THE ENGLISH VOCABULARY ACQUISITION OF SECOND GRADE STUDENTS OF AL IRSYAD ISLAMIC ELEMENTARY SCHOOL PURWOKERTO IN THE ACADEMIC YEAR OF 2009/2010

A Final Project
Submited in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education

By:
Binti Maziyyah
Student Number : 053411413

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ADVISOR APPROVAL

Dear Sir,
Dean of Faculty of Tarbiyah
State Institute for Islamic Studies
(IAIN Walisongo Semarang)

Assalamualaikum Wr. Wb.

After correcting it to whatever extent necessary, we state that the final project belongs to student as bellow:

Name : Binti Maziyah
Reg Number : 053411413
Department : English
Title : THE ACQUISITION OF ENGLISH VOCABULARY BY SECOND GRADE STUDENTS OF AL IRSYAD ISLAMIC ELEMENTARY SCHOOL OF PURWOKERTO IN THE ACADEMIC YEAR 2009/2010

Is ready to be submitted to join last examination.

Wassalamualaikum Wr. Wb.

Semarang, December 21, 2010
Advisor I
Dra.Hj.Siti Mariam,M.Pd
NIP. 196507271992032002

Advisor II
Dr. Mustofa, M.Ag
NIP. 197104031996031002
Name: Binti Maziyah
Student Number: 053411413
Title: THE ENGLISH VOCABULARY ACQUISITION OF SECOND GRADE STUDENTS OF AL IRSYAD ISLAMIC ELEMENTARY SCHOOL PURWOKERTO IN THE ACADEMIC YEAR OF 2009/2010

had been ratified by the team of thesis examiner of Education Faculty of Walisongo State Institute for Islamic Studies Semarang on:

Day: Thursday
Date: December 23rd 2010

The Team of Examiner

Chairman,

Dr. Musthofa, M.Ag.
NIP. 197104031996031002

Secretary,

Moh. Nafi Annury, M.Pd.
NIP. 197807192005011007

Examiner I,

Siti Tarwiyah, M.Hum.
NIP. 197211081999032001

Examiner II,

Drs. Abdul Wahib, M.Ag.
NIP. 196006151991031004

Advisor I

Dra. Hi. Siti Mariam, M.Pd.
NIP. 196507271992032002

Advisor II

Dr. Musthofa, M.Ag
NIP. 197104031996031002
ABSTRACT


Keyword: English language, teaching, learning, acquisition, English vocabulary, teaching materials, teaching methods.

The statement problems of this study can be described as follows: (1) How is the English teaching learning of the second grade students at Al Irsyad? (2) How good is the acquisition of English vocabulary among the second grade students of Al Irsyad? (3) What kinds of vocabulary are mostly or less acquired by second grade students of Al Irsyad? (4) What factors students’ bring to such acquisition of English vocabulary at Al Irsyad?

This study uses qualitative approach because the data are descriptive in the forms of written and spoken. The data are collected by some techniques; observation, interview, test and documentation.

The collected data are categorized into: (1) teaching material, consist of teaching materials, textbooks, and teaching aids, (2) teaching methods (3) test paper, consists of some themes of vocabulary; the theme of introduction, noun, animals, numbers, times, bodies, friends and family, weather, and activity.

The result of the study shows that the characteristics of English language teaching materials, methods, and the acquisition of English vocabulary of second grade students at Al Irsyad Islamic elementary school is related with the principles of English language teaching learning for young learners. The teaching material used is textbook. Textbook are used as complementary materials with pictures, flashcards, movie and concrete physical objects as teaching aids. The teaching methods used is eclectic, i.e., the combination of various methods, among other, community language learning, in order to encourage the students to make utterances. Audio lingual is used to teach the acceptable pronunciation. Total physical respond is involves the students’ listening and responding to command given by the teacher and it is as used body language. The silent way method is the teachers’ helps the students to acquire the foreign language by gesture and expression. And the results of the vocabulary test is shows that the average score of total students score of vocabulary test is 77, 88, from the maximum scores of vocabulary test is 100. It means that the students’ ability in acquiring English vocabulary is a good level. And the kinds of vocabularies that mostly acquired by students is in the animals themes, the score is 91, 66. And the kinds of vocabularies that less acquired by students is in the introduction themes, the score is 59, 37. In the process of acquisition, there are also some factors that influence to the students acquisition of English vocabulary, that are internal factors and external factors. Internal factors are categorized of age and intelligences, and the external factors are categorized of motivation and instruction.
And Allah brought you out of your mothers’ wombs devoid of all knowledge, and gave you ears and eyes and hearts, so that you may give thanks” (An Nahl: 78)

