is to find out the learning strategies of the children acquire their English vocabulary.

# 2. Make a question for the teacher and the parent

The researcher makes two types of question. First is the question for interview between the researcher and the teacher at Dewi Sartika Kindergarten School. The researcher asks to the teacher about the factor influence the vocabulary acquisition in their student. The questions of the interview like, is there any factor that influence your student to acquire English vocabulary? Who is the student that can mention English well and bad? and so on. Second, the researcher makes the question for interview between the researcher and the parents. The researcher did not make an interview questions for children, because they cannot quickly to think the answer and they always confuse if there are any long questions. The

researcher gives the question sheet of interview between the researcher and the parents in appendices sheet.

#### 3. Interview

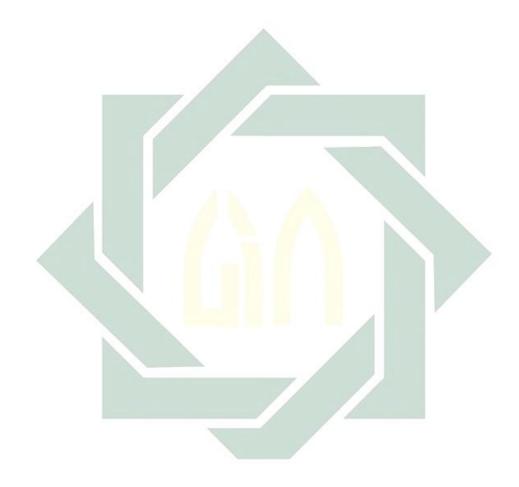
After observation, the researcher did the interview to the teacher and to the parents about the factors influence the children acquire their second language vocabulary and during this interview, the researcher was recorded it. The interview with the teacher was taken in the break time and the interview with the parents in the end of class. In this step, the researcher preparing the hand phone to record the interview.

# 3.5. Data Analysis

After getting the all he data from children's English vocabulary and interviewing from teacher and some parent, than the researcher will analyzed them to get the findings and answered the research questions. The researcher took as steps follows:

- 1. The researcher analyzed the acquiring of English vocabulary of the children from the observation. In the observation, the researcher found the learning strategies in every learning process; method in every student. And also the researcher found the English vocabulary that acquire by the children. The observation data that has obtained used to answer research question number 1 and 2.
- 2. Then, the researcher analyzes the result of interviewing the parents and the teacher. The interview results with parents and teachers are used to answer questions number 1 and 2.

3. And finally the researcher draws the descriptive result.



#### **CHAPTER IV**

#### FINDINGS AND DISCUSION

In this chapter, researcher presented the finding of her research about the learning strategies and the factors influence the children acquire their second language vocabulary acquisition in Dewi Sartik Kindergarten School.

# 4.1. Findings

# 4.1.1. Strategies used by The Children to Acquire Their English Vocabulary

The result from observational field notes was the source to answer the first question; Strategies used by The Children to Acquire Their English Vocabulary. The researcher found learning strategies that used by the children to acquire English vocabulary when at the school taken by the observation and at the home taken by the interview at home. For more details, the researcher gave an explanation the learning strategies that used at school by the children first;

# 4.1.1.1. Cognitive Strategy

The Cognitive strategy is a strategy carried out by individuals to get the knowledge or information. Cognitive strategies have many applications in order to achieve goals. Dewi Sartika kindergarten children use cognitive strategies to obtain English vocabulary. There are four applications that found in the methods carried out by children while in English classes, including:

First was the application of formally practicing with sound systems. Formally practicing with sound systems was the application of cognitive strategies. This application only existed in the singing method performed by Dewi Sartika kindergarten children. The teacher and students practiced the method of singing accompanied by sound; song and rhythm. There were several song titles that is often done by kindergarten teacher Dewi Sartika to teach students, including head and shoulder, if you're happy, ABCD, animals, and love everybody.

Second was the application of repeating. Repeating was the application of cognitive strategies. The application of repeating was usually in singing, demonstration and conversation methods carried out by kindergarten children Dewi Sartika. The first example was the demonstration method. In the demonstration method, the application of repeating was done after students practice something. After that, they applied the repeating the target words. The target words here were from the objects that used in the demonstration method. By repeating the target words, the student could make it easier to memorize the English vocabulary. Repeating had done 2 to 3 times at each meeting.

