English Vocabularies Acquisition in International Class of Elementary School Diniyyah Al-Azhar Jambi

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ABSTRACT

Nowadays, English is known as an international language and becomes a foreign language that is very popular to be mastered by Indonesian as a second language. The implementation of English as a second language in Indonesia is not only acquired by adults but also by children. A lot of research about second language acquisition has been done, but the research about second language acquisition for children is still limited in UIN Sulthan Thaha Saifuddin Jambi. The aims of this research are: (1) to find out the English vocabularies acquired by Al Azhar students, (2) to find out the stages of second language process acquired by Al Azhar students, and (3) to find out the factors that influence Al Azhar students to acquire the second language. This research uses qualitative research with the descriptive method and uses class of word theory by Daniel Jurafsky and James H. Martin, stages of second language theory by Stephen Krashen, and the factors influence of second language acquisition theory by Abdul Chaer. Observation, interview, and documentation techniques are used for collecting the data. The descriptive analysis technique is used for analyzing the data. The results for this research indicate that: (1) the students already acquired some of vocabularies that belong to noun, pronoun, adjective, verb, adverb, conjunction, and preposition, but noun is the most dominant class of word which children acquired, (2) from four stages the students passed two stages of second language acquisition they are: pre-production and early production, and (3) the students have three motivations in acquiring the second language they are motivation factors, formal presentation factors, and environment factors.

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Introduction

English is one of the foreign languages those are considered important to acquire because English is known as an international language that needs to use for international communication. Based on this understanding, English becomes a foreign language that is prevalent to be mastered by Indonesian as a second language. Second language acquisition is a process where someone acquires a second language once the mother tongue, the intended language is a language that is not an official native language from a country or a regional language that exist in that country, it is also not widely used as a medium of communication in government and media.[1]

Language is a means of communication that is made up of sentences that convey meaning, vocabulary takes an important part in a language which the vocabulary will make a language meaningful. Vocabulary is a very essential part of acquiring language because to be able to master a language it automatically has to master its vocabulary. It would be impossible to learn a language without words or vocabularies support it. It showed that people can do nothing in communication if they do not know the word or vocabulary. Mofateh Alqahtani states that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. It is also supported by many researchers such as Nation, Maximo, Read, Gu, Marion, and Nation who have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.[2]

Nowadays, the development of English as second language acquisition has increased and become life need. The application of English acquisition is not only acquired by adults but also by children. Children's language is interesting to be observed because they have their own system and unique. Second language acquisition for children is one the achievement of human that should be appreciated.

Theoritical Framework

Psycholinguistics

Psycholinguistics is the branch of linguistics that studies the interaction between language and mind. It is one of the branches of the linguistics field. Psycholinguistics goes to the soul of what we do with language. Psycholinguistics concerns the activity of language which relates to human thought. It is the experimental study of the psychological process through language comprehension, language production, language acquisition, and the neurobiological bases of language.

Altman states that psycholinguistics means the psychology of language is the study of the psychological and neurological factors that enable humans to acquire, use, comprehend, and produce language.[3] Psycholinguistics can describe the psychological processes that take place if someone speaks the sentences they hear when communicating, and how the language is acquired by humans. So theoretically the main purpose of

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[1] Fadillah Risma, http://prodibing.fkip.unsri.ac.id/userfiles/Teaching%20English%20as%20a%20Foreign%20Language%20(Routledge%20Education%20Books).pdf (accessed on 9 March 2019, 06.30)

[2] Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Taught*, (Australia: King Khaled Academy. 2015), p. 22

[3] Barekat, *an Introduction to Psycholinguistic*, (Hojat Jodai: University of Gulian. 2011), p. 3

psycholinguistics is to look for a language theory that is linguistically acceptable and psychologically can explain the nature of a language and the process of its acquisition. In other words, psycholinguistics tries to explain the structure of language and how the structure of the language is obtained, used when speaking, and at the time understanding the sentences used in the speech. By all definitions above, it can be concluded that psycholinguistics is a branch of linguistic study that belongs to the psychological aspect which studies human and human language acquisition.