(The Quran, An Nahl: 78)
DEDICATION

In the name of Allah The Beneficent and The Merciful, this thesis is dedicated to:

1. My beloved mom and dad, I’m nothing without you. Thank you for your love and pray. You are really my life spirit.
2. My beloved brothers and sisters. Thank you so much for all of your love, pray support and care.
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Praise be to Allah SWT who has given blessing and mercies so that the writer on finish in creating this thesis.

Shalawat and salam may be granted to our noble prophet Muhammad SAW and his family, his friends and his followers who has brought islam until this present.

As an ordinary human who has the weakness and limitedness, the writer realizes that the thesis by the title “The English Vocabulary Acquisition of Second Grade Students of AL Irsyad Islamic Elementary School Purwokerto in the Academic Year of 2009/2010, cannot be finished without any support, guidance and help from the other people and another side. For that by the honor of this, the writer wants to say thanks very much to the honorable.

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this thesis.

   By expecting pray, may be goodness be charity and get the reward from Allah
SWT.

   The writer realizes that this thesis is still far from completeness, so that , the
writer so expects constructive suggestion and criticism from all side for the advantages of
this thesis.

   Finally the writer expects may this thesis useful, especially for the writer and
generally for the reader.

Semarang, December, 2010

Binti Maziyyah
Student Number: 053411413
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CHAPTER I
INTRODUCTION

1. Background of Study

Language is used as a means of communication in society. Language is a system of signs and constructs used by people as a primary form of communication. People use language to convey messages to the other. *Oxford Learner’s Dictionary* stated that language is a system of sounds, words, manner, signs, symbol, used by human to communicate thoughts and feelings.\(^2\)

In Indonesia, besides we used our native language that is Indonesian language, there is also foreign language that is English language. English is important language in Indonesia. English is an international language used by the largest number of people in the world; English is intensively used in international communication.

English as an international language is important to be taught in Indonesia. It is taught in junior high school, senior high school, and in the university. Nowadays, English is also taught in elementary school and even in kindergarten.

Every child has a long process to get a new language, whether it was their first language or second languages. In the process of getting the language, the children have some steps. According to Scovel, there are some stages of the obtaining a language, it starts from the crying, cooing, babbling, getting 1, 2, 3 words and until they can arrange the sentences with these words.

Al-Qur’an says:

\[
\text{وَاللَّهُ أَخْرَجَكُم مِّنْ بُطُونِ أَمْهَاتِكُمْ لَا تَعْلَمُونَ شَيْثًا وَجَعَلَ لُكُمُ السَّمَاعَ وَالأَبْصَارَ وَالْأَفْقَادَةَ لَعَلَّكُمُ تُشْكُرُونَ}
\]

“And Allah brought you out of your mothers’ wombs devoid of all knowledge, and gave you ears and eyes and hearts, so that you may give thanks” (An Nahl: 78)\(^3\)

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According to Fromkin and Rodman, young children who are exposed more than one language seem to acquire all the language equally well. There are many bilingual or multilingual speakers who have acquired their languages early in life. One language is the first learned, but if the child is exposed to second language, he or she will learn those languages.\textsuperscript{4}

English is an international language used by most people in the world to communicate with others, especially for the people in different countries. In learning English, vocabulary is an important component, which is vocabulary. Vocabulary is the collection of words that must be owned by each person who will learn English language.\textsuperscript{5}

Likewise, the children must also be able to master the vocabulary before they learn the English language. To acquire English vocabulary, children can take some ways, such as, they can imitate some vocabulary from people in their environment, and they can also learn the vocabulary in the formal institution, like elementary school students.

Elementary school students is a place where the children aged 6-12 years old learns some basic material, and English language is one of these materials. And one of the most important components in the learning English language is the learning English vocabulary.

