STUDENTS' ACQUISITION PART OF SPEECH: A CASE STUDY IN TUTOR TIME INTERNATIONAL PRE-SCHOOL AND KINDERGARTEN

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ABSTRACT

Maghfiroh, Luthfia Rohul. (2019). Students' Acquisition Part of Speech: A Case Study in Tutor Time International Pre-school and Kindergarten. English Department, UIN Sunan Ampel Surabaya. Advisor: Raudlotul Jannah, M. App. Ling

Keywords: Language Acquisition, Vocabulary Acquisition, Part of Speech

This research presents students' part of speech acquisition by students in *Tutor Time International Preschool and Kindergarten*. It analyzes the word acquisition, the most part of speech acquisition and the environment to support vocabulary acquisition. The aims of this research are to know the word acquisition, the most part of speech acquisition and described how the environment supports the part of speech acquisition in *Tutor Time International Preschool and Kindergarten*.

In this research, the researcher applied descriptive-qualitative approach which can be useful to describe part of speech acquisition by students. The data of this research are the part of speech that acquired by students in *Tutor Time International Preschool and Kindergarten*. To answer the problems of the part of speech acquisition, the researcher answered by using theories related to the part of speech classification. The researcher uses King and Dewey theory of learning strategies to answer the process of vocabulary acquisition.

As a result, the researcher found 97 nouns, 36 adjectives, 30 verbs, and 8 adverbs. From those result, the researcher found nouns as the most part of speech acquired by students in *Tutor Time International Preschool and Kindergarten*. This case happened because the students easily know concrete things than abstract, the students more easily learn about something that exists directly which they can find it anywhere and can memorize it easily. Then, the researcher found there is three processes of vocabulary acquisition with the method that are media used playing method, kinesthetic used singing method and verbal use conversation method. In addition, the environment is important to improve the vocabulary of the children itself. More often the children to speak and practice; more they can increase the vocabulary.

ABSTRAK

Maghfiroh, Luthfia Rohul. (2019). Pemerolehan Kelas Kata Anak: Studi Kasus di Tutor Time International Preschool and Kindergarten. English Department, UIN Sunan Ampel Surabaya. Advisor: Raudlotul Jannah, M. App. Ling

Keywords: Pemerolehan Bahasa, Pemerolehan Kosakata, Kelas Kata

Penelitian ini menyajikan pemerolehan kelas kata anak di *Tutor Time International Preschool and Kindergarten*. Penelitian ini menganalisis tentang pemerolehan kata anak, kosa kata yang paling banyak diperoleh dan bagaiman lingkungan mendukung pemerolehan kosakata. Tujuan dari penelitian ini adalah untuk mengetahui pemerolehan kata, pemerolehan kosakata paling banyak dan mendeskripsikan bagaimana lingkungan mendukung pemerolehan kosakata di *Tutor Time International Preschool and Kindergarten*.

Dalam penelitian ini, penulis menerapkan pendekata deskriptif kualitatif yang dapat berguna untuk mendeskripsikan pemerolehan kelas kata oleh anakanak. Data dari penelitian ini adalah kelas kata yang diperoleh oleh anakanak di *Tutor Time International Preschool and Kindergarten*. Untuk menjawab permasalahan pemerolehan kelas kata, penulis menjawab dengan menggunakan teori yang berhubungan dengan klasifikasi kelas kata. Kemudian, penulis menggunakan teori dari King dan Dewey untuk menjawab proses pemerolehan kosakata.

Sebagai hasil dari penelitian ini, peneliti menemukan 97 kata benda, 36 kaa sifat, 30 kata kerja, dan 8 kata keterangan. Dari hasil tersebut, peneliti menemukan kata kerja sebagai kelas kata yang paling banyak diperoleh oleh anakanak di *Tutor Time International Preschool and Kindergarten*. Hal ini terjadi karena anak-anak lebih mudah mengetahui dan memperoleh hal yang konkrit daripada hal yang abstrak, anak-anak lebih mudah belajar tentang sesuatu yang dapat dilihat langsung dimana mereka dapat menemukannya dimana-dimana dan mereka dengan mudah mengingatnya. Kemudian, penulis menemukan tiga proses pemerolehan kosa kata beserta metode yang digunakan yaitu media dengan metode bermain, kinesthetic dengan metode bernyanyi dan verbal dengan metode percakapan. Selain itu, lingungkan juga penting untuk meningakatkan kosa kata anak itu sendiri. Lebih sering anak-anak berbicara dan berlatih; semakin mereka menambah kosakatanya.

TABLE OF CONTENTS

Inside Cover Page i		
Inside Title Pageii		
Thesis Advisor's Approval Pageiii		
Thesis Examiner's Approval Page		
Declarationv		
Acknowledgementsvi		
Abstractvii Abstrakviii		
Table of Contentsix		
Tuole of Contents		
APTER I: INTRODUCTION		
1.1 Background of the Study		
1.2 Statement of the Problems		
1.3 Objectives of the Study		
1.4 Significance of the Study6		
1.5 Scope and Limitations		
1.6 Definition of Key Terms		
CHAPTER II: REVIEW OF RELATED LITERATURE		
2.1 Child of Development		
2.2 Language Acquisition		
2.3 Vocabulary Acquisition		
2.4 Vocabulary Learning Strategies		
2.5 Part of Speech		
2.6 Previous Study		
CHAPTER III: RESEARCH METHODS		
3.1 Research Design		
3.2 Data Collection		
3.2.1 Data and Data Source		
3.2.2 Instruments		
3.2.3 Techniques of Data Collection		
3.2.4 Data Analysis		

CHAPTER IV: FINDINGS AND DISCUSSIONS

4.1 Findings	45
4.2 Discussion.	54
CHAPTER V: CONCLUSION AND SUGGESTION	
5.1 Conclusion	57
5.2 Suggestion	58
REFERENCES	59
Appendix 1 Part of Speech Acquisition Table	
Annendix 2 Picture Cards	

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the explanation of the background of the study, problems of the study, objectives of the study, significances of the study, scope, and limitations of study and definition of key terms.

1.1 Background of the Study

A human being is the greatest creation that created by Allah SWT if he/she is compared with other creatures. The statement has been explained in Q.S Al-Isyra' verse 70 "And We have certainly honored the children of Adam and carried them on the land and sea and provided for them of the good things and preferred them over much of what We have created, with (definite preference)". In Q.S At-Tin verse 4, Allah SWT also explained: "We have certainly created man in the best of stature". He created humans perfectly with something special that another creature does not have and usually they call it the ability or the strength to communicate. In Qur'an, Surah Ar-Rahman Verse 3-4, Allah SWT said: "He created man, taught him eloquence". Humans speak using language which is a feature that only humans have.

A human being can communicate with other people to express what they feel and also share their knowledge by using a language. Humans are social beings that cannot live without others or the environment, thus they need language to communicate with each other. The case is called humans' speaking ability when they need to apply the language for doing communication. Language has an

important role in human life. The definition of language is a tool that is used to communicate among people who have the knowledge to use the speaking ability. Language can be acquired by the process and its process to acquire the language is called as Language Acquisition (Haryono, 2016).

Language acquisition is how the human acquires their language either first language acquisition or second language acquisition for the speaking ability and also how they use the language (Rosyat, 2017). In other words, language acquisition is the process of humans to get their first language acquisition or second language acquisition. The first language is usually known as a mother tongue or native language. While the second language is acquiring language after getting the first language.

Language acquisition has several theories which have an effect on language acquisitions though. There are behaviorism, innateness, and cognitive theory. First, behaviorism is the children who learn a language from their environment where they live. Briefly, language acquisition of children occurs through the process (Brown, 2000). The second point is innateness, and Noam Chomsky stated that all children have a Language Acquisition Device (LAD) universal when they were born. They will acquire the language by unconsciously learning included the structures and patterns which are the same in all languages that are called Universal Grammar (Kustomo, 2012). The last point is a cognitive theory that is not like behaviorism or innateness which influenced by environment or language acquisition device. Jean Piaget argued that cognitive theory deals

with the nature of knowing how the human can acquire and use the language step by step (Rosyat, 2017).