The second example was the singing method. Repeating in this method implemented after the teacher and the student practice the movements in twice. The teacher repeating the English vocabulary as the target words, based on the song lyric. By repeating the target words, the student can easier to memorize the English vocabulary.

The last example was the conversation method. The practice carried out by the teacher and students were when greetings and conversation using image. Teacher always says "Good Morning kids. How are you?". Then the students answer "Good Morning teacher. I'm fine. And you?, then the teacher answer "I'm fine too". This utterance (greetings) was done and repeated when English class were started. Besides, the teacher also use image to give the information about the English vocabulary. The teacher always repeats the English vocabulary based on the image. The aims are the students can memorize and acquire English vocabulary easily.

The Third was the application of translating. Translating was the application of cognitive strategies. This application carried out on all methods carried out by kindergarten children Dewi Sartika. The application of translating had done after the application of repeating was completed. The first example was the method of playing when the game of moving blocks was finished, students invited to translate objects or actions they had done earlier. Translating application was very important and influential in English vocabulary acquisition. Because, their first language was Indonesian, so they had to understand an English vocabulary with a language that they had understood before.

The others example was singing, demonstration and conversation method. The teacher give the vocabulary translate chosen as target words from English to Indonesian, when the teacher do the repeating of the target words. It was taught to students because the first language of Dewi Sartika

Kindergarten student is Indonesian, not English. English is their second language. Giving translation aims to make them understand. It is done two until three times in a meeting to make them understand and memorize English vocabulary well.

Fourth, namely the application of resources for receiving and sending messages. Using resources for receiving and sending messages were an application to perform cognitive strategies. This application which was used when going to do a method. To do the method, a source always needed to receive and send a message or knowledge. However, this application only found by the researcher in the conversation method using images. The conversation method carried out by the teacher and the students. The image used by the teacher in conveying English vocabulary derived from students workbook. The teacher gave some explanations and questions based on the image. The teacher used the workbook as the source it is because children always open, view and uses the workbook when English classes take place. Therefore, children will indirectly memorize the English vocabulary in the workbook. Besides, the images in the workbook were also interesting. Sometimes the teacher asked the student to give a certain color to each image in the workbook according to the teacher's instructions.

The researcher found that some students were not able to follow the application of repeating because they were a little confused to say the English vocabulary. Besides repeating, some students also mention a little

bit the English vocabulary when use demonstration method, because they still cannot focuses on the practicing or on the translating the object.

# 4.1.1.2. Memory Strategies

Memory strategy was a language learning strategy that was used to help learners acquire and memorize information which would and had been learned. Memory strategies have many applications in order to achieve goals. Dewi Sartika kindergarten children also used memory strategies to remember the English vocabulary taught by their teacher. There was one application that existed in the strategy memory that found in the methods carried out by children while in the English class, namely using physical responses or sensations. This application was done in singing, playing and demonstration methods.

The application of using physical responses or sensations was in the singing method. The physical responses that were intended to practice a physical movement. Children did physical movements based on rhythm and song lyrics. They had to do it right so that they could get and remember the English vocabulary according to the movement.

In addition to the method of singing, this application also existed in the method of playing. In order for the play method to be more fun, the teacher made a game. The name of the game was to move the block. Before the game starts, the teacher had prepared 3 containers that have each blue, red and green color placed in the corner of the class. Then on the other side, there was a medium sized container which contained

various shapes and colors of the block. After that, the teacher gave instructions on how to do this game. Students had to stand on the side of the container which contained various shapes and colors of the block. Then, students had to take 1 block from the container. After taking one block, the student had to see the color of the block he was taking. If he took the red block, then he had to run into the red container. And so on until the time was given by the teacher run out.