In other hands, so far in elementary school students, there is standardized curriculum, syllabus and material. The government is produced any curriculum and any syllabus for elementary school students because the English lesson was taught in elementary school students in recent years.

In this study, the writer chooses the Islamic elementary school of Al Irsyad especially the second grade students as the object of the study. The writer chooses this school as the object of study because the students were taught English lessons, since they were in kindergarten. So they introduced English vocabulary from them as very young learners. Another reason, in each teaching learning process, this

\textsuperscript{4} Victoria Fromkin and Robert Rodman, \textit{An Introduction to Language} (New York: Holt, Rineheat Wilson, 1983) p. 342

school was used the immersion programmed class. According to Mike Bostwick that immersion has been a convenient term used freely by schools and the media for an increasingly popular form of foreign language education\textsuperscript{6}.

He also stated that language immersion school is an approach to foreign language instruction in which the usual curricular activities are conducted in language. This means that a new language is the medium of instruction. So, in this school, the teacher and the students was used English language not only for English lessons, but also for all lessons.

Bilingualism is occurred when some one exposed two languages. It is influenced by the languages which are used in his or her environment, although the environment is created intentionally or unintentionally. According to Gleason, geographical or political factor in a country also make bilingualism.\textsuperscript{7}

In Al Irsyad Islamic elementary school is also used bilingual in the teaching learning in the classroom. The teacher is not always used English language but also the indonesia language.

In the years 2007/2008, Al Irsyad Islamic elementary school students begin to apply the immersion programs, where in the integrated of lesson was implied contains of English language around 40\% in the teaching materials and in the students evaluation. So, not only in the third grade students the English lesson was taught in this school but also from the first grade students.

The acquisition of English vocabulary in elementary school can be viewed from the teaching learning process in the classroom. The teachers are choosing the teaching media and teaching method when they are teaching the English vocabulary; this is the important factor in the process of the student’s mastery of vocabulary. The acquisition of English vocabulary can also be seen from the results of their score of the test, especially in the vocabulary test. From the score of the test, it can be found the percentage of students level in the acquisition of English vocabulary, and the kinds of vocabulary that are mostly and less acquired by second grade students of Al Irsyad Islamic elementary school.

\textsuperscript{7}Jean Berko Gleason \textit{The Development of Language}, (USA: Merrill Publishing Company, 1989), p.331
In this research, the researcher is going to investigate them by the title THE ENGLISH VOCABULARY ACQUISITION OF SECOND GRADE STUDENTS OF AL IRSYAD ISLAMIC ELEMENTARY SCHOOL PURWOKERTO IN THE ACADEMIC YEAR OF 2009/2010

2. Reasons for Choosing the Topic
The researcher chooses the topic because of the following reasons:

a. English is not a new material that is taught in Al Irsyad, so the process of the acquisition of English vocabulary in that school is also different from another elementary school, therefore the writer want to prove this statement.

b. This school have the professional teachers who can create the teaching learning of English vocabulary become easier, fun, and enjoy in order to the students can understand and acquire the vocabulary easily.

c. By the statements above, the writer want to know the English teaching learning practice, the percentage of the students level of acquiring the English vocabulary and the identifying the kinds of vocabulary that mostly or less acquired by second grade students of Al Irsyad Islamic Elementary School of Purwokerto.

3. Research Questions
a. How is the English teaching learning of the second grade students of Al Irsyad Islamic elementary school Purwokerto in the academic year of 2009/2010?

b. How good is the acquisition of English vocabulary among the second grade students of Al Irsyad Islamic elementary school Purwokerto in the academic year of 2009/2010?

c. What kinds of vocabularies are mostly or less acquired by second grade students of Al Irsyad Islamic elementary school Purwokerto in the academic year of 2009/2010?

d. What factors bring students to such acquisition of English vocabulary of second grade students of Al Irsyad Islamic elementary school Purwokerto in the academic year of 2009/2010?
4. Objectives

a. To investigate the English teaching learning of the second grade students at All Irsyad Islamic elementary school Purwokerto in the academic year of 2009/2010.

b. To find out the students ability of the acquisition of English vocabulary among the second grade students of Al Irsyad Islamic Elementary School Purwokerto in the Academic Year of 2009/2010.

c. To find out the kinds of English vocabularies that mostly or less acquired among the second grade students of Al Irsyad Islamic Elementary School Purwokerto in the Academic Year of 2009/2010.

d. To investigate the factors bring students to such acquisition of English vocabulary of second grade students of Al Irsyad Islamic elementary school Purwokerto in the academic year of 2009/2010.