Before the children can use the language fluently, there is a process to acquire vocabulary or lexicon called vocabulary acquisition. The important thing that is considered as the way to know the children ability on vocabulary acquisition can be seen through observation of spoken words. The case is marked by the type of vocabulary such as nouns, verbs, adjectives, adverbs that are acquired by children. Learning a language is an important thing for children to enrich vocabulary that is used to develop their speaking ability. Vocabulary deals with words that can be used to communicate with other people. Alqahtani said that vocabulary is an important thing to state the idea and to know what other people talked (2015). Vocabulary is the basis of learning English because people cannot communicate with each other without knowing the vocabulary.

There are five development periods which were passed by children before they passed the language development and acquisition period. They are a prenatal period (conception-birth), infancy (birth - 18 to 24 months), early childhood (18 to 24 months - 5 to 6 years), middle school (6-11 years) and adolescence (10 to 12 years – end of 18 to 22 years). On those child development stages, there is the range age that is very important to acquire language knowledge called a golden age which is for children around 5-6 years old. Nowadays, many parents carry out their children at school earlier because they believe that children can receive more knowledge if they present in the education world as soon as possible. According to Fletcher and MacWhinney, the period between births until 5 years old is the

sign as the most rapid development of the child and the significance of gaining their language in five years old (2000).

Early childhood or known as the golden age is the critical stage for children because their brains develop faster than any other in their life. Thus, An education is very important in this period and has an impact on further child development. If the children get good encouragement in the early phase, they will have good developmental aspects. Child development refers to physical, language, mind, and emotion that happen in a child since birth to adulthood. According to Business Award article, the child development also refers to skills that influenced they are developmental such as cognition, social interaction and emotional regulation and physical skills. First, a cognition means the ability of learning and how they solve the problem. Second, social interaction and emotional regulation means interaction with others and also how to control their self. Then, physical skills are fine motor finger and hand skills such as cutting, writing, and opening a box while gross motor skills are those need whole-body movement such as walking, running and standing.

Vocabulary acquisition research has been extensively conducted, such as a thesis by Khumida entitled Vocabulary Acquisition's Strategies of English as Second Language by Female Students of Islamic Boarding School "Jawahirul Hikmah" (2018), Wahyuni entitled Improving Students' Vocabulary Mastery through Popular Songs (A Classroom Action Research in SDN 2 Teloyo Wonosari) (2012), and Yohandita entitled *Kemampuan Penguasaan Kosakata*

Anak PAUD Hijau Daun dengan Media Lagu di Kelurahan Petemon Surabaya (2012). All of those researchers used the same subject that is students.

Thus, in this present research, the researcher tries to identify vocabulary focused on part of speech. In order to get a new case problem, the researcher uses the picture cards as the strategies to know their part of speech acquisition such a noun, verbs, adverbs, and adjectives. In this case, this recent research under the title "Students' Acquisition Part of Speech: A Case Study in Tutor Time International Preschool and Kindergarten" examines three research problems, they are word acquisition, the most part of speech acquisition and what the environment support the acquisition.

By a reason, the researcher chooses Tutor Time International Preschool and Kindergarten Surabaya because the children have been speaking English since they came to school on two years old and most of the students use English as the second language. At Tutor Time, the curriculum is follows from Tutor Time USA and experienced teachers. Moreover, Tutor Time is spread at some locations in Indonesia such as Jakarta, Tangerang, Bandung, and Surabaya. Thus, Tutor Time is suitable as the object to answer the statements of the problem in this research because the primary data needed by the researcher is English vocabulary in an international school.

1.2 Statement of the Problems

Based on the explanation above, the statements of the problems are formulated as follows:

- 1. What words are acquired by students in *Tutor Time International Preschool* and *Kindergarten Surabaya*?
- 2. Which is the most part of speech that acquired by students in *Tutor Time*International Preschool and Kindergarten Surabaya?
- 3. What are the environment like support the acquisition in *Tutor Time International Preschool and Kindergarten Surabaya*?

1.3 Objectives of the Study

According to the problems of the study above, the objectives are formulated as follows:

- 1. To know the words that acquired by students in *Tutor Time International Preschool and Kindergarten Surabaya*.
- 2. To know the most part of speech that acquired by students in *Tutor Time*International Preschool and Kindergarten Surabaya.
- 3. To describe the environment support the acquisition in *Tutor Time*International Preschool and Kindergarten Surabaya.

1.4 Significance of the Study

Theoretically, the researcher hopes that this research can help linguistic students to explore their knowledge about language acquisition. Furthermore, this research can provide detail information about the part of speech acquisition

acquired by students in kindergarten and how many vocabularies that they get in the school. Practically, for the researcher, this research increases the knowledge and experience to know directly how the part of speech acquisition acquired by students in kindergarten using picture card. Then, for the teacher, this research can give an interesting media to teach their students and support the students to enrich their vocabulary.

1.5 Scope and Limitations

This research is conducted to describe the words acquisition, the most part of speech acquisition, and what environment like support the acquisition. In this case, the researcher attempts to focus on nouns, verbs, adjectives, and adverbs used by students in *Tutor Time International Preschool and Kindergarten Surabaya*. The school is located at Darmo Permai Raya Street. The participants chosen are six students around 5-6 years old. The main data is taken by showing the picture card to the students. Then, the researcher tries to interview the teachers and spread the questionnaire to the students' parents as supporting data.

1.6 Definition of Key Terms

The definition of key terms are stated below:

- Language Acquisition is the process or the way that is used by people to acquire the first language or the second language.
- Vocabulary Acquisition is the skill to acquire vocabulary or lexicon through listening and reading.

3. Part of Speech is a category of the word that refers to the function such as nouns, verbs, adverbs, and adjectives.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the child of development theories, language acquisition theories, vocabulary acquisition, word of class, and media to acquire vocabularies.

2.1 Child of Development

Development can be seen as the process in individual grows up during their life. There are three different domains such as first, cognitive development refers memory and solve a problem, second is physical development related to the body's physical such the brain, nervous system, muscles, and senses and the last is social-emotional development which focuses on understanding in ourselves, control the emotion and also how to relate with others. Those three different domains are influenced to know the development of human and are influenced by each other. Cognitive, physical and social-emotional development will be explored by children itself. The main issue in development is nature and nurture controversy. In other words, nature refers to genetic factors while nurture is dealing with environmental experiences to build development. There are three children of developments are:

1. In Bartolotta and Shulman, Cognitive development refers to the process of biological adaptation to the environment such as reason, memory, imagination, perception, behavior, learning, solve the problem, language development, and intelligence. Cognition also involves brain activities to

understand information and the way of acquiring, organizing, remembering, and using knowledge. For Piaget, cognition is the method of rebuilding information. Based on Piaget, sensorimotor, concrete, preoperational and formal are the kinds of how we can rebuild the information based on the object. First, the sensorimotor is started at the age of 0 until 2 years of the children. This period begins by the children sensation and movement with the form of basic activities such a sucking, holding, looking and listening. During the sensorimotor stage, they are getting knowledge of how the children could manipulate the object itself and how it becomes the sensory experiences that happens in children. It shows through their basic reflexes, senses, and motor responses.

Second, the preoperational stage is age from 2 to 7 years. In this period, children learn to use words and pictures to represent objects, children tend to become individualistic and learn to see something from another perspective. At this stage, children learn by pretend play but they still thinking with logic and consider the point of view of other people.

Third, the concrete stage in age from 7 to 11 years. In this period, children start to think logically that concern to concrete things, they start to know the concept of conversation, they are able to understand that quantity of water or liquid in short or wide cup is equal with tall or skinny glass and also their thinking becomes more logical and organized. During this stage, children start to care about others like how other people might assume and feel.

Last, the formal stage is from age 12 and up. In this stage, the adolescent start to think abstractly and reason about assumes problems. They are starts to think more critical like think about moral, philosophical, ethical, social, and political issues. They also start to use rational logic about specific information. In this final stage involves an increase in logically thinking, the ability to use rational reason, and an understanding ideas of abstract.

2. Physical development is development involving the body's physical, including the brain, nervous system, motoric, senses, the need for food, drink, and sleep. In this development, there are three distinct stages that are infant, toddler, and pre-schooler. First, the infant is age between from 1 month to 1 year. During the few weeks and first months of an infant's life, their movements are reflexive. Some reflex actions shown by the new-born baby include the shock reflex that can be happened because of sudden loud sound, position changes, and hold reflex which is baby hold objects that put in their hands or feet. A child should be able to raise their own head, sit by their self, creep, walk, hold objects on their own and take small objects with their fingers.