English Vocabulary

Vocabulary is a set of words known as a part of a specific language. Language without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[4] According to Daniel Jurafsky and James H. Martin, there are eight classes of word such as: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection.[5]

1. Noun

Noun is the name given to the syntactic class in which the words for most people, places, or things occur. According to Merriam noun is a word that refers to a thing (*book*), a person (*Betty Crocker*), an animal (cat), a place (Omaha), a quality (softness), an idea (justice), or an action (yodeling).[6] There are four categories of noun:

1) Proper noun: the name of a particular person, place, or thing.
   Examples: Abraham Lincoln, Argentina, and World War I.

2) Common noun: refers to a pcerson, place, or thing but is not the name of a particular person, place, or thing.
   Examples: animals, sunlight, and happiness.

3) Count noun: count noun is that allow grammatical enumeration; it can occur in both the singular and plural.
   Examples: goat/goats, relationship/relationships.

4) Mass noun: mass noun is used when something is conceptualized as a homogeneous group.
   Examples: snow, salt, and communism are not counted.

2. Verb

A word that characteristically is the grammatical center of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has rather full descriptive meaning and characterizing quality.[7] There are some types of verb:

1) Auxiliary verb: it is helping verb assists the main verb in clause to express several basic grammatical contrasts, such as a person, number, and tense.

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[4] Priya Adwani and Sanjay Shrivastava, *Analysis of Factor Effecting Second Language Acuqisition*, (India: Shirpur Campus. 2017), p. 158

[5] Daniel Jurafsky and James H. Martin, *Word Classes and Part of Speech Taging*, (California: Stanford University. 2005), p. 3

[6] Merriam Webster, *Definition of Noun*, https://www.merriam-webster.com/dictionary/noun (accessed on April 9th 2019, 11:18)

[7] Merriam Webster, *Definition of Verb*, https://www.merriam-webster.com/ dictionary/noun (accessed on April 9th 2019, 11:40)

Examples: do, does.
2) Inchoative verb: it is a verb describes a change of state.
   Examples: dry, freeze, burn, rise, etc.
3) Modals: the function of modals is only as an auxiliary verb, expressing meaning which is much less definable, focused, and independent than those of lexical verb.
   Examples: can, could, may, might, will, would, shall, should and with dare, need, ought to and used to.
4) Phrasal verb: it is a set of verbs that demonstrate some unique properties.
   Example: The plane <u>took off</u>. The underlined words are a phrasal verb.
5) Regular and irregular verb: the regular verb is the verb that follows the pattern of taking -ed for the past tense and past participle or -ed if the word ends in e, such as walk = walked. On the opposite, an irregular verb is a verb that does not take the -ed ending for the past tense and past participle forms. Some irregular verbs do not change: put = put, while others change completely: drink-drank-drunk.[8]

3. Adjective

A word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else.[9]
Example: the back room was filled with <u>large yellow</u> rain boots.

4. Adverb

Adverb is the way of the action done or modifies the verbs. Adverbs can modify another adverb, such as: very carelessly. Adverb divided into several categories:
1) Adverbs of manner. Example: your voice, loudly please!
2) Adverbs of place. Example: I want to go there.
3) Adverbs of time. Example: I will visit you next month.
4) Adverbs of frequency. Example: he class me often.
5) Adverbs of degree. Example: he is very young.[10]

5. Pronoun

A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun *she* is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns.[11]

*Example: The young girl brought <u>me</u> a very long letter from the teacher, and then **she** quickly disappeared. Oh my!*

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[8] Abdul Nadjib Tuanany, *Acquisition of English Vocabulary of Seven Years Old Child in Non Speaking English Community*, p. 10

[9] Merriam Webster, *Definition of Adjective*, https://www.merriam-webster.com/dictionary/noun (accessed on April 9th 2019, 11:52)

[10] Abdul Nadjib Tuanany, *Acquisition of English Vocabulary of Seven Years Old Child in Non Speaking English Community*, p. 12

[11] Butte Collage, *The Eight Parts of Speech*, http://www.butte.edu/departments/cas/tipsheets/grammar/parts_of_speech.html (accessed on October 28th 2019, 05:07)

6. **Preposition**

   A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb.[12] The following list includes the most common prepositions:

   Example: The young girl brought me a very long letter **from** **the teacher***, and then she quickly disappeared. Oh my!*