5. Pedagogical of Significance

The result of the study is expected to give advantages as follows:

a. Theoretically; the result of the study can give larger knowledge about English language teaching in elementary school students for writers, readers, and teachers

b. Pedagogically; the result of the study is expected to be as follows:

1) Motivator for the teacher to improve the quality of English language teaching for young learners

2) Reference in English language teaching for young learners not only for the teachers but also for the writers and the readers.

3) Reflection of English teaching learning process at Al Irsyad Islamic elementary school students in the classroom, which at least, it can examine the instructional practice at Al Irsyad Islamic elementay school students classroom. It will become consideration not only for Al Irsyad Islamic
elementary school itself, but also for other elementary school in making instructional decisions such as teaching materials and teaching methods.

6. Limitation of the Study

The focus of this research is the acquisition of English vocabulary by second grade students at Al Irsyad Islamic elementary school, in terms of the English teaching learning practice, the students level of acquiring the English vocabulary and the kinds of English vocabulary that mostly or less acquired by second grade students in the classroom. It is not at all of class that will be observed, but only a class, which is a second grade student of elementary school.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. English Language Teaching Learning at Elementary School Students

Teaching English vocabulary as a foreign language for elementary school students is not easy thing to apply. The teachers are demanded to be successful. An effective teaching is the basic factor for the success of teaching-learning process. To prepare an effective language teaching, it is necessary for teacher to make a theory that account for effective language teaching.

The Indonesian government implements program that English is taught at elementary school because the student are expected to have skills for listening, speaking, reading and writing in elementary school with the emphasize on the mastery of speaking skills for communication using selected topics related to the environment task needs.

In teaching, teacher must be aware of the age of students of different ages have different needs, competence and cognitive skills. The ages of the student are major factor about how and what teachers to teach. Different ages also mean having different characteristics.

Teaching the elementary school student mean teaching children whose ages are between six to twelve years old. They are categorized as beginners or young learners. Based on the student’s background, it is crucial for the teachers to teach them vocabulary. Vocabulary is one of component of language which is a means to conduct a communication. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help the students in mastering the language skill. A rich vocabulary also makes language skills easier to perform.

1. The Elementary School Students

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The elementary school usually consists of students about six up to twelve years old who have different motivation from junior high school, senior high school and university students.

Every body is different, either their characteristic or personality. Therefore, it is necessary for us to treat them in different ways, in order to make them feel conventions. In the same case, teaching English for the second grades of elementary school level is also different from teaching English for students at the higher levels. As the second to sixth grades elementary school, students are still called as young learners, because their ages are 7 to 12 old.\textsuperscript{10}

a. The Differences between Children and Adult as Language Learner

There are some different characteristics between children and adult as language learner. First, children have shorter attention span than adult.\textsuperscript{11} The children cannot keep concentration and interest in learning material and activity for a long time. They will be bored with monotonous activity. But, the adults are more able to keep concentration and interest in learning material and activity.

Second, the emotional factor which influences learning inhibition of children and adults is different.\textsuperscript{12} As an example, when practicing English utterances, the adult are rarely shy to do it. But, the children are braver to do it. When receiving corrective feedback, particularly when in social community (front of their friends), the children are not shy to receive it. Different from the children, the adults are shy with their friends in receiving corrective feedback. Thus, the children have longer social interaction with their friends in practicing English language than the adult.

Third, the children acquire grammatical rule inductively and the adults acquire grammatical rule deductively. When learning grammatical rule, the children can understand it through some examples. If they are given the patterns of grammatical rule first they will be difficult to understand it.

\textsuperscript{10}Mary Slattery and Jane Willis, \textit{English for Primary Teacher}, (New York: Oxford University Press,2003), p.5
\textsuperscript{11}H. Douglas Brown, \textit{Teaching by Principles: An Interactive Approach to Language Pedagogy}, 2\textsuperscript{nd} Ed, (San Fransisco: Longman, 2001), p. 88
\textsuperscript{12}\textit{Ibid.}, p. 91
Different from the children, the adult can understand the pattern of grammatical rule before seeing some examples. They can develop their abstract thinking ability.\textsuperscript{13}

b. The Characteristics of Elementary School Students

An elementary school usually consists of students about six up to twelve years old who have different motivation from junior high school, senior high school and university students.