Second, the toddler is between the ages of 1 and 3 years old. At this stage, a toddler should be able to walk by their self, jump, go upstairs, hold a cup of water, play with a crayon and draw a circle. During this period, a toddler should be able to ride a tricycle and build a tower of blocks.

Third, pre-schooler occurs between the ages of 3 and 5 years old. In this stage, the child should be able to stand with one foot for a few seconds, skipping, swinging, climbing, throwing and catching a ball, using a fork and

spoon. At this stage, the child may be able to take care of their toileting needs like they can go to the bathroom by their self, do not need more help from the parents.

Last, the school-aged child is between the ages of 6 and 12. During this period, the child already uses their motoric skill like cutting and pasting, swimming, soccer, basketball, hiking and playing video games.

3. Social-emotional development in children must be interested in socializing and communicating with others to be a good communicator. Therefore, difficulties in socializing can disturb the communication of a child. In early childhood, we are most focussed with a child's relationship with his world. In the beginning, that relation stated by nonverbal ways such as facial expression. Childhood has a selection for faces and it is through this selection they set up the base for early social relationships with others. According to Bartolotta and Shulman stated that strong social-emotional is the way to the spoken language development. All in all, children developments are influenced by their social and sensory activities because both aspects are important for children.

There are three stages of social-emotional development that are infancy, toddler years, and preschool years. The first is infancy, emotion and feelings can easily flood because of physical sensations, such as hunger, tired, and discomfort. In their first few months, they always rely entirely on their parent to make them calm and make their comfort as well. This can be an overwhelming time for parents because they try to find the best way to respond to their child. However, when it is through repetitive interactions

then the child starts to develop a sense of trust to the babysitter. This is how they develop a sense of being loved, which raise their self-confidence and their confidence in others.

Second is a toddler year. As the new-born grows and enters toddlerhood, emotions and feelings become more complex. The young child feels many emotions with intensity to express her independence. Their expresses her feelings more openly, show good ideas and their wish to make her own decisions. In this stage, the role of parents for children at this age is a balance. As their social world expands, they are also learning how to share, how to good communicate their needs, and how to negotiate in their relationships. During this stage, parents are important to control what their child wants because the world is not always the way they want it to be.

Last is a Preschool year. By the preschool years, children's feelings, ideas, and expectations of others are more fully developed. Their language ability provides them to express their emotions, manage their feelings of disappointment, and solve the problem when situations do not go their way. At this stage, the child is more able to show their emotion and deliver empathy with others. Their social relationships are becoming more complex. They also need support from their parents to help them to express their self, solve the problem, and enjoy their relationships.

2.1.1 Child of Development Stages

Child development could be a scientific approach to questions around the growth, change, and stability that people experience from conception to

adolescence. In Ni' mah (2012), Santrock (2001) stated that there are 5 stages that often called as child development such as the prenatal period, infancy, early childhood, middle and late childhood, and adolescence.

- 1. The prenatal period is the period from conception to birth.
- 2. Infancy is the period from birth to 18 until 24 months. In this stage, many psychology activities like language, symbol, motor, and social.
- 3. The early childhood or known as pre-school is the period from the end of infancy until 5 or 6 years. During this stage, the child is able to learn to fulfill the needed of their self, develop the ability like learn the alphabet, numbers, etc. and also spend the time to having fun with their friends.
- 4. The middle and late childhood is the period from 6 until 11 years. In this stage, the children start to come to elementary school. During this stage, the children are able to read, write, and count.
- 5. Adolescence is the developmental transition from childhood 10 to 12 years and end of 18 to 22 years. Adolescence begins with rapid physical growth with changes in height and weight of the body.

2.2 Language Acquisition

Language acquisition means to the learning of a linguistic rule like grammar, phonology, or semantics and language development. Language acquisition takes place during the period when the new-born child is developing physically and mentally. It implies language acquisition is the way of individual acquires the first language or the second language and their ability to speak and

use the language. Language acquisition has three primary theoretical approaches.

There are behaviorism, innateness, and cognitive theory.

Behaviourism theory which came from Burhus Frederic Skinner or known as B.F Skinner. Behaviourism theory assumes the children learn the language from the experience in their environment where the human lives. Children who live in a great environment will have a great prepare in acquiring language (Haryono, 2016). Shortly, language acquisition of children is habitual can occur through the conditioning method. It implies children be able to get their information about language from the external factor or the environment. In Aitchison, Skinner argues that there was no complicated innate or mental instrument required to learn the language, all the needed came from the efficient perception of the occasions in the outside world (2007). A few of the experts who supported behaviorism believe that children do not give any device by God which be able to get the language when they were born and they believe that children born with the blank sheet without the information. Such as Kustomo, he expressed that children were born with a blank sheet in his brain, and there is a factor that has huge impacts to fulfill that sheet to make the behavior of children that is an environmental factor (2012).

The second is the Innateness. In Aitchison (2007), Noam Chomsky claims that humans are born with knowledge about language which is referred to the innateness hypothesis. The simple meaning of innate is genetically programmed which is Chomsky believes that there is the blueprint that used with a human when they reach knowledge about something in their development. Innateness or

called as nativism which came from Noam Chomsky. In differentiating with the Skinner's theory; Chomsky accepts that every child was born in this world given a device by God to get their language which unconsciously learned called as Language Acquisition Device or LAD. Language Acquisition Device (LAD) may be a device that given by God to supports the human being to procure the language.

The last is the cognitive theory which well known as a developmental stage which came from the expert name Jean Piaget. A few experts such as Mc. Namura and Piaget expressed that children need to understand and express the concept before they obtain a specific language (Chaer, 2003). A child to begin with getting to be mindful, such as relative estimate, and an only short time later do they know the words and designs to communicate that concept. It means human beings have to get understand the concept first and then be able to acquire the language.

2.3 Vocabulary Acquisition

According to the Oxford Dictionary (2008), vocabulary is defined as all the word that a person knows and uses, all the words in a language and list of words with the meaning. A vocabulary study means understanding lexis which is in Greek implies word and in English implies all the whole words of a language (Barcroft, Sunderman, & Schmitt, 2011:571). In addition, vocabulary is the knowledge of a word and also the meaning. Individuals ought to be able to know words and meaning. Then, when a student can enrich the vocabulary and use the

word in speaks, it implies that they already understand the word and meaning as well (Ferreira, 2007).

Vocabulary development is an important factor in language development. Vocabulary development is about learning words but not only about it. Vocabulary development is also about learning more about these words, it also learning phrases, sentences, and more about those words. In addition, Siriwan (2007) expressed that there's no human indeed they are having great language structure skill be able to deliver a message without vocabulary and also Wilkins said that the message without grammar still could be delivered but message without vocabulary implies nothing (1972). Because of that, vocabulary is a critical thing in learning a language.

Language is consists of words. Vocabulary is the collection of words known by an individual person. The children should be able to know words and their meanings as well to use those words. In addition, vocabulary or lexicon is required to know and get it the meaning to be able to use the language fluently. According to Nation (2001) states that vocabulary knowledge is about knowing a word in the spoken form and from the spoken form can be recognized and understood in the context and out of context. Thus, if children already know the word and use the words in different contexts such as write, speak and can pronounce the word well means the children already have the knowledge and the meaning of the word.

Vocabulary knowledge helps students to understand language or language comprehension (Ferreira, 2007). Language comprehension depends on the number

of words that are obtained in a language. The students ought to have sufficient vocabulary knowledge to understand what they read or listen. In Ferreira, Nation (2001) argues that readers are essential to know at least 97% of vocabulary to understand in content. A student could get a serious problem if they are not having enough vocabulary to understand the message because it will be influenced by language comprehension. Because of that, vocabulary is important to reading comprehension and it can determine how well students understand the text they read. So, a student with a large amount of vocabulary knowledge is crucial to understand the language. The more words a student knows the more student can express the exact meaning they want to. It means, to communicate effectively students need to know a large number of word and the meanings.

There are two categories of vocabulary knowledge has been discussed by researchers over the years that are receptive and productive vocabulary. Nation (1990) has described that receptive vocabulary or also known as passive vocabulary is the capability to know a word and remember the meaning when the children see and find the thing. The nation also stated that receptive or passive vocabulary is able to acquire when the children encountered, learned, comprehended and accumulated in memory based on reading and listening. Shortly, receptive or passive vocabulary refers to the word that they recognize and understand the meaning when they use the word in speech or writing.

