

## **The Acquisition of English Vocabulary for Children at Grade III.B at *SD Islam Nurul Hidayah***

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### **Abstract**

This research is an effort to understand the acquisition of the English vocabulary by students at SD Islam Nurul Hidayah in Bojong Sari. The aim of this research is to recognize and evaluate the acquisition of English vocabulary by students at SD Islam Nurul Hidayah in Bojong Sari. The use of simple statistical analysis response research query, a qualitative approach was used. This study used the theory on a telegraphic and formulaic speech from Tabors and Snow. In this study, there were 17 students, and the collection of data techniques was taken from interviews. The third graders were chosen as the participants in this study because they were categorized as the last lower class where the acquisition of English in children can be obtained optimally as in Philip (1995) stated that the lower class children cognitive development is focused on vocabulary, pronunciation, and spelling. The results of the interview indicate that the development of English vocabulary by children is in two phases (telegraphic expression and constructive language). A similar study was conducted by Lubis that used the same theory of second-language sequential acquisition from Tabors and Snow (1994) at Star Kids Kindergarten Binjai in acquiring English vocabulary. His result showed the sequential is dominated by Productive Language. It is caused by students' internal and external factors. The result of this study then recommends that the teacher of SD Islam Nurul Hidayah in Bojong Sari increase the student's motivation to learn English and to practice English more frequently. It is recommended that more studies be carried out to investigate the acquisition of English vocabulary in preschool or kindergarten students.

**Keywords:** Children; Elementary School; Second Language Acquisition



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### **INTRODUCTION**

Language acquisition belongs to the psycholinguistic domain, namely linguistics, whose object is knowledge of the language, use of language, change of language, and other things that have a relationship with these aspects. Language knowledge has to do with cognitive problems because the language elements that are known and understood a process in the brain. The use of language is related to the practice of language knowledge, which is what we know we put forward in the form of language use. As a field that is included in the realm of psycholinguistics, language acquisition has recently developed rapidly. This is caused by changes in the teaching of language teaching and learning, as well as the increasingly aggressive universal concepts in language acquisition. Language teaching and learning not only rests on the view that language is a set of habits so that mastery must go through the formation of these habits but also on the view that language is obtained through the formation of hypotheses based on input received by learners. Language acquisition can take the form of first language acquisition and second or third language acquisition. A language is first learned when children without language, who were original, learn the language. A second language is accomplished when a child or adult who has learned the first language (his mother language) then formally and in a prepared fashion learns the second language. The acquisition of the first language has the characteristic of continuity in the form of a series of entities that move from saying one simple word to a complex combination of words. The ability

of a child to accept language is in line with the biological development of his body, especially those related to parts of pronunciation. That is why the development of childhood language with each other is also different despite the same age. The interesting thing in the development of language acquisition in childhood is the speed of acquisition is not the same, but the stages apply generally.

Dealing with the spoken language acquisition, a study was conducted by Chow, Davies, and Plunkett on spoken-word acknowledgment in 2-year-olds (2017). Research showed that language forms cognition by bias to increase the quality of mental function, such as listening and analogy. Ninio (2018) research also focuses on learning how to generate supplementary predicates for children aged 2-3 years with shared semantic topics. The research results demonstrated that children establish a general concept of exchange of arguments, which is common to buildings with dependent predicates, allowing movement and encouragement. Another research by Yip and Zhai (2018) explored the influence of context on the comprehension of the spoken word during the processing of the Chinese sentence via an eye-tracking process. Yet, the study has sixty native Mandarin university students who are participated in the experiment. The 60 native Mandarin students are asked to listen to a Chinese sentence conscientiously and considered different visual probes of Chinese characters. The outcome of the analysis showed that the meaning of the previous sentence had an initial impact on the process of spoken word recognition, and Phonological obstruction of information only had an independent impact on the spoken word recognition process. In other words, following the immediate emergence of ambiguity, it is primary dominant) meaning is facilitated in relation to unrelated words, which ends with a sentence in the condition of a biased sentence. In this research article, the English vocabulary spoken acquisition of III.B children will be analyzed. Through this description, the researchers decided to investigate To What Extend is the Acquisition of English Vocabulary for Children at III.B in SD Islam Nurul Hidayah. In this period, children are active speakers with good speaking to communicate their minds. That is why the researchers are interested in observing children at this age. In addition, the acquisition of a second language by children is a key and important aspect of the field of second language acquisition. In reality, SLA's recent period had much of its impetus from studies on the learning of the second language for children. The limits of the learning of a child second language are somewhat subjective and are acquired by people who are in a young age to be within the crucial period, but also with an already learned first language or the successive learning of two languages in childhood. The second language learning of children is, therefore, the simultaneous acquisition of two or more childhood languages, usually covered by the term bilingualism.