The application of using physical responses or sensations also existed in the demonstration method. Using physical responses that were used in the demonstration method was when students practice making mango juice. Students made mango juice in cooking classes at English class hours. The teacher had prepared materials and tools used, such as spoon, glass, blender, straw and some slice of mangoes. The material had been on the table; the teacher gave instruction and practiced the way to make mango juice. The teacher took a slice of mango then said to the students, "This is mango. Put the mango into the blender. This is blender (refer the blender). The color of the blender is white ".

#### 4.1.1.3. Compensation Strategy

Compensation strategy is the strategy that used by learners to compensate their language. Compensation strategies have many applications in order to achieve goals. Dewi Sartika kindergarten children also use compensation strategies to make a limitations for speaking English vocabulary for their students. There is one application that exists

in the compensation strategy that found in the methods carried out by children while in the English class, namely selecting the topic. All teaching and learning processes taught by teachers to Dewi Sartika kindergarten students have a topic schedule determined by the school. For example, the first week at the beginning of the month has been scheduled for a family theme, so the teacher holds a method of singing or conversation method that has a relationship with the family theme. Then the second week in the same month, which is about transportation, the teacher, will hold a demonstration method and conversation method that has a relationship with the theme of transportation. It is intended that the teaching material provided by the teacher does not expand so that students can understand and obtain English vocabulary well.

# 4.1.1.4. Metacognitive Strategy

Metacognitive Strategy is a strategy carried out by students to control and evaluate learning on them. Metacognitive strategies have many applications in order to achieve goals. Dewi Sartika kindergarten children also use metacognitive strategies to evaluate and control their English taught by their teacher vocabulary. There is a metacognitive strategy that was found in the methods carried out by children while in the English class, namely paying attention.

When the teacher gives an explanation, practices something and asks questions, almost all the student pay attention. There are students who pay attention but when given a question he cannot answer correctly and there are also students who do not pay attention to the teacher, he is busy with himself.

According that explanation above, the researcher found some English vocabularies on every learning strategies that used in every method (in appendix). Then the researcher gave the explanation about the learning strategies that used by the children at the home.

Based on the interview between the researcher and the parents, that there are some student uses learning strategies to acquire their English vocabulary. Those are asking for clarification was 11 students and cooperating with proficient users of the new knowledge were 6 students. Both of them were included in Indirect Strategies. At home, the students also learn to acquire English vocabulary who helped by their mother, brother and sister.

# 4.1.2. The factors influence the children acquire their second language vocabulary acquisition.

Many factors that could influence the children acquire their second language vocabulary acquisition. The researcher focused on analyzing the children with second language learner, not all the children in Dewi Sartika Kindergaten had been analyzed. The researcher found that internal factor such as personality, and cognition, etc.,. and external factor such as curriculum, instruction, motivation, culture, etc., can influence the English vocabulary acquisition based on the observation and the interview with the

teacher and the parents of students. That factors influence toward the children's English vocabulary acquisition are explained below:

#### A. Internal factors:

An internal factor is factors that come from the language learners itself.

### 1. Age

Based on observations and interviews, those children with age 4 that had started to be able to get English well. But sometimes there were still some of them having a little difficulty, so the teacher must help students in pronouncing, repeating and translating English vocabulary.

For children aged 5 years, they were easier to obtain, remember and repeat English vocabulary compared to 4 year olds. But there were still one or two children who are still unable to do repeats. Unlike 6-year-olds, they already memorized and gained a lot of English vocabulary. They had been able to answer questions and greetings from the teacher correctly.

From those students, the 6 years old were better too to acquire English vocabulary. Sometimes the children who were at 4 years old, having difficulty to memorize and acquire English language vocabulary.

# 2. Learning styles

Based on the results of observations, many children prefer used visual and kinesthetic learning styles. They can see, and practice directly from objects or movements using English.

However, there were still some children who were confused when doing learning style kinesthetic. They only focused on movement, not on English vocabulary. so, these children only gained a little English vocabulary.

#### 3. Intrinsic Motivation

From the 15 students, the researcher just found 8 students who had intrinsic motivation by acquiring their English vocabulary. The meaning of intrinsic motivation by themselves is that they were motivated themselves because they wanted to be like their father, brother, and mother. Besides that, there were also those who were motivated by the cartoon they liked.