On the other hand, According to Nation (1990), he stated that productive vocabulary or also known as active vocabulary is the capability to retrieve the vocabulary from memory to use the word in the proper time and conditions. The

nation also explains that productive or active vocabulary is the process of retrieving receptive or passive vocabulary and using in writing and speaking to understand the meaning. It includes knowing how to spell, how to write, how to pronounce and how to use it in grammatically. That process will happen when involved in written or spoken. Shortly, productive or active vocabulary is the word that student use in their writing and speaking skill. It implies the word students use while they are speaking and writing.

Vocabulary acquisition is a continuum process. Based on Warring (2002), he described that the development of receptive and productive vocabulary is a continuum of knowledge. Receptive word knowledge is a requirement of productive word knowledge. In general, receptive vocabulary is the most acquired than productive vocabulary. In Warring's study, he said that the more word is known receptively there is 64% good opportunity that will be known productively. It implies that children probably know the word or the meanings even they are not know how to use those words in communicating. Because not all word receptive are known as word productive. In vocabulary knowledge, it starts with receptive vocabulary which means receptive vocabulary is the first contact learner have with the vocabulary item. Shortly, the students gain word receptive vocabulary first before word productive vocabulary.

In Fereira, Henriksen (1996) argues that there are three stages of vocabulary acquisition which is able to measures how well a word is known that are:

- The Partial-Precise Continuum stage, the student begins to recognize the word or vocabulary used by an educator or while reading a text, but they don't know the meaning and how to utilize it.
- 2. The Receptive-Productive Continuum stage, the student moves along. They begin to get it word implications and they know how to use them in some context. The student starts to have an exact understanding of the words.
- 3. The Depth of Knowledge Continuum stage, the students finally understand words in numerous setting and they use those words as well.

In vocabulary acquisition, the first word that acquires by children starts with the nouns for the name of objects and the other words are to express the children want and need (Cameron). The children frequently acquired nouns because of it easy to figure and because young children do not have literacy skills, so the only words that can easily acquire are nouns while the verb is seldom acquired and mostly vocabulary that acquires are animal and names of objects. The percentage of nouns is 45% and the verb is 3%. The kinds of words that children may find to learn will move. In ages five, the children need a concrete vocabulary that relates to the objects they can see.

In Cameron, Nation and Warring stated that by the age of five, child native speakers required around 4000 - 5000 words and add 1000 words each year. In India and Indonesia showed that children achieve 1000 - 2000 words after the age of five. These things showed that there is a huge gap between child native learner and foreign language learner.

2.4 Vocabulary Learning Strategies

Vocabulary learning strategies are methods used to help students in studying vocabulary. Applying strategies in learning vocabulary is proposed for students getting new vocabulary from their activity. In this case, there are some strategies that are used by the students when they find new vocabularies in their daily activity. According to King (in Maulidya 2018:15), he stated that usually used media as the visual memory, verbal, sometimes using rhymes or special words to remember something or called as kinaesthetic. Thus, there are some strategies are used by students when they find new vocabulary in learning a language that are media, kinaesthetic, and verbal.

a) Media

One of the components of communication is a media, it named as the message that occurs from communication activity to the communicant. A media could imply of communication and source of data. Determined from the Latin word meaning "between" the term refers to anything that carries data between a source and a recipient for instance video, television, diagrams, printed materials, computer programs and instructors. These are considered instructional media when they give messages with directions reason. The aim of the media is to encourage communication and learning. When we talked about learning by media, image is the most common strategy used in media. It happens because student especially child prefers to use an image which made and presented according to requirements to increase the student's enthusiasm to follow the learning process instead of writing down some vocabularies in their

notes to make them remember the words. It means images that the teacher used not only depend on images in student textbooks, but it also is more general and creative to increase the student's moods and make them easy to remember the vocabularies. Media used to carry messages with purpose and take the advantages of visual aids, especially ineffective learning by the media.

There are several images that can be used as learning media depends on the situation, such as paintings, illustration (both digital and printed illustration are good enough to carry the student's mood) advertisements, portraits, caricatures, serial imager, and cartoons. All of them can be found on the internet, calendars, magazine and any other media such as comics and websites. On the other hand, teachers can design the image creatively based on what they want to teach to their students. It can be more effective to learn to the students to stimulate children in their learning aspects of speaking.

b) Kinaesthetic

The second is the ability which makes the relationship between physical and minds to produce the perfect movement according to the instruction or in another short name it can be called as kinaesthetic. In early childhood, kinaesthetic can be developed in various ways such as dancing, running, crawling, playing and etc. All of them happen to stimulate their physical abilities and their brain. In teaching, the teacher gives the instruction to the students which obligate the students to listen to the instruction very well. For example, the teachers should ask their students to pick the yellow ball instead of the orange or should hug their friends which used green hairpin, or etc.

c) Verbal

Verbal is an effective way to memorize the vocabulary as well as images in some situation. In verbal learning, the technique used by the student is acrostics, it makes the information become more meaningful and easier to remember than usual. The example of the acrostic is when the student wants to remember the name of planets; student usually said the sentence "My very energetic mother just sends use 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.

According to Dewey (cited in Sudjana, 2003), there are some other methods that used to acquire vocabulary through playing method, singing method, outbound method, and conversation method. These methods explained below:

a) Playing method

Playing becomes meaningful to the student because in playing method the student may use some interesting media such as playing some board games, or etc. Through playing game used a boardgames-method, the children are invited to explore and find out the several kinds of information that change into their knowledge using the object around the board, so the learning and teaching process will be more fun and meaningful.

b) Singing method

The singing method always exists and cannot be separated in Kindergarten School. By listening to the music and singing it out loud makes the students

feel fun and it relates that their way of remembering the vocabulary will be easier by doing this singing method.

c) Outbound method

This method is giving the opportunity to the children to have an observation and get the information directly. Actually, this method is pretty same with the board-games method, but with the outbound methodology, it requires the children to explore out of the classroom. The children must be more excited by doing this method, and the excitement of the children can make their way of remembering some vocabularies become more easier than the playing method by using boardgame. It can increase the children passion of exploring the new world instead of their classroom.

d) Conversation method

Conversation method is important because it can increase the ability to communicate with other people while they do other activities. By doing a daily conversation in English, the children usually get used to remembering the English vocabularies because they speak as well as they should memorize the words. This method is pretty work if the student considers speaking English in their daily activities using their simple vocabularies in their daily conversation.

2.5 Part of Speech

In languages, there is a difference between the two kinds of words that are content and function words. Content words are those words that have lexical meaning. Content words are nouns, verbs, adjectives, and adverbs. It signifies concepts such as objects, actions, attributes and ideas. Content words are now and

25

then called open class words since able to and frequently add a new word to these

classes.

Another class that doesn't have clear lexical meaning or self-evident

concepts related to them, including conjunctions, prepositions, articles, pronouns,

and interjections. These sorts of words are called functions words because they

used to carry grammatical meaning. Function words also known as closed-class

words. Function words are used very often and it will be needed by repeated use

in different contexts (Fromkin, Rodman, Hymas & Hummel).

2.5.1 Part of speech classification

Fromkin et.al and O'brien explained that vocabulary classified into two

types of class word that are:

A. Content Words or Open Class

1. The noun is a word that refers a person, place, thing or idea. Nouns have

lots of role in sentences. They are probably the most often used than all

eight parts of speech. It has the ability to stated functions or roles in

sentences that are subjects, direct objects, indirect object, the object of

preposition and predicate nouns (predicate nominatives). Nouns also can

fit into more than one of the categories.

a. The nouns jobs or functions

• Subjects are nouns refer to whom or what a sentence is about.

Example: Zayn bought the book.

• Direct objects are nouns that receive the action.

Example: Zayn bought the **book**.

• Indirect objects are nouns that receive the direct object.

Example: Zayn bought the **history** book.

 Objects of preposition are nouns that come after prepositions in prepositional phrases.

Example: Zayn bought the history book in the **store**.

 Predicate nouns (predicate nominatives) are nouns that rename subject. They come after linking verbs.

Example: Zayn in a student.

b. Types of nouns

Common nouns refer to general, nonspecific people places, things,
 or ideas. It starts with a lowercase letter except they begin a sentence.

Example: president, country, garden, religion

 Proper nouns are related to specific people, place, things, or ideas. It always starts with a capital letter.

Example: Joko Widodo, Indonesia, Taman Mini Indah Indonesia, Islam

 The abstract is opposite of concrete which refers to something that does not physically exist.