7. *Conjunction*

   A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal: because, although, while, since, etc. There are other types of conjunctions as well.[13]

   Example: *The young girl brought me a very long letter from the teacher,* **and** *then she quickly disappeared. Oh my!*

8. **Interjection**

   An interjection is a word used to express emotion. It is often followed by an exclamation point.[14]

   Example: *The young girl brought me a very long letter from the teacher, and then she quickly disappeared.* **Oh my***!*

Stages of Second Language Acquisition

Stephen Krashen believes that the language development of children who acquire a second language is follows a different progression and is highly sensitive to characteristics of the child as well as the language learning environment. At this point, the basics of the children's first language have been acquired. They know the structure of one language, but now must learn the specific features, grammar, vocabulary, and syntax, of a new language. According to Stephen Krashen sequential second language acquisition follows four stages developmental:[15]

1. **Stage 1: Pre-Production**

   During this stage, the second language children actively listens to the language input. Much like a one year old baby, the children is developing comprehension in the second language. At this level, student's reading and oral production will be marked with a transference of their first language pronunciation. For example, the letters of the alphabet represent different sounds in different languages. A Spanish speaker will pronounce the letter "i" as "e," and "v" as "b." Because the Asian languages do not differentiate between the phonemes [l] and [r], the students will mix these letters

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[12] Butte Collage, *The Eight Parts of Speech*, http://www.butte.edu/departments/cas/tipsheets/grammar/parts_of_speech.html (accessed on October 28th 2019, 05:14)

[13] Butte Collage, *The Eight Parts of Speech*, http://www.butte.edu/departments/cas/tipsheets/grammar/parts_of_speech.html (accessed on October 28th 2019, 05:18)

[14] Butte Collage, *The Eight Parts of Speech*, http://www.butte.edu/departments/cas/tipsheets/grammar/parts_of_speech.html (accessed on October 28th 2019, 05:21)

[15] Kathy Escamilla and Elizabeth Grassi, *A Brief Description of Second Language Acquisition*, (Boulder: University of Colorado. 2000), p.4

when speaking or reading. Given time, however, the children will acquire the sounds of the English alphabet and slowly change their pronunciation. As well, the format of stories differs among languages. For example, a Spanish speaker is accustomed to longer sentences and will, therefore, often ignore the English punctuation when reading aloud to produce a story formatted more like his/her native language.

2. **Stage 2: Early Production**

   At this level, children began producing utterances of one word. Children will repeat words they have often heard and that are comprehensible. It is not uncommon for students at this stage to produce memorized phrases such as "My name is..." "My address is," "Sit down!" and "Leave me alone." Many teachers are fooled by the children's ability to produce a perfectly formed phrase. However, use of a memorized phrase does not indicate that the children is capable of manipulating and forming original sentences in the target language. The children has not necessarily learned the function of the separate words in the phrase, but has learned the function of the phrase as a whole. In other words, the whole phrase is utilized in the same manner that the children would utilize a single word. At stage 2, children will still have transference of native language pronunciation similar to stage 1. Toward the end of stage 2, children will begin to incorporate different verb forms into speech but will over-generalize the grammar rules. For example, once children attributes "ed" with forming the past tense, he/she will use "ed" to form all past tense – regular and irregular. Children will produce utterances such as "She goed to the store," or "She doed her homework." Although the teacher might view these overgeneralizations as a negative, they actually indicate that the children is progressing quite well in the target language. Given time and adequate comprehensible input, the children will eventually differentiate between the regular past tense and the irregular and correctly apply the grammar rules.

3. **Stage 3: Speech Emergence**

   During this stage, children began to construct simple sentences until they acquire enough language to produce increasingly complex phrases. Transference of first language pronunciation will begin to subside although accent will continue to be an issue, especially for older learners. Children at this stage began to use differing verb forms (past, present, future) and can engage in more lengthy conversations. However, teachers should expect a multitude of grammar rule overgeneralizations. For example, students will produce sentences such as:
   a. "doesn't can" instead of "can not"
   b. "doesn't goed" or "didn't went" instead of "didn't go"
   c. "I have many money" instead of "I have a lot of money"
   d. "He have little apples" instead of "He has a few apples"
   e. "She are going to the store" instead of "She is going to the store."