## **LITERATURE REVIEW**

The researchers used the theory of Tabors. P and Snow (1994) in his book entitled *Educating second language children: The whole child, the whole curriculum, the whole community* (pages 103-125), the sequence of acquiring a second language is explained through the four stages below as follows:

### **1. Using Home Language**

If a child learns an individual language and is introduced to an atmosphere where everyone, such as a language school student, speaks in a different language, where English is the main language at school, so the child would choose to use the language that is used in the home language, while others will not understand it. It could be short at this point, or in some situations, it may be done so that others may understand what it means.

## 2. Non-verbal Period

When children learn that their own home language doesn't work, they arrive at a time when they never talk and use nonverbal communication techniques. This is a time in which kids will learn languages actively; they will learn in new languages with characteristics, words, and voices (willing to recognize receptive languages) but will not use new languages verbally. This is an important step in learning a long or short second language. During the developmental stage, some languages may lead to misinformation, which underestimates the correct language skills of the child.

## 3. Telegraphic and Formulaic Speech

In this step, the child is ready to learn a new language and to use a formula in a telegraph. This is like a single-language boy who learns a basic language or sentence (word content) to express the entire experience. For example, a child says, "me down," that he wants to go down. Formulaic speech refers to fragments of not analyzed phrases or even syllables that are united by repeating what the child learned. Tabors (1997 ) states, for example, that pre-school English students sometimes play the word sentence "look it," for instance, to invite others to play. This is the process of children listening to others that will help them accomplish their social aims even though they don't know the meaning of the two terms.

## 4. Productive Language

Now children have started going beyond telegraphic sayings or making phrases, and their own thoughts are created. At first, children use simple words such as "I want to play," but over time, the child can manage the new language structure and vocabulary. Errors during this period in the use of popular language were the experiment of new language children with the principles and systems of learning.

## RESEARCH METHOD

The method of this research was used as a qualitative method in which to provide a deeper understanding of the subject's acquisition of English Vocabulary. This research design was intended to catch such phenomena, and there was a real situation on the children at grade III.B. In this way, this research was held on 2<sup>nd</sup> – 3<sup>rd</sup> December 2019 and 9<sup>th</sup> – 10<sup>th</sup> December 2019. At 08.00-11.00 am (every meeting). In a qualitative method, the researchers are purposeful in choosing participants. To provide deep insight and a thorough understanding of what she is studying, they select a specific subject. their expertise in the selection of the topic plays an important role in what to include and remove. In this research, the children of grade III.B, ages eight to nine years old, were selected. For the sake of the current research, the researchers s conducted interviews with the children. The interview questions with them were carefully constructed and reviewed based on the research objectives. The interviews were recorded via the recorder application of a mobile phone by the side of notetaking. While interviewed in English, the interview with them was carried out in simple English questions due to their capacity in English proficiency. The interviews were conducted at school. The interviews were recorded and then transcribed specifically on the basis of the participant's exact words and opinions. The participant presented basic details during semi-structured interviews and a short description of an answer to the questions that the researchers asked. In doing the face-to-face interviews, the researchers s observed the interviewees in terms of giving information, delivering short answers using simple sentences spoken toward the questions that the researchers asked, and gestures or expressions when sharing the information.

Technically, to validate the result of the research, the researchers did three steps:

### 1. Preparation

In this section, the researchers read several books on language, linguistics, and psycholinguistics, especially the acquisition of English in children. Looking for data related to the

topic in this study and the syllabus of the teaching and learning process at SD Islam Nurul Hidayah.

## 2. Data Collection

In data collection, the researchers consulted and at the same time asked permission from the school at SD Islam Nurul Hidayah to conduct research. Then the researchers take data at school by recording how many students their age and recording the children in acquiring English through direct interaction with children. The researchers follow their teaching-learning process and what is more important in this study is when the children at the end of the semester in the acquisition of English. In this stage, the researchers tested the children but by means of interviews and did not make the children feel like they were doing research. The questions are in the form of "Can you tell me your parts of the body?", Followed by the syllabus that the teachers have taught in the classroom, namely about transportation, color, classrooms, work, nation, universe, how to introduce yourself, memorization verses, pray before and after study and prayer meals.