Example: sadness, freedom, Islam

 Concrete is something that you can directly see and feel used five senses that physically exist.

Example: table, Zayn, book

27

Countable is things can be counted and it uses the singular and plural

forms.

Example: tables, countries, pencils

Uncountable are things cannot be counted. It only uses as the

singular form.

Example: dust, water, milk

The collective noun is singular nouns that refer to a group of things

as one whole.

Example: class, audience

• The compound is consisting of two or more smaller words.

Example: haircut, tablecloth

Singular refers to one person, place, thing or idea.

Example: lamp, hand, park.

Plural refers to more than one person, place, thing, or idea and ends

with as s.

Example: lamps, hands, parks

• Possessive nouns: These show ownership.

Example: Zayn's book, Mom's key

2. The verb is a word that refers to action. There are three types of verbs that

are action verbs, linking verbs and helping verbs. It called the main verbs

because both action and linking verbs are often to use in sentences while

helping verbs cannot stand alone as main verbs, it always helps action or

linking verbs.

Example:

- I have a chicken (have = main verb, action verb)
- I have been reading a great book (have = helping verb)
- I am a singer (am = main verb, linking verb)
- I am cooking dinner for my family (am = helping verb)
- a. Types of verb
 - Intransitive complete verbs are action verbs. This kind of verbs only shows the action without having to transfer action anywhere.

Example: Cows eat, Clocks tick, Buses move.

• Transitive active verbs are action verbs that need to transfer their action to anyone or anywhere. It means there is someone or something that is acted upon. The receiver of the action is called the direct object.

Example: Cows eat grass = grass is receiving the action of eating. It is what cows eat. It is the direct object.

 Transitive passive verbs have also transferred the action to the receiver. In this case, the receiver is the direct object and the receiver of the action is the subject.

Example: The grass was eaten = grass received the action of eating

• Intransitive linking is a verb that does not express any action.

Linking verbs express the condition of the subject. They link the sentence's subject with either a noun that renames the subject or an

29

adjective that describes the subject. Linking verbs as an equal sign

between the subject and a predicate noun or a predicate adjective.

Example: I am a writer, the apple is sweet

3. An adjective is a word that explains a noun or a pronoun. It usually

answers one of the questions such as which one? What kind? How many?

Whose?. It started before the nouns that they are modifying.

Example: Red car, two girl

a. Types of Adjectives

• Proper adjectives are made from proper nouns and it starts with

capital letters. They generally answer the question what kind?

Example: Proper nouns: Indonesian

Proper adjectives: Indonesia buildings

• A regular comparative & superlative adjective describes more

different degrees.

Example: Positive adjective: tall

Comparative adjective: taller

Superlative adjective: tallest

Comparative adjectives used when comparing two things. Most

comparative adjectives end with -er (bigger, taller, shorter) or begin

with more (more beautiful, more peaceful).

Example: Surya is taller than Rido; Riana is more beautiful than

me.

Superlative adjectives used when comparing three or more things.

Most superlative adjective end with *-est* (biggest, tallest, shortest) or

begin with most (most beautiful, most peaceful).

Example: Surya is the tallest in his family; Riana is the most

beautiful in class.

An irregular comparative and superlative adjectives like best, least,

worst, etc.

Example: Positive adjective: good

Comparative adjective: better

Superlative adjective: best

Your writing is better than mine.

Zayn's score is the **best** in his class.

Predicate adjectives are quite complicated because involved linking

verbs. It comes after linking verbs and describes the subject of the

sentence.

Example: I fell **angry**: Angry describes the subject *I*, and it comes

after linking verb feel.

b. List of adjectives

• Colour: white, black, purple, yellow, pink, red, etc.

Size: small, big, tall, short, low, high, long, etc.

• Shape: circle, square, oval, rectangular, etc.

• Feeling: happy, sad, afraid, satisfied, etc.

Personal appearance: beautiful, ugly, fat, thin, dirty, clean, etc.

31

• Weather: hot, summer, cold, windy, warm, etc.

• Material: cotton, wooden, metallic, etc.

• Age: young, old, teenage, adolescent, etc.

• Taste: sweet, delicious, sour, salty, smooth, etc.

4. An adverb is a word that describes a verb, adjective, or another adverb.

An adverb usually answers the questions like how, when, where, why,

to what extent.

Example: The owl is **bright** white; she is **very** happy; she will go to

Surabaya tomorrow

Regular and irregular comparative-superlative adverbs are used to show

different degrees. Use comparative form when comparing two actions.

Most comparative adverbs end in –er (harder) or begin with more (more

easily). But there are irregular comparative which do not end in -er

(better, worse). Meanwhile, superlative adverbs used when comparing

three or more things. Most superlative adverbs end in -est (hardest) or

begin with most (most easily). But, just like comparative adverbs, there

are some irregularities (best, worst).

Example: Regular comparative and superlative

Positive: hard, brightly

Comparative: harder, more brightly

Superlative: hardest, most brightly

Irregular comparative and superlative

Positive: well, much

Comparative: better, more

Superlative: best, most

a. Types of Adverbs

 An adverb of manner modifies a verb by giving information that is how an action occurs.

Example: happily, loudly, sadly, easily, fluently, etc.

• Adverbs of place modify where an action occurs

Example: near, far, somewhere, inside, outside, etc.

• Adverbs of time modify when an action occurs

Example: tomorrow, today, yesterday, morning, etc.

Adverb of frequency modifies how often or how many times an action occurs

Example: usually, always, sometimes, never, etc.

B. Function words or closed class

5. A pronoun is a word that replaces a noun. Pronouns can do all of the things that nouns can do such as subjects, direct objects, indirect objects, the object of a preposition, and more.

Example: Zayn Malik is one of the famous singers. (Noun)

He is one of a famous singer (pronoun)

- a. Personal pronouns: I, me, we, us, you, she, her, him, it, they, them. It can tell the person (who is speaking?), number (is the pronoun singular or plural?), and gender (is the pronoun masculine, feminine, or neuter?).
- b. Relative pronouns: who, whom, whose, that, which

Example: This is the bag **that** I want to buy.

c. Demonstrative pronouns used to point out particular people or things.
There are only four for these types that are this, that, these, those.
Sometimes, those words are used before nouns. In those cases, they are adjectives, not pronouns.

Example: Please, close that window. (Adjective)

Please, close that. (Pronoun)

d. Indefinite pronouns used to describe something do not know whom or what these refer to. The words are anyone, something, all, most, some. When this kind of pronouns is used before nouns, they are actually acting as adjective, not pronouns.

Example:

Both people smiled at me. (Adjective)

Both smiled at me. (Pronoun)

e. Reflexive & Intensive pronouns are two kinds that end in *-self* or *- selves* like herself, myself, itself. Those kinds of pronouns have different names depending on how they are being used.

A reflexive pronoun is used to refer to the subject of the sentence.

Example: I will go to school **myself**. (Reflexive)

An intensive pronoun is used to emphasize another noun.

Example: He **himself** visited the school. (Intensive)

f. Interrogative pronouns begin with interrogative sentences such as what, whom, whose, who, which.

Example: Which t-shirt should I wear?

g. Possessive pronouns used to show owner or possession like his, hers, you're, theirs. When it used before nouns, it stands as adjective, not pronouns.

Example:

Our class has an examination in the next two weeks. (Adjective)

That book is **ours**. (Pronouns)

6. Prepositions are words that refer the relationship among a noun or a pronoun and another word in the rest of the sentence such as in, of, at, on, the, during, from, over, etc. Prepositions are always in prepositional phrases.

Example: The book **on** the table there is mine.

- a. Types of prepositions
 - A prepositional phrase as an adjective is the phrase that has a function as an adjective that modifies nouns and pronouns.

Example: The table with the broken leg is downstairs.

 A prepositional phrase as adverbs is the phrase that has a function as adverbs that modify verbs, adjectives, and other adverbs.

Example: The rabbit hopped through the pretty garden.

b. Article

There are only three articles that are the, a, and an.

 The is a definite article because it refers to a specific person, place, or thing. A & An is an indefinite article because they don't refer to specific

people, places, or things.

c. A conjunction is a word that joins two or more words, phrases or

clauses.

Example:

Word: tired but happy

Phrases: by the river or near the lake

Clauses: the lion roared and the mouse ran

a. Types of conjunction

Coordinating conductions

There are only seven types of these that are for, and, nor, but, or,

yet, so. Usually, these words are known with the acronym

FANBOYS.