Every body is different, either their characteristic or personality. Therefore, it is necessary for us to treat them in different ways, in order to make them feel conventions. In the same case, teaching English for the second grades of elementary school level is also different from teaching English for students at the higher levels. As the second to sixth grades elementary school, students are still called as young learners, because their ages are 7 to 12 old. According to Slattery and Willis, there are some general characteristic of elementary school students:\textsuperscript{14}

1) They are learning to read and write in their own language.
2) They are developing as thinkers.
3) They understand the difference between the real and the imaginary.
4) They can plan and organize how best to carry out an activity.
5) They can work with others and learn from others.
6) They can be reliable and take responsibility for class activities and routines.

From the statements above the elementary school students are easier in acquiring English language through lot of practicing and experiencing. If they often read and write the vocabulary utterances, they will easy to memorize it. They love to imitate and practice something that was happened in their environment. They also enjoy repetition because it gives them a sense of assurance and achievement.

\textsuperscript{13} Ibid
\textsuperscript{14} Mary Slattery and Jane Willis, \textit{op.cit.}, p.5
As very young learners, the elementary school students need the teacher’s individual attention as much as possible. They need it to be guided to learn individually. For example, when the elementary school students are doing tasks, the teacher can go round and asking about what they are doing.

The elementary school students are enthusiastic to talk about themselves. They are interested in learning when the teacher uses themselves and their own life as main topics in the classroom.

2. Teaching Materials

Material as anything which is used to help teaching language. Teaching material is a key component in language teaching. It has important roles of teaching. It is a resource for what will be taught and learned, source of activities for learner practice and communication interaction, reference source for learners on grammar, vocabulary, pronunciation, etc., source of stimulation the ideas for classroom activities, syllabus, and also learning support.

To make teaching learning more successful, the material must be selected appropriately. Before selecting material, the teacher must decide the objectives of English teaching. The basic objective of teaching English for elementary school students is to prepare them to learn English at higher school.

The form of material support for language teaching comes from textbook. According to Brewster, Ellis, and Girard, there are some reasons why the textbook is used in teaching learning; it is useful learning aid for the students, it can identify what should be taught or learned, it can indicate what methodology should be used, it can provide attractively and economically, all or most materials needed. The teachers not only can use material from a book, but they also can use several books for supplementing original material.

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The good textbooks are the textbooks which are matching with the objectives of English teaching and can facilitate the students’ to learn language.\textsuperscript{19} The English textbook for kindergarten students must look interesting, colorful and the language is in clear context. It also must provide the materials which are relevant with the kindergarten students’ level.

Although textbook provide the majority of materials, teacher can also use other materials in order to provide variety. The numbers of supplementary materials can be chosen are storybook, songs, rhyme, chants, game, posters, flashcards, worksheet, video, CDs, the internets, and other CALL program, etc.

3. Teaching Methods

Harmer has defined method as the practical realization of an approach. The methods are arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization.

According to Brown, the teaching method definition is as follows:\textsuperscript{20}

“\textit{Method is a generalized set of classroom specifications for accomplishing linguistic objective. Method tends to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts}”

There is relationship among teaching method, approach, and technique. Method is the practical realization of an approach, and includes various procedures and techniques.

There are some popular methods in English language teaching learning which are going to be discussed below.

a. The Grammar Translation Method

The fundamental purpose of Grammar-Translation method is to make the students able to read literature written in target language.\textsuperscript{21}