## 3. Data Analysis

In the data analysis stage, the researchers interviewed the children and recorded the interviews, after which the data was collected for analysis. In analyzing the data, the researchers identified and analyzed all the data collected both in the questionnaire and in the interview. The results obtained through direct interviews were identified, then grouped based on theory, then analyzed based on the theory put forward by Tabors. P and Snow (1994) regarding Second language acquisition in the last two stages, namely: Telegraphic and Productive Language.

## **FINDINGS AND DISCUSSION**

After analyzing the data, findings, and discussions obtained from the interviews carried out with the children of grade III.B into their acquisition of English vocabulary is highlighted. According to the interviews, which have been translated and transcribed, the researchers found the results about to what extent their acquisition influenced children's acquisition in English vocabulary, as follows.

### 1. *Parts of Body*

From the interviews with the theme of Parts of Body, the result showed seven children who used Parts of Body vocabularies telegraphically were 39% and ten children who used Parts of Body vocabularies had reached the productive language stage was 61%.

### 2. *Transportation*

From the interviews with the theme of Transportation, the result showed 11 children who used Transportation vocabularies telegraphically were 62%, and 6 children who used Transportation vocabularies had reached the productive language stage was 38%.

### 3. *Colors*

From the interviews with the theme of Colors, the result showed 8 children who used Colors vocabularies telegraphically were 44% and 9 children who used Color vocabularies had reached the productive language stage was 56%.

### 4. *Classroom*

From the interviews with the theme of Classroom, the result showed 10 children who used Classroom vocabularies telegraphically were 40% and 7 children who used Classroom vocabularies had reached the productive language stage was 60%.

### 5. *Job*

From the interviews with the theme of Job, the result showed 8 children who used Job vocabularies telegraphically were 45%, and 9 children who used Job vocabularies had reached the productive language stage was 55%.

### 6. *Nation*

From the interviews with the theme of Nation, the result showed 8 children who used Nation vocabularies telegraphically were 43%, and 9 children who used Nation vocabularies had reached the productive language stage was 57%.

#### 7. *Universe*

From the interviews with the theme of the Universe, the result showed 14 children who used Universe vocabularies telegraphically were 81%, and 3 children who used Universe vocabularies had reached the productive language stage was 19%.

#### 8. *Self-Introduction*

From the interviews with the theme of Self-Introduction, the result showed 7 children who used Self-Introduction vocabularies telegraphically were 57 %, and 10 children who used Self-Introduction vocabularies had reached the productive language stage was 43%.

#### 9. *Praying before Learning*

From the interviews with the theme of Praying before Learning, the result showed no children who used Praying before Learning vocabularies telegraphically were 0% and 17 children who used Praying before Learning vocabularies had reached the productive language stage was 100%.

#### 10. *Praying after Learning*

From the interviews with the theme of Praying after Learning, the result showed no children who used Praying after Learning vocabularies telegraphically were 0% and 17 children who used Praying before Learning vocabularies had reached the productive language stage was 100%.

The researchers s got the ten variables at SD Islam Nurul Hidayah at Grade III.B in acquiring English vocabulary based on the syllabus of the school.

### **CONCLUSION**

Based on the four phases of the Tabors and Snow Theory (1994), namely home language use, nonverbal period, telegraphic and formulaic speech, and productive language after researching the acquisition of English in children in SD Islam, Nurul Hidayah showed that the children had reached the third stage and the fourth is telegraphic and formulaic speech and productive language.

Acquiring English vocabs from the ten themes is the consequence of SD Islam Nurul Hidayah 's syllabus in two telegraphic and formal levels: body part is 39% telegraphic, and 61% productive, transportation is 62% telegraphic and 38% productive, color is 44% telegraphic and 56% productive, classroom is 40% telegraphic and 60% productive, job is 45% telegraphic dan 55% productive, nation is 43% telegraphic and 57% productive, universe is 81% telegraphic and 19% productive, self-introduction is 57% telegraphic, and 43% productive, prayer before learning is 100% with 0% productive language, and prayer after learning is 100% and 0% productive language.

From the results above, such as the conclusion from the acquisition of vocabulary English in children in SD Islam Nurul Hidayah is in telegraphic and formulaic form speech and productive language.

### **LIMITATION & FURTHER RESEARCH**

For further researchers, after the acquisition of English in children in SD Islam Nurul Hidayah, researchers s suggests for further researchers to examine the acquisition of English in children in early childhood, kindergarten and elementary school where you come from, so from your research, you can find out the extent of language acquisition their English and the results of this study for the school, it will be a benchmark for teachers to further increase children's learning motivation and children's focus in the classroom, so as not to play a lot and be shy when pointed at doing something in class. Give more practice first pronunciation of the universe, classrooms, and colors because of the research on the part these children are still many wrongs.

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