Example:

Two words: pie or cake

Two phrases: in the car or on the bike

Two clauses: you must study or you won't learn grammar.

Subordinating conjunctions

These conjunctions are dependent adverbs clauses to independent

clauses. A dependent adverb clause sentences with a subject and a

verb that functions as a single adverb. They are introduced by

subordinating conjunction. There are subordinating many

conjunctions that are although, whenever, however, if, though, even if, because, unless, since.

Example: Since you are coming, I won't bring my cat.

• Correlative conjunctions

It used in pairs, but they have the same functions as coordinating conjunctions. That means that they join things that are the same. These types of correlative conjunctions that are both...and, neither....nor, either...or, but...also, etc

Example: **Both** David **and** Rico are allergic to cats.

d. An interjection is a word that shows emotion such as happiness (yippee), sadness (aww), anger (grr), surprise (holy cow), or any other emotion. Interjections do not interact with any other word in the sentence. It doesn't modify anything, it does not get modified by anything and it doesn't play the role of subject or verb.

Examples: golly, gosh, hey, holy cow, uh-oh, whoa, wow, oh my god, etc.

2.6 Previous Study

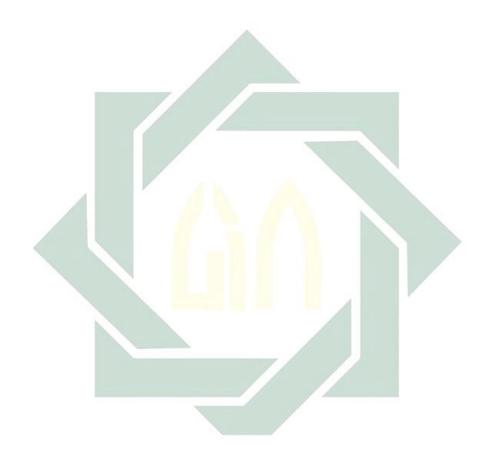
Vocabulary acquisition research has been extensively conducted. Such as a thesis by Khumida entitled Vocabulary Acquisition's Strategies of English as Second Language by Female Students of Islamic Boarding School "Jawahirul Hikmah" (2018). The aim of her research is to know the most strategies used by students, the reason used the strategies and how the influence of the strategy to the students. The researcher found Repeating and Using Music as the most strategies

that often used by students. The reasons for choosing strategies and influence of strategies depend on the students.

Second is from Wahyuni (2012) entitled Improving Students' Vocabulary Mastery through Popular Songs (A Classroom Action Research in SDN 2 Teloyo Wonosari). The aim of her study is to know the vocabulary mastery use the popular song, the effectiveness of the students' learning, the students' participation after using popular songs in the teaching-learning process, and the strengths and weakness of popular song. The participants of her research are 26 students of the 3rd grade at SDN 2 Teloyo. The research method used by Wahyuni is quantitative and qualitative which is conducted in three cycles. The researcher also uses observations and interviews to collect the data. The result of her study is described that popular song can improve the vocabulary, the effectiveness of the students learning and student's participation. She also suggested to the teacher to the used song in learning vocabulary.

The third is from Yohandita entitled *Kemampuan Penguasaan Kosakata Anak PAUD Hijau Daun Dengan Media Lagu di Kelurahan Petemon Surabaya* (2012). In her research, she has described the vocabulary mastery by students to knowing how much they understand about the word that they're acquired. The method used by the researcher is a descriptive qualitative method. The participants of her research are the students' age of 2-4 years old. The researcher used conversation and recorded. The result of her study shows that it is significantly different about vocabulary acquired by students. Age is the factor that can make a significant difference which is the age of 2 only mastered some

words and it differed with student's age of 4 that almost mastered all of the words in the song lyric.



CHAPTER III

RESEARCH METHODS

In this chapter, the researcher presents the research design, data collection that consists of data and data source, instruments, techniques of data collection, and data analysis.

3.1 Research Design

The researcher used the descriptive qualitative method. In Knuper (2001), Krathwohl stated that the descriptive method is a kind of research method which has three main purposes of research that are to describe, to explain, and to validate findings. A qualitative approach is an approach to data collection, analysis, and report writing. Qualitative research is a kind of research that is needed to explore the phenomenon from the students' perspective (Creswell, 2002). Basically, the purpose of this method is to know something in depth. By all these, the researcher used descriptive and qualitative methods because the data analysis was presented by description and interpretation of information about the word acquisition, the most part of speech acquisition and what the environment support the acquisition based on students' part of speech in Tutor Time International Preschool and Kindergarten Surabaya.

3.2 Data Collection

3.2.1 Data and Data Source

The data of this research was the part of speech acquired by students in Tutor Time International Preschool and Kindergarten Surabaya. The main data source of this research was the students. Moreover, there were also supporting data that came from the teachers and the parents. The subjects of this research were six students around 5-6 years old in Tutor Time International Preschool and Kindergarten Surabaya. The data were collected from the test by showing picture cards and observation.

3.2.2 Instruments

As long as collecting and analyzing the data, this research used the researcher herself as the instrument because everything was prepared by the researcher herself. The researcher conducted observation as a way to get the data. The researcher did direct contact by face to face with the students and observed all of the activities during the class. In this case, the researcher used a handphone as the tool of the research to record the spoken words from the students. In order to get supporting data, the researcher also used interviewing for the teachers and questionnaire for the parents to get additional data.

3.2.3 The technique of Data Collection

To collect the data of this research, the researcher carried out some steps to find and collect the data. Those steps are explained in the following points below:

1. Observation

The researcher was being observation for around one month. The researcher met the children from Monday till Thursday every week. The class started from 09.00 - 12.00; the researcher also joined in the class activities while doing observation. The researcher could get the data from 2 students by

showing a picture for two days. The researcher divided fifteen picture cards which ten picture cards were given to the first student on Monday and the next five picture cards were given on Tuesday. The way was appeared in the six students by turns. The purpose of this step was to know how the activities children in the classroom and how the teacher taught the children to support the data.

2. Test (using picture cards)

The researcher made two types of picture cards. The first picture card was about things around them that easily recognized and consisted of fruit, animal, something that related to the school, etc. The second picture card was about daily activities, such as wake up in the morning, study, play, etc. When doing the test, the researcher recorded their spoken word and renamed the record file with the name of the children. In this step, the researcher gave some questions which the answer could be related to the word of class and also the researcher asked the children to more explore the picture. For example, picture 1 is a book and the researcher asked questions like What is this picture about?", "What is the shape of the book in this picture?", etc. This step was taken 30 minutes before the class was all over.

3. Interview teacher

After observation and test, the researcher interviewed the teacher about the children's activities and how the teacher taught the children. The interview with the teacher was taken at the end of class. The questions of the interview were

"Does the S2 give participation in the class?" "Who is the active one?", etc.

During the interview, the researcher used hand phone to record it.

4. Questionnaires for parents

After three steps above, the researcher gave questionnaires to the parents when they picked up their child. The question consisted of 5W 1H that related to the children's activities at home. The question is "Does your child use English at home?", "Who is someone that teaches English to your child at home?", etc.

3.2.4 Data Analysis

After the researcher obtained the data, the researcher analyzed the they are word acquisition, the most part of speech acquisition and what the environment support the acquisition in Tutor Time International Preschool and Kindergarten Surabaya. In this data analysis, to answer the first research question, the researcher classified the data into the part of speech classification, such as nouns, verbs, adjectives, and adverbs. Then, the researcher described every part of speech that was acquired by students. To answer the second research question, the researcher conclude and describe from the result of first research question. Then, the last research question, the researcher identified and classified environment that support the acquisition and the researcher described and interpreted the environment that support acquisition. The researcher took the steps below:

a) Classifying the data

The researcher classified the parts of speech acquisition focused on nouns, verbs, adverbs, and adjectives that had been acquired by students. From this step, the researcher also can answer the second research question.

No	Word	Noun	Verb	Adverb	Adjective
1	*word*				
2	*word*				
3	*word*				
4	*word*				

Then, the researcher also classified the environment look like that support the acquisition that had been collected.

b) Describing the data

The researcher described the word acquisition, most part of speech acquisition, and the environment that support the acquisition that had been acquired by students.

c) Analyzing the data

The researcher analyzed the data that had been classified and described for answering the research problems of this research.