\textsuperscript{19}Jack C. Richard, \textit{op. cit.}, p. 258  
\textsuperscript{20}H. Douglas Brown, \textit{op.cit.}, p. 16  
The procedure of teaching English is simply a combination of activities of teaching grammar and translation. The teaching begins with English rules, isolated vocabulary items, paradigm and translation. The teacher explains the rules in students’ first language and then simple words are put into slots of grammatical rules. The grammatical rules are memorized as units. The teacher provides the class with other words and translation. The students, then, practice using the rules by using the words provided. The students are expected to be conscious of the grammatical rules of the target language. The text to translate is usually easy classics; this type of text is used to have students practice understanding the literature in the target language. The students should memorize list of words.²²

b. **Direct Method**

This method involves all discussion in the target language. The teacher uses example of language in order to inductively teach grammar; the students are to try to guess the rules of the language by example are provided. Teacher interacts with the students a lot, asking them question about relevant topics and trying to use grammatical structure in the conversation. Accuracy is sought and errors are corrected. It still focused on the grammar.²³

c. **Audio lingual**

This method uses the stimulus-response reinforcement model. In this method, the grammatical rules are introduced in the dialog which is reinforced. This method also uses drilling to teach the acceptable pronunciation.

d. **Presentation, Practice, and Production**

This method has similarities with the audio lingual. They are same in the use of drilling. But, PPP is contextualized by the situation that has been presented by the teacher. Later the students, using the new language, make sentences of their own, and this referred as production.²⁴

e. The Communicative Approach

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²³Jack C Richard, *op. cit.*, p.11
²⁴Jeremy Harmer, *op. cit.*, p. 80
In this method, the students should have desire to communicate something. They should have a purpose for communicating (e.g. buying a ticket, make a point, etc). They should focus on what they are saying or writing rather than on language structure.

f. **Task Based Learning**

In this method, the students are given a task to perform and only when the task is completed, the teacher discuss the language that was used, making correction and adjustment which the students’ performance of the task has shown to be desirable.²⁵

g. **Community Language Learning**

In this method, the students are sitting in a circle; they decide what they will talk. If they say any sentence in their native language, and the teacher who is standing out side them will translate their sentences in the target language. If the students say any sentence in the target language, the teacher will translate in their native language. This is in order to encourage the students to make utterances.²⁶

h. **The Silent Way**

In this method, the teacher helps the students to acquire the foreign language by gesture or expression. Later students guess them. And the teacher shows the correction of students’ guessing verbally.²⁷

i. **Suggestopedia**

This method provides a very low stress, attractive environment in which the acquisition can occur. The teacher should creating the right atmosphere and in acting out the dialogues in the target language, although at the beginning the teacher use first language.²⁸

j. **Total Physical Respond**

This method involves the students listening and responding to command given by the teacher, such as sit down, walk, stand up, etc. There

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²⁵ *Ibid*, p. 87
²⁶ *Ibid*, p. 88
²⁷ *Ibid*, p. 89
²⁸ *Ibid*, p. 90
are some types of total physical respond. First, TPR which uses commands were an easy way to get learners to move about and loosen up. For example, *Open the window, close the door, and stand up.* Second, TPR which uses imperative sentence by more complex syntax. For example, *draw a rectangle on the blackboard, walk quickly to the door and hit it.* Third, TPR which uses humor imperative sentence. For example, *walk slowly to the window and jump, put your toothbrush on your book.* Forth, TPR which uses interrogative sentence. For example, *where is the book? Where is the able? Etc.*

**B. The Acquisition of English Vocabulary at Elementary School Students**

The acquisition means the natural process of getting the language. The process of acquisition must be experienced by every creature, likes human beings. In the early life, the children have experienced the process of getting their first language.

Likewise, when the children go to the school, like elementary school students, the children will meet some languages besides their first language, it is called foreign language.

Elementary school students are usually consists of students about six up to twelve years old. In elementary school, the students were taught some basic materials such as English language.

English language is as foreign language I our country, especially in elementary school students. In the learning English language, there is one important component, it is called English vocabulary. English vocabulary is the collection words that an individual knows.29

1. **The Kinds of English Vocabulary that Usually Mastered by the Students in Elementary School**

Elementary school students is the beginning level, which is the basic materials was taught in there. It is a general lesson or religion lesson. Likes English language, in general English language was taught in elementary school students.

Learning English is studying English and the knowledge about the components of English language, for example, knowledge of grammar rules. Acquiring English is gaining, obtaining, imitating and experiencing English like the process children undergo when they acquire their first language, and it requires meaningful interaction in the target language.

