

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

THESIS



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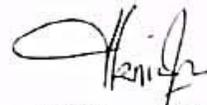
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important role in human life. The definition of language is a tool that is used to communicate among people who have the knowledge to use the speaking ability. Language can be acquired by the process and its process to acquire the language is called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

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

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:

1. 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

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

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.

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

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.

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.

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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