In order to answer the first research question about the word acquisition that focused on nouns, verbs, adverbs, and adjectives, the researcher used the parts of speech classification theory by Fromkin et al. and Elizabeth O'Brien. From this step, the researcher already can answer the second research question.

Whereas, in order to answer the third research question about the environment that support the acquisition that is used by students in Tutor Time International Preschool and Kindergarten, the researcher used the theory from King which there are three processes of vocabulary acquisition: media, kinaesthetic and verbal. Then, the researcher also used Dewey's theory about applying the method of the vocabulary acquisition process. In this case, the media applies to play method which consists of many centers to support the students' acquisition, the kinaesthetic applies singing method, and the verbal apply conversation method.

In addition, the researcher gave the detail explanation by relating the result of analyzing students' vocabulary acquisition process with the result of interviewing teacher and questionnaire for the parents as supporting data in this research.

d) Drawing conclusion

The researcher drew the conclusion based on the finding of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings of the students' part of speech acquisition in Tutor Time International Preschool and Kindergarten Surabaya. There are two explanations of the research findings. First explanation about word acquisition and the most part of speech acquisition and second explanation about the environment that supports to acquire part of speech.

4.1 Findings

The researcher divides the research findings into two parts to answer the research questions in this research. In the first part, the researcher describes the word acquisition by students which focuses on nouns, verbs, adverbs, adjectives and at the end the researcher describes which the most part of speech that acquire by students. Then, in the second part, the researcher describes the environment that supports students' acquisition in Tutor Time International Preschool and Kindergarten.

4.1.1 Part of Speech Acquisition

The researcher answers the word acquisition question that refers to part of speech classification by analyzing data focuses on nouns, verbs, adjectives, and adverbs, as follow:

4.1.1.1 Nouns

After analyzing the data, the researcher finds that the types of nouns used by the students in Tutor Time International Preschool and Kindergarten Surabaya are common nouns, proper nouns, collective nouns, uncountable nouns, and concrete nouns. The common nouns acquired by the students are book, chair, juice, bag, balloon, flower, food, boat, lamp, stuff, tree, face, toy, fish, seed, mountain, kids, city, clothes, pants, drink, tie, soil, carpet, board, forest, village, brush, shop, fruit, show, building, students, map, and vehicles. Through these nouns, it showed that the students can mention nouns in general things refer to places, events, and things which they meet in their environment.

Beside the student acquire the common nouns, they also acquire nouns in specific or known as proper nouns such as library, supermarket, mall, orange, park, school, zoo, hand, giraffe, rose, boy, girl, globe, clock, daddy, mommy, brother, sister, picnic, banana, grape, pie, motorcycle, bicycle, skateboard, cloud, soap, shampoo, bathtub, home, sparkling (shoes), lighting (shoes), neck, leaf, tail, feet, dinner, birthday, spikes, pencil, plump, meat, desk, scooter, office, airport, restaurant, train, lunch, box, hoop, dot, circus, pillow, sea, breakfast, pancakes, and t-shirt. The students acquire more proper nouns than common nouns, it showed that the students more recognized and memorizing specific things. However, there are some cases where the common nouns also have the proper nouns such as the common nouns is fruit and the proper nouns are orange, watermelon, banana, grape, and blueberry. Through this case, we can know that the students can know more proper nouns than common nouns because they have knowledge about that, they already know about the kind of fruit, vehicles, food, and etc. They can find it easily in their environment. Thus, they can remember it easily.

Moreover, the students also can mention and recognize things that cannot be counted or known as uncountable nouns such as milk, and water. Meanwhile, the collective nouns which refer to a group of things as one whole that acquired by the student are not much like another noun, they only obtained a few words that are family and class. From all those words that acquired by students are included in concrete nouns, none of them that refers to abstract nouns. It because the students more easily learn something they can see with five senses that physically exists.

4.1.1.2 Verbs

After analyzing the data, the researcher finds some verbs used by the students. The verbs are read, sit, wear, go, slice, eat, swim, jump, clap, writing, sleep, ringing, put, riding, take a bath, lay, buy, splash, live, peel, float, learning, drinking, talk, play, hold, bring, teaching, draw, and pick.

It can be seen from the data that the students acquired quite many verbs. The students often and always use these verbs to do activity in their daily activities so they can remember easily because the pictures related to their daily life. Thus it is easy for them to describe and explore more about the picture that refers to the verbs. The student's acquisition is good even not as much as nouns. This case shows that actually children can describe the verbs and use the words in their daily conversation because they frequently used those vocabularies, even there are some words which rarely used by them. It indicates that the more they used the verbs, the more they able to describe the meaning behind the verb itself.

4.1.1.3 Adjectives

Based on the research conducted by the researcher to the students that age of 5-6 through picture cards, the researcher finds the categories of the adjective. There are many categories of adjectives that are color, size, shape, opinion, physical quality, material, age, and origin. The data shows that the students can know and memorize adjective to mention a word that refers to each list of adjectives. The students are using the categories of adjectives to show color, opinion, shape, physical quality and size.

The most adjective acquired by students is color such as red, blue, green, yellow, orange, purple, white, black, brown, pink, peach, grey, and Tosca. Their responses to the colors are very fast. However, the students also learn the colors in the class so that's why they really know about it. This condition makes the children can remember some adjectives vocabularies especially in types of color. In the age of 5-6, many children cannot know and recognize kind those colors, such as Tosca and peach colors. Usually, children at 5-6 years old only know the basic colors like red, orange, yellow, green, blue, indigo and purple or known ROYGBIV as the acronym. Furthermore, they frequently use the types of color in some situation to describe the nouns. For example, they usually used 'red door' to point out the door rather than just called it by its nouns 'door'. This condition makes the children familiar with those kinds of color. That's why in this study they mostly mention the color after the noun.

Moreover, the students can know the word refer to the opinion Usually these opinion used for expressing taste and feel. Based on the data, the students mention the categories of opinion such as sweet, sour, good, angry, salty, sleepy, tired, bored, refreshing, pretty, delicious, smile, watery, love, nice, and beautiful. These words are about taste and feel. It shows that they are familiar with the flavor even though there is a student that mentions that the taste is not based on the picture that is given by the researcher. They just mention the name without knowing how the taste because they never taste it before. From the data, it can be seen that the students also describe the feeling which they acquired quite good for categories of opinion.

However, the students also know the types of shape such as square, rectangular, and circle. They only mention the shape based on the picture given by the researcher and incidentally these types of shape they encountered in the picture. In the 5-6 age, it's already good enough for students to recognized and remember these types of shape which they encountered around them. The students also can describe the characteristic of a noun or known as physical quality like clean and healthy. Actually, the researcher hopes that the students mention more about this category. The last categories that acquired by students are the size which describes how big or small of the things. The students mention size categories like long, big, small, and tall. It because the students frequently use that category to describe something in daily life.

4.1.1.4 Adverbs

There are four categories of adverbs found in this research. They are adverbs of manner, adverb of place, adverbs of time and adverbs of frequency. Based on the data from students in Tutor time that age of 5-6 through picture card,

it shows that the children are quite good to know and remember adverbs vocabularies. The categories of adverbs that obtained by students are adverbs of place and adverbs of time. The adverbs of place acquired by students are somewhere, far away, everywhere and the adverbs of time used by the students are night, early, every day, and morning. The student's acquisition of adverbs is as not much as the other part of speech like nouns because the children at 5-6 age are rarely using adverbs in their daily life. As the researcher states earlier that the frequency of using some vocabularies can affect children memory about the meaning behind the vocabulary itself. When the children do not use adverb vocabularies in their daily conversation, it makes them become not familiar with those adverb words. It means, children should be frequently spoken about adverb words to make their vocabularies skill improved.

As cited by Cameron statements that the first word acquired by children is the nouns for the name of objects and the researcher find nouns as the part of speech that often mentioned and memorized by Tutor Time's students. Most of the vocabularies used by the students are from nouns and they rarely mention some non-nouns vocabularies. This case happens because the students easily know concrete things than abstract, the students more easily learn about something that exists directly, they can find it anywhere and memorize it easily. It can be found in around the students that's why students acquire much more nouns than the other part of speech. They really pay attention to detail in the picture so they can mention nouns more than the other part of speech. In the other case, it can be known that the children usually remember the vocabularies especially

nouns because they use the words frequently in their daily life. It means the other factor that affects children in remembering nouns not only because the words are easy to remember but also because the words that appear on the test frequently used by the children in their daily conversation.