In learning English language, there is one important component that is English vocabulary. As young learners, the students in elementary school was taught the simples vocabularies, it is caused the students in elementary school is still young, so they are still needs to acquire and understand just the simple vocabularies. It is caused, with simple vocabularies the students can acquire and understand the vocabularies easily.

Fromkin said that young children before the age of puberty who are exposed to more than one language seem to acquire all the languages equally well. There are many bilingual and multilingual speakers who have acquired their languages early in life. Sometimes one language is the first learned, but if the child is exposed to additional languages at an early age he or she will learn those languages.30

The writer can conclude that the process of acquisition between children and adult is different. If adult can acquire their language when they was child, and they can learn more than one language after they can get their first language in their early life. And the children can acquire to additional languages at an early age he or she will learn those languages.

Refers to the primary school syllabus, English vocabulary must be mastered by the children in elementary school. It is caused the English vocabulary as the basic components of learning English language. And the English materials consists of the names of animals, daily activities, greetings, the names of food and drinks, hobbies, introductions, weather, numbers, times, and another simple vocabularies.

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Thornburry stated that there are also some kinds of English vocabulary that is homonyms, homophone, and homographs.

First, words that share the same form but have unrelated meanings are called homonyms for ex, we have seen how like and like can be two quite different words, i.e. I like looking TV and it look like new.

Second, there are many words that sound the same but the spelling are differently for ex, words horse and hoarse, meet and meat, these are called homophones (literally same sound).

Third, there are also words that are pronounced differently but spelt the same for example: a windy day but a long and windy road, a live concert but where do you live? These are called homographs.⁴¹

From all statements above, the writer concluded that English vocabularies have many benefit, as; first, with vocabulary people can learn some language because without vocabulary they can not learn language, they can not express their feeling, their attention to communicate with others. Second, in learning English vocabulary, we can know some aspects of vocabulary, consists of, homonyms, homophones, and homograph. With these aspects, we can know about words that share the same form but have different sound, and any others.

2. The Ways of Acquiring English Vocabulary at Elementary School Students

There are some ways in the process of acquiring English vocabulary, such as; first, according to behaviorist that language learning takes place through imitation, reinforcement, and habit formation.⁴² Furthermore, when the children learn English in the school, they can learn and acquire the language by imitating what the teacher said in the teaching.

After the children imitated what the teacher said repeatedly, the children will try to practice what they say and knew. And by practicing the vocabularies on everyday with their friends and their teacher, especially when they learn in the school, so they can acquire and memorize the vocabularies easily. Second,

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Chomsky has the idea that there exists Universal Grammar (UG) of human language. It means that the sets of language acquisition are in the human brain.\(^\text{33}\) It means that, in the human body, there is a set to acquire the language, it is in the human brain. According to Chomsky, that the process of language acquisition was happened in the human beings naturally. Third, interaction theories have argued that much second language acquired take place through conversation interaction.\(^\text{34}\) It means that the language can acquired by interacting with another peoples.

Likewise in elementary school, the children will acquire, memorize and understand the daily vocabularies by interacting with their friends or their teachers. If they often to say the vocabularies repeatedly, they can also memorize, acquire and practice that vocabulary easily.

From the statements above, the writer concluded that there are some ways in the acquisition of English vocabulary especially in elementary school students, such as; imitation, practice and habit formation. And also with interaction or conversation by using English language with another peoples in their around likes their friends or their teachers.

In another theorist that there are several stages in language acquisition:

a. **The Crying Stage**

   In a sense, crying, at least in the first few months is a kind language without speech because the child communicates different types of discomfort without using normal speech sounds. And the other definition, that in the first month or two of the child’s development, crying becomes more differentiated and more symbolic. This means that it is not directly related to the child’s sense of discomfort: rather, the cries are subtly, indirectly, almost randomly associated with its need.\(^\text{35}\)

b. **The Cooing Stage**

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\(^{34}\)Patsy M. Lightbown and Nina Spada, *op. cit.*, p.43

After several weeks of extensive interaction with its caretaker, the child starts to coo, making soft gurgling sounds, seemingly to express satisfaction. And actually this cooing stage emerges at about two months of age.\textsuperscript{36}

c. The Babbling Stage

In the first few months, usually around six month’s period, the infant start to babble. They produce a large variety of sounds