   All of these overgeneralizations indicate great progress on the part of the second language. The above examples demonstrate that the children have acquired rules for negatives, past tense, future tense, and count and non-count nouns. The children requires more time and more comprehensible input to sort out the grammar rules and begin to utilize them correctly.

4. **Stage 4: Intermediate Fluency**

The children can now manipulate the language to create original sentences and engage in more complex conversations. The children should have a good grasp on different verb forms (past, present, future, etc..) although grammatical mistakes are still/quite common. The children are ready to acquire advanced writing skills and perfect his/her oral and reading skills.

Factors that Influence Second Language Acquisition

There are factors of second language acquisition for children based on Abdul Chaer, those are:[16]

1. **Motivation Factors**

   Children who have personal motivation to acquire second language acquisition tend to be more successful than the children who learn without being based on a motivation. Motivation is a drive, desire, willingness, reason, or purpose that moves people to do something. It is support by Brown who states that motivation is an encouragement from within, momentary encouragement, emotions or desires that move a person to do something. Whereas Lambert states that motivation is the reason for achieving the overall goal. Motivation in language acquisition takes the form encouragement that comes from within the learner which causes the learner to have a strong desire to learn a second language. In relation to second language acquisition, motivation has two functions, such as:

   a. Motivation functions integratively if motivation motivates someone to acquire a language because of the desire to communicate with the language speaking community to become members of the language community.

   b. Instrumental functions motivation is if motivation encourages someone to have the willingness to acquire second language because of useful goals.

2. **Age Factors**

   There is a general assumption in second language acquisition that children are better and more successful in acquiring a second language than adult. This study of age factors in second language acquisition shows the following:

   a. In terms of acquisition sequence, that age is not very important because the sequence of acquisition by children and adults seems to be same.

   b. In terms of progress and success of second language learning, it can be concluded: children are more successful than adults in obtaining a phonological or pronunciation system even many of them attained pronunciation like native speakers, adults seem to progress faster than children in the fields of morphology and syntax, at least at the beginning of the learning period, and children are more successful than adults, but are not always faster.

   It is concluded that the factors age, which is not separated from other factors, is a contributing factor in second language acquisition. Age differences affect the speed and success of second language learning on phonological, morphological, and syntactic, but it does not affect the sequence.

3. **Formal Presentation Factors**

   Acquiring or presentation of language acquiring formally is usually certain to have an influence on the sequence and success in the development of a second language due to

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[16] Abdul Chaer, *Psikolinguistik Kajian Teoretik*, p. 251

various factors and variables. The characteristics of second language acquisition in the school such as:

a. The language acquisition environment in the classroom is very colored by the learning factors of social psychology class which includes adjustments, discipline, and procedures used.

b. In the classroom environment, the selection of linguistic data is used by teacher based on the curriculum used.

c. Class environment is presented by grammatical rules explicitly to improve the quality of student language that is not found in the natural environment.

d. In the classroom environment data is often presented in artificial, different as natural linguistic environments.

e. In the classroom environment teaching tools are provided such as textbooks, supporting books, blackboards, tasks that must be completed.

Based on the five environmental characters above, it can be concluded that the classroom environment is an environment that focuses on awareness in obtaining the rules and forms of language learned.

4. **First Language Factors**

Experts in second language learning generally believe that the first language has an influence on the process of mastering the second language of learners. In fact, this first language has long been considered to be a nuisance in the process of learning a second language. This is because there is usually a person consciously or not transferring the elements of first language when using a second language. Consequently, there are interference, code switching, code mixing, or error.