#### B. External Factors

An external factor is factors that come from the environment of language learners itself.

#### 1. Extrinsic Motivation

There are some students that had an external factor from the teacher and their parents. The first, it was from the teachers. The teacher always motivated their students to acquire English vocabulary. For example is the teacher giving the explanation about their students

who have entered elementary school in last years. The teacher told that to entering elementary school, the students must learn about praying, mathematics and one of them is English vocabulary. The teacher gave the bad impact if the students can not remember about English vocabulary, the student will be accepted into a non-favorite elementary school. In addition, the students will difficult to continue their English class. The second, it was from the parents. Most of the parents said that they teach their children about English vocabulary, because they knew that English is an international language, English the primary language and English was one of the requisite to enter elementary school.

#### 2. Climate of the Classroom.

Every class in Dewi Sartika Kindergarten School prioritized classes that were comfortable and pleasing for their students. For example in English class, the teachers taught their students using various method, so the students did not get quickly bored and easier to understand English vocabulary. In acquire English vocabulary at the class, likes playing method the teacher involve their students which is any collaboration between the teacher and the students. Besides that in conversation method; the teacher explain about watermelon using English. Then the teacher explained about the color of watermelon. In this atmosphere, the students who acquired second language especially English vocabulary can easier to understand and memorize.

#### 3. Curriculum

The head master of Dewi Sartika Kindergarten School said that actually it did not exist a curriculum about learn English in Kindergarten School, but the head master hold an introduction about English to ease her students who will enter elementary school. These introductions included English vocabulary and reading English vocabulary. In addition, the head master and the teacher hope that their students can understand and remember English vocabulary.

#### 4. Instruction

The instruction, in this case, it taught. The teacher at Dewi Sartika Kindergarten School had many kinds of Learning Strategies to support the English class for their students. The learning strategies that used had been able to help students obtained English vocabulary.

#### 5. Culture

Base on the teachers said that the culture was the important factor influence for children acquire their second language vocabulary, because their culture especially for communication, they still used Bahasa and Java. In addition, according to the interview, some parents of the student still did not understand and not pay attention to their children to teach English. For example in the student is Rama. He was a passive student; he cannot mention all the English vocabulary. Based on the interview between the parents and the researcher, the

parents of Rama did not attend to their son. Their parents were so busy on their own business, they did not focus on their son.

#### 6. Induction

The children of Dewi Sartika Kindergarten School are under 7 years old. They learnt English by individual process. They will remember, understand about second language especially English vocabulary by themselves. For example is in conversation. Conversation was including in induction, because the students did not teach a grammar, but they had remember, then memorize by themself. They can answer, when the teacher said "good morning", so the students answer "good morning".

# 7. Formal situation

Every teacher class in Dewi Sartika Kindergarten School always had a plan to start the learning process, especially in English class. For example, when the teacher wanted to uses demonstration method. The teacher will prepare the material, maybe need a tools or etc,. In this method the students were expected to be able to take classes well and can acquire English vocabulary and also understand English vocabulary.

# 4.1.2. Discussion

Every Kindergarten School had a different educational process to support the educational needs of each student. However, at Dewi Sartika Kindergarten School, they had many English teaching and learning processes which included language learning strategies. Language learning strategies are strategies used for students to learn and understand of the language, in this case is English vocabulary. The learning strategies that almost used at Dewi Sartika Kindergarten School's students are Cognitive Strategy. The application of Cognitive Strategy is translating. In translate, the children always speak Bahasa of the object after they use or speaks English. It is because they more easy to memorize and acquire English Vocabulary. Besides, their firs language is Bahasa

Of all the English vocabularies, the researcher found that noun was a word class they often mentioned and they memorized. It was same with Hirsh-Pasek, et al. (2006) statement, that noun is generally easier to understand than verbs.

Then for factors that affected the English vocabulary of Dewi Sartika Kindergarten School students, among others, in terms of internal factors, namely; age, personality, learning styles, intrinsic motivation and for external factors; extrinsic motivation, climate of the classroom, curriculum, instruction, culture and induction. These factors make the process of receiving English vocabulary for each child will be different.