4.1.2 The Environment Support the Acquisition

There are many factors that can support the students' acquisition such in school environment. In the school, the researcher finds the students learn to acquire part of speech support by media in the school itself. There are many proponents to acquire the children's English part of speech in Tutor Time. After analyzing the data, the researcher finds that the students learn and support the part of speech by using media, kinesthetic, and verbal. Those processes used to acquire the children's English part of speech are explained below:

A. Media

In the Tutor Time, the teachers use media to support the students for acquiring language. Media method, in this case, is the playing method. Based on the observation during research, the students of Tutor time use a playing method to acquire the language. In this case, the students ask to explore themselves by playing in the class where there are seven centers in the class that support them to play and explore. There is a science center, dramatic/play pretend center, math center, reading center, block center, and computer center.

The students acquire and learn vocabularies from those centers, for example in the science center the students can explore, discover, and use their senses. The students learn part of the body, the human's organ, and the function.

Science books are always available to read in the center. Besides that, there are also tools and toys science to support their acquisition.

In dramatic play/pretend a center is a place where the students can go to pretend, imagine and be creative. The students can pretend to be anyone and do anything they want. In this center, there are many items that can support students such as doctor clothes, police clothes, recipe book, cooking tools and etc.

In the math center, there are several items such as glue, markers, scissors, crayons, pencil, cubes (lego), dice, numbers, colors and such. The students can create, organize, count, compare, sort and build from the objects they can touch and manipulate with their hands, for instance, the teacher gives instructions to draw anything then give color on the picture then cut it as the pattern and stick it to the board that provided in the classroom.

Reading center is a spot in the classroom with a variety of book available for students to read like storybooks, class-made books, and magazine for children. Block center consists of blocks in many sizes and shapes like cylinder, square, rectangular, triangle, cubes, cone and etc. In addition, there are toys in block centers such as animal toys, transportation toys, traffic signs toys, and people toys. In Tutor time, the student can build whatever they want or they can build within certain guidelines.

Computer center provides the facility to the students' exploration through the internet. Most of them are watching videos on YouTube. The most important thing from those centers is labels in the classroom because labels help the children to know on each item.

B. Kinesthetic

In Tutor time, kinesthetic methods used are singing and playing method. Those methods make the relationship between physical and minds produce the perfect movement according to the instructions. First, the singing method is used to improve the students' acquisition. There are four songs that are usually sung by the student and the teachers. They are the good morning song, Mr. Sun, goodbye song, and open shut them. Good morning song is always sung before they start the class. The song is about greeting friends and teachers and they are sung by repeating after the teacher. Mr. Sun, goodbye, and open shut them song are always sung before they finish the class. The students make movements as the lyrics in the song, it makes the students can memorize and remember easily. The teachers and students sing songs every day before starting and finishing class. The songs are sung by a student lead his/her friends in front of the class and the other students follow it.

Second, playing method in this process is different from previous ways. In this section, Tutor time has three playgrounds; they are a playground, sandy playground, and multipurpose room. Besides, the students can explore themselves in the class, they also can explore it in outside class. Every day the students play in the playground alternately, for instance on Monday the students play in a sandy playground, next day in the multipurpose room and etc. In this method, the teacher gives instructions to the students for playing, after that the teacher gives instructions to take hula hoop then make a line and ask the rest of the students walk through the hula hoop without touch it and also the teacher.

C. Verbal

Verbal is the most efficient to memorize and practice the vocabulary. The verbal method used is conversation; it makes the students easy to improve their vocabulary. The teachers make this method as habituation. At the first time, the students cannot speak English because their first language is Indonesia even though they enter international school. The students enter Tutor Time when they were around 2-4 years old and most of the students could not speak English so they learned English when they were in school. They ever heard English but they speak up and listen more when in Tutor time. At the first time, the students are struggling, not knowing what to say and how to respond but by the time they used to hear the common utterances used by the teacher. The students start to apply it when they do conversation; they do it repeatedly and become their habit to use English. So, the student developed their English quite well in Tutor Time.

4.2 Discussion

Based on the child of development stages, the critical age for children to learn in the age of 5 and 6 which called early childhood stage or known as a golden age because this stage the child can learn to fulfill the needed of themselves and develop the ability like acquiring vocabulary such as refer to the part of speech. Because of Tutor Time' students are not native speaker, the students acquire English part of speech (vocabulary) much more when they enter the school.

The students enter Tutor Time when they were around 2-4 years old and most of the students cannot speak English so they learn English when they enter

the school. They ever heard English but they speak up and listen more when in Tutor time. At the first time, the students are struggling, they do not know what to say and how to respond but by the time they used to hear with the common utterances used by the teacher. The students start to apply it when they do conversation, they did it repeatedly and become their habit to use English. So, the students developed their English vocabularies such as nouns, verbs, adjectives, and adverbs quite well in Tutor Time.

All of the picture cards given by the researcher to the students is related to daily life which happens in around the students. So, it makes the student easily mention it. Most of them know and understand about the picture cards even though there are some of them do not know about it. There is a huge difference acquisition among part of speech that is a noun: 114, adjective: 38, verb: 30 and adverb: 8. Furthermore, there are many processes and methods that applied to the students in kindergarten school to support the students acquire part of speech. In tutor time, there are three processes applied to the students. They are media, kinesthetic and verbal.

The first process used by the teachers to support the acquisition's students is media. The media method used is playing method. In the classroom, there are seven centers support the students to play and explore. There is a science center, dramatic/play pretend center, math center, reading center, block center, and computer center. The important thing from those centers is labels on every item in the classroom. Those labels help the students' acquisition. Second is kinesthetic that the teacher applied through the singing method. The students do movements

as the lyrics in the song, it makes the students easily memorize and remember. Last is verbal, it is applied through the conversation method. This method is made by the teachers as habituation. It helps the students a lot to acquire and memorize their part of speech. The most effective from those three processes are media through playing method and verbal through conversation method because they support the students to acquire their part of speech. In addition, the students have a private teacher and parents that always encourage them to practice their English. Moreover, the student's also speaking and practice English at home to improve English.

The different part of speech acquisition at 5-6 age depends on the environment itself like school and home. This case happens because of the difference in the knowledge of each student. It depends on how they explore the picture cards, how the parents teach them in their environment, and also depends on the personalities of the children itself. More they often speak and practice English as a second language; more they can increase the vocabulary considering they learn English as a second language.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, they are conclusion and suggestion. The conclusion explains the results of the previous chapter in short, and suggestion contains about addition and suggestion for the readers who will conduct the related research like this study.

5.1 Conclusion

The objectives of this research are to know words, to know the most parts of speech that acquired by students and to describe the environment support the acquisition in Tutor Time International Pre-school and Kindergarten. Then, after analysing the data, the researcher presents the conclusion in some points as followed:

- a) For the words that acquired by students in Tutor Time International Preschool and Kindergarten, the researcher finds 114 nouns, 38 adjectives, 30 verbs, and 8 adverbs.
- b) The most part of speech that acquired by students in Tutor Time International Pre-school and Kindergarten is nouns.
- The environments that support the students' acquisition are media through playing method, kinaesthetic through singing method and verbal through conversation method.

Vocabulary is important to learn for second language learning to understand and use it as well. Even though Tutor Time is known as an

International school but the students are not native speakers so they learn English in Tutor Time. The students can acquire English part of speech when they enter the school. Therefore, by looking at the findings of this research, the researcher has proven that the most part of speech that acquired by students in age of 5-6 is nouns. The noun is much more often mentioned and memorized by students because the students more easily learn something they can see with five senses that physically exists and noun can be found around the students, they can easily find it everywhere. Thus, the students easily memorize it. Furthermore, English part of speech acquisition depends on the environment. The more intensive the environment provides knowledge; the development acquisition for children is also faster. So, the more often they use English in daily conversation, it will obtain more vocabularies and easily to be memorized.

5.2 Suggestion

English vocabulary or part of speech acquisition is important to acquire during the growth and children's' development, so the process must be considered and practiced continuously. The researcher suggests to the next researcher can fill the gap of this study to conduct the vocabulary acquisition research in the different object by using the same or other theories. The next researcher can observe the factors that influence to vocabulary acquisition. By using another theme or object, hopefully, the next researcher can enrich more in about children second language acquisition, especially in English vocabulary acquisition. Thus, further research can add knowledge to the reader about psycholinguistics.

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