5. **Environment Factors**

The quality of the language environment is very important for a learner to be able to success in second language being studied. Language environment is the situation in restaurants or conversations with friends, when watching television, when reading newspaper, reading books are important for learners to success in second language. The language environment can be distinguished into:

a. Formal environment such as in formal learning classes. Formal environmental is one of the environments in language learning that focuses on mastering language rules that are being consciously studied.

b. Informal environment is natural environment, not artificial. Which includes the language used by peers, the language of caregivers, or parents, the language used by the members of the learning ethnic group, which is used mass media, the language of the teachers, both in class and outside the classroom. In general it can be said that this environment is very influential on the results of the second language learning of the learners. This can be seen from a number of studies conducted by experts on the informal environment of peers, parents, teacher language, and the language of foreign speakers

Design of Research

In writing this thesis, the writer uses the qualitative research and also uses the descriptive method in analyzing the problem. The writer uses qualitative research because the data collected in the form of words which does not make counting with numerals and

collected by observation, interview, and documentation. It is also suitable with Sumardi who states that descriptive method is more general term that covers a variety of descriptive technique. It could be in form of investigation, analyzing, interview, questionnaire, observation, and by engineering test.[17] In this research the writer analyze the process of second language acquisition for children.

The population in this research was the students of International Class of Elementary School Diniyyah Al Azhar Jambi. The writer uses purposive sampling in taking the sample in this research. A. Muri Yusuf states that purposive sampling is the sampling that based on the purposes and considerations of the research certainly.[18] Then Abdul Azis Albone and his partners also states that purposive sampling is the sample that truly taken from choosing the exist population and the kind of sampling that accurately and relevant for the research design. In the purposive sampling, the writer tries to put the characteristic in population representatively. The characteristic that must be entered and the level that must be represent, depends on the estimation and consideration from the researcher.[19]

The writer takes the students in international class at grade 2C as the sample of this research. This sample chooses because the classroom teacher at grade 2C has an education background from English education department, then the writer assumes that the classroom teacher has more active influence for her students to acquire second language than the other class. There are 19 students at grade 2C, they are 9 females and 10 males, aged between 9 years old.

Finding and Analysis

In the international class program, every children have a duty to memorizing vocabularies, the minimum vocabularies for grade 2 are one hundred. The regulation of memorizing the English vocabularies is the children must give their memorizing vocabularies each one or two days to their classroom teacher and write it down into their vocabulary book. The implementation of English vocabularies acquired by children are really varieties, ranging from 100-420 vocabularies. Then the class of word of vocabularies acquired by children are also varieties, they already acquired noun, pronoun, verb, adjective, preposition, and conjunction. Based on the number of English vocabularies and some of simple phrases acquired by children, the writer believes that children passed two stages of second language acquisition, they are: pre-production and early production. In acquiring a second language, the children have several factors that influence them to acquire English as second language, they are motivation factor, formal presentation factor, and environment factor.

English Vocabularies Acquired by Al Azhar Students

After conducting the observation and interview processes in International class of Elementary School Diniyyah Al Azhar Jambi at grade 2C, the writer found many English vocabularies acquired by children that they have been writing in their vocabulary book. The vocabularies acquired by children are the vocabularies that usually they find and see

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[17] Sumardi Suryabrata, *Metode Penelitian*, (Jakarta: PT Raja Grafindo Persada. 1998), p. 75

[18] A. Muri Yusuf, *Metodologi Penelitian*, (Padang: UNP Press. 2005), p. 205

[19] Abdul Aziz Abone, Marnis Nawi, and Dr. Khairani, *Panduan Penyusunan Proposal Penelitian dengan Mudah*, (Padang: UNP Press. 2009), p.76

in their environment. The number of vocabularies are varieties enough and each children acquired different kind of vocabularies with different number of vocabularies.

a. **DATUM 1 (MRF)**

Based on analysis, the writer found MRF acquired 300 vocabularies. The 300 vocabularies acquired by MRF are belong to 207 vocabularies of noun, 7 vocabularies of pronoun, 35 vocabularies of verb, 35 vocabularies of adjective, 13 vocabularies of preposition, and 3 vocabularies of conjunction. List of sample of vocabularies acquired by MRF are:

Table 1

English Vocabularies Acquired By MRF

No	Class of Word					
	Noun	**Pronoun**	**Verb**	**Adjective**	**Preposition**	**Conjunction**
1	Star	I	Love	Smart	To	And
2	Triangle	You	Learning	Clever	Around	But
3	Child	They	Exercise	Stupid	Behind	If
4	Baby	We	Read	Rich	On	
5	Son	She	Learn	Poor	In	
6	Father	He	Write	Long	Above	
7	Mother	It	Ask	Short	Under	
8	Parents		Go	Large	Between	
9	Car		Back	Sick	Beside	
10	Bag		Pray	Hurt	Outside	

MRF has a good number in acquiring English vocabulary and he acquired almost complete the varieties of class of word, they are noun, pronoun, verb, adjective, preposition, and conjunction. The data shows noun as the majority of vocabularies acquired by MRF.