The first influencing factor was age; the students at Dewi Sartika Kindergarten School had different age. The youngest is 4 years old and the oldest is 6 years old. For children aged 4 years, they felt difficult to memorize English vocabulary that had been taught by the teacher.

Different with the students who are 6 years old, they were easier to obtain and remember English vocabulary.

The second was learning style. Most students at Dewi Sartik Kindergarten School were classified in audio-visual learning styles. They were easier to acquire and memorize the English vocabulary taught by the teacher when using method related to audio-visual learning style. Because in visual-kinesthetic learning style, the students can see and practice the object using English vocabulary directly.

The third was intrinsic motivation. Not all Dewi Sartika Kindergarten School students had intrinsic motivation as one of their factors in obtaining English vocabulary. There were only 5 students who had intrinsic factors and they were all motivated from the environment around them.

Fourth was external motivation. This factor was carried out by Kindergarten School teacher Dewi Sartika and parents. The teacher always motivates his students so that they can get good English vocabulary to enter elementary school. In addition, parents also include their children in English language course, so they English vocabulary can increase and they can memorize it.

The fifth factor was climate of the classroom. The school prioritized education and comfortable for the students. Dewi Sartika Kindergarten School's teacher and students had and used many language learning strategies to acquiring vocabulary, so they did not get bored quickly. In

addition, the class they occupy was always full of decorative drawings that were also written in English.

The sixth was the curriculum. Actually, there was no direction about the curriculum for Kindergarten School that must be taught in English. But in this era, all Kindergarten Schools in Indonesia, especially in Surabaya, had started to introduce English for various reasons. One of them was to enter the elementary school level.

Instruction was the seventh factor in the acquiring of English vocabulary at Dewi Sartika Kindergarten School. Instruction that is used in this case was the teacher or instructor. The higher the teacher's knowledge, the easier was for the teacher to teach English vocabulary, so that students can easily to understand and acquire English vocabulary. Unfortunately, all Dewi Sartika Kindergarten School teachers were not graduated from English language education, so sometimes they were still not right in translating an object and pronounce the English vocabulary.

The eighth was culture. The culture in this case was surrounding the environment which influences the process of acquiring English vocabulary at Dewi Sartika Kindergarten School. Almost all students used Indonesian and Javanese as their daily communication language. In addition, their parents also still had not been able to give attention about the importance of English for their children in the future.

The ninth is induction. All Dewi Sartika Kindergarten School students aged less than 7 years did not need to understand grammar in obtaining

English vocabulary. They were only able to understand when they use of sentences or English vocabulary according to the question or the sentences.

The last factor was the formal situation. Dewi Sartika Kindergarten School's belonged to this factor, because each teacher must have an activity plan to begin the teaching and learning process for his students, especially in English vocabulary

#### **CHAPTER V**

#### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

English vocabulary is very important to support the addition of vocabulary to children, so they understand and can use it well. Nowadays, Kindergarten Schools introduced English language to their students as their second language. To receiving a new knowledge especially English as their second language, children must undergo the process of adding English vocabulary, this is called English vocabulary acquisition. Every child might have different process in acquire English vocabulary.

The researcher found the learning strategy to acquiring English vocabulary by the children in Dewi Sartika Kindergarten School. The result shows that the children are easier to understand and acquire English vocabulary when the students use cognitive strategies; translate. Because their first language is Indonesian.

Furthermore, researcher found how the environment influences the English vocabulary acquisition by the children in Dwi Sartika Kindergarten School. The researcher found internal and external factor that occur in Dewi Sartika Kindergarten School. The first is the internal factor; age, learning style and intrinsic motivation. The second is external factor; climate of the classroom, curriculum, instruction, culture, extrinsic motivation, induction and formal situation. The children with factor influences that close with English vocabulary become easier to acquire English vocabulary.

# 5.2. Suggestion

The research suggest for the next researcher can conduct research based on the different theory or theme but in different or same object. Or the next researcher can use same object but analyze another theme such as in English vocabulary strategies of the children. By using another theme or object, hopefully next researcher can enrich more in about children second language acquisition, especially in English vocabulary acquisition.



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