From the eight classes of word by Daniel Jurafsky and James H. Martin theory, the writer found that children only acquired six of them, they are: noun, verb, adjective, preposition, and conjunction, the class of word that do not acquired by children are adverb and interjection. From the tables above, the writer can concludes that the most vocabularies acquired by children are belongs to noun. It is because noun is something that really easy to find in childrens' environment. It also influenced by the syllabus used in that class which entered a lot of vocabularies of noun.

Stages of Second Language Process Acquired by Al Azhar Students

a. **Pre-production**

The writer assumes that the children already passed pre-production stage of second language acquisition. The children actively mentioned some of English sentences when the writer asked them questions and showed them some pictures. The pictures showed by the writer are pictures which belong to some of English sentences that have been learned by children.

1) **Datum 2 (DS)**

a) First question for DS:

"<u>A   short   pencil</u>"

<div align="center">Art   Adj   N</div>

DS mentions an article, adjective and noun with the correct grammatical rule. DS has a good understanding to mentions a singular noun by putting an article "a". She also actively mentions an adjective before noun in order to make the sentence more specific.

b) Second question for DS:

<div align="center">"Put   the   book   under   the   table"</div>
<div align="center">V   Art   N   P   Art   N</div>

DS also has a good understanding to mention verb, article, noun, and pronoun based on those correct places. She has already known the function of preposition "under" in this answer. She puts the articles "the" before the words "book and "desk", this condition shows that she already know the function of article "the" when she wants to mention noun.

c) Third question for DS:

<div align="center">"I   see   one chicken"</div>
<div align="center">Pro   V   N</div>

DS mentions a pronoun "I" as subject followed by verb and noun when the writer gave her a picture. It is not a wrong answer, she still has a correct purpose of answer. She chooses to mention "one" than "a" to give the specific number of a word "chicken".

Based on the data above, the writer assumes that DS has a good ability to create good sentences with almost good grammatical rule. She already knows the role of article "a" to mention a singular noun, but she still get confusing to differentiate when she need to use article "a" or "one. She usually puts an article of "the" before she mentions noun.

2) **Datum 3 (NAA)**

a) First question for NAA:

<div align="center">"A   short   ruler"</div>
<div align="center">Art   Adj   N</div>

A short ruler is the correct answer in this section, she mentions an article, adjective, and noun in the correct place with the correct grammatical rule. This condition shows that NAA already knows the function of article "a" in order to mention a singular noun.

b) Second question for NAA:

<div align="center">"Put   globe   in   beside   book"</div>
<div align="center">V   N   P   P   N</div>

NAA has a good understanding to understand the picture. She has a correct purpose of answer, but not the correct grammatical rule. She does not mention any article before she mention noun. Then she mentions prepositions twice, she need to choose of those prepositions, but in this section the correct preposition to use is "beside". Then the correct answer for this section should be "Put the book beside the book".

c) Third question for NAA:

<div align="center">"I   see   two elephant"</div>
<div align="center">Pro   V   N</div>

NAA creates a good sentence and already knows where to put subject, verb, determiner, and noun in the right place. But she does not put "s" after the word "elephant" in order to give the specific explanation of "elephant" as plural noun.

Based on the data above, the writer assumes that NAA has an enough ability to create good sentences with almost good grammatical rule. Same as the most children before, NAA already knows the role of article "a" to mention a singular noun but he does not put "s" after a plural noun. She does not put an article of "the" before he mentions noun.

Based on the data above, it can be seen that children have good understanding on their lesson. The children have mention singular noun with the correct grammatical rule by putting an article "a" before noun. But they still confuse when they need to mention a plural noun, they do not clearly put "s/es" after noun, RAF is the only one child who mention a plural noun with the correct grammatical rule by saying "I see four monkeys". The children already known the function of preposition "in/on/under/beside" in order to give the specific explanation of position for noun. In short, the writer believes that children have passed pre-production stage because the student already acquired the sounds of alphabet and the student able to create the format of words differs among language.

b. Early Production

In this stage children began producing one or more word and produce some familiar phrases. The children also used present tense for their conversation. In early production stage children begin using single word or two word phrases, yes/no responses, names, and repetitive language patterns. At the early production, the children will still have transference of native language pronunciation similar to stage pre-production. As the writer have describe in the part of pre-production stage, student actively answer some question from writer. They are able to introduce their self and also mention two or more word with simple present tense and simple continuous tense rules although it have not correct yet.

1) Datum 4 (NA)

"My   name   Nabila Assyifa"
 Poss.Pro   N

"My   hobby   listen   music"
Poss.Pro   N   V   N

"I   am   go   to   school   by   motorcycle"
 Pro Tobe V   P   N   P   N

NA has a good ability to introduce herself. She actively mentioned possessive pronoun, noun, verb, and subject in the correct place. But DS still has a low grammatical ability, especially an understanding where to put tobe, a word name should be followed by tobe is in the sentence "My name Nabila Assyifa" to be "My name is Nabila Assyifa", it also will be better if she put tobe is after word hobby and put a preposition to before word music in the "my hobby listen music" to be "my hobby is listen to music". In the sentence "I am go to

school by motorcycle" she put unnecessary to be, it could be better to be "I go to school by motorcycle".

Factors That Influence Al Azhar Students to Acquire Second Language

a. Motivation Factors

In this research the writer found that some of children have motivation to acquire English as second language. Some of them want to acquire English because they love to watch cartoon with English language in youtube, English kids song, and read bilingual story. The children delivered their reason to acquired English language when the writer asked them a question of it.

1) Datum 5 (DS)

"*Nonton* My Little Pony *pakai bahasa Inggris di youtube setiap sore. Ada banyak lagu-lagunya,* Miss".

DS has a hobby which influence her to like English, she usually watch youtube to watch her favorite cartoon "My Little Pony" with English subtitle. She also found so many English song from this cartoon, after she mentions that there are so many English language in My Little Pony cartoon, the writer ask her to sing one of those songs and she directly sing it, but the writer do not understand the lyric about. This kind of enthusiasm belong to DS motivation factor which comes from herself to enjoy English environment without any asking from her parents or teacher.

2) Datum 6 (DAF)

"I *sering baca buku cerita yang kaya* Miss *kasih itu sudah dibaca, yang serigala. Mama ada juga beliin buku kaya* Miss *kasih, ada Boboi-boi, Musang, Spider, banyak* Miss*, lupa*".

From the datum above, it can be seen that DAF has different way to love English, DAF loves to read books. DAF mentions that he loves to read a book same as the writer gave to him, a day before the interview section the writer gave children story book with bilingual language which full of arts, then he mention that he love it. It means that DAF has some bilingual book and he love to read this kind of book. This habitual supports DAF to get his personal motivation to acquire English.

b. Formal Presentation Factors

Formal presentation factors have a big impact on language learning. The writer believes that children have formal presentation factors as the factor that influence them to acquire English as second language because the classroom environment is colored by learning factors of social psychology class which includes adjustments, discipline, and procedure used.

1) Datum 7 (DT)

"*Kegiatan sehari-hari gak ngomong bahasa Inggris juga, karna kan anak-anak juga masih dalam proses pemerolehan bahasa, tapi bahasa pengantar seperti* greetings *itu pakai dua bahasa, Arab dan Inggris, dan beberapa pertanyaan dan percakapan yang familiar juga sudah mulai pakai bahasa Asing. Kalau belajar bahasa Inggris anak-anak tidak belajar di kelas sini, mereka belajar di kelas bawah* 'Town for Kids' *namanya, sebelum menuju kesana anak-anak tidak dibiarkan berkeliaran atau berjalan sendiri-sendiri, anak anak harus berbaris seperti semut*".

DT mentions that children always get greeting with two languages as their adjustment, Arabic and English. They always gave greetings in two languages,

Arabic and English. This condition is really influenced children to hear and speak English as their habitual. The children also begin to speak English in their activity in the class.

2) **Datum 8 (CT)**

"*Anak-anak juga mempunyai kewajiban menulis kosakata yang mereka kuasai di vocabulary book, disetor ke saya lima kosakata perhari tapi kadang diselingi kegiatan tahfiz juga, dalam satu tahun anak-anak wajib memperoleh minimal 100 kosakata*".

Picture 1
One of Children's Vocabulary Book

This condition shows that there is the procedure used in school which asked children to documentation the number of English acquired by children, this procedure directly build an obligation for children to acquire English every day.

3) **Datum 9 (ET)**

"*Materi yang diajarkan disesuaikan dengan buku Erlangga. Setiap pembelajaran anak-anak selalu dituntut untuk aktif berbicara dengan proses tanya jawab dan dengan struktur yang benar tentunya*".

Picture 2
Children are Asking to Stand in Front of Class

This datum shows that children's English learning is really colored by English environment. The class environment is asked children to actively speak in English in order to improve the quality of student language. The lesson used by teacher is based on the curriculum used.

4) **Datum 10 (ET)**

"*Di* Town for Kids teaching tools*nya lengkap,* textbook, *dan supporting book dibawa masing-masing anak, kalau spidol papan tulis sudah ada di ruangan, beberapa kali kita menonton tayangan yang meningkatkan ketertarikan dan kemampuan anak*

melalui infokus, dan ada beberapa English vocab yang dipajang di dinding itu karya anak-anak".

Picture 3
Teaching Tools

Picture 4
English Vocabularies Note

The complete facilities like book, marker, blackboard, vocabularies note at wall, and projector which make the class also often presented by artificial that is different with their natural environment, this condition sends the big impact for children interest to learn English, which make them enjoy and comfortable to learn and acquire English. Based on that data, it can be concluded that the formal presentation environment is a part of factor that influence children to acquire English which focuses on obtaining student's interest to learn English by making the student felt comfortable in this environment.

c. **Environment factors**

Language environment is very important for a learner to be able to success in second language being studied. Language can be classified to be formal environment such as class and informal environment such as language given by children's language caregiver. In this research, the student already entered to formal environment which influenced children to acquire English because they are getting school in International class that used English as introduction language. But in the informal environment most of the children do not have natural environment which influence them to acquire English. It proves by the children who said that:

1) **Datum 11 (MRF)**

"I *belajar bahasa Inggris di sekolah dan les* Miss *sama* Miss Tini*, belajar bahasa Inggris. Kalau pulang sekolah belajar bahasa Inggris sama* Miss Tini *di* Town for Kids*, di rumah belajar lagi sama abang*".

In acquiring English as second language, MRF has processes by formal environment and informal environment. Formal environment he get from his language learning at school, then he get the informal environment by taking a

course class with her English teacher after he finished his school time and studying with her brother at home.

From the data above, the writer assumes that the children have enough language environment influence, because of the participation of care giver to motivate children in acquiring English language. In this case the writer assumes that children who acquired second language are also supported by their environment. Based on five factors that influence children to acquire second language such as motivation factor, age factors, formal presentation factors, first language factors, and environment factors, the writer found that only three factors that influence children to acquire second language in Al Azhar Elementary school, they are motivation factors, formal presentation factors, and environment factor.

Conclusion

Based on the findings and analysis in the previous chapter above, the writer takes some conclusion in this research those are:

1. The children already acquired some of the vocabularies that belong to the noun, pronoun, adjective, verb, adverb, conjunction, and preposition, but noun is the most class of word which children acquired. The vocabularies they acquire are obtained through something in their environment. The vocabularies acquired by children are written in their vocabulary book. MRF has the highest number in acquiring English vocabularies. They are also acquired some of the simple phrases that they use for daily conversation. They are active during the learning process in the class.

2. Children already passed two stages of second language acquisition for children, they are pre-production and early production stage. The children are able to deliver good alphabet pronunciations, mention good memorizing of some vocabularies, an enough understanding of simple phrases, and able to introduce their self. They are also active to communicate in simple sentences even they are still used the wrong grammar.

3. From the five influence factors of second language acquisition for children to acquire second language, the writer concludes that the children have three influence factors in acquiring the second language, which are motivation factors, formal presentation factors, and environment factors. The children have some of the hobbies that influence them to love English then it is also influencing them to love study in the class and the children also supported by their environment at school and parents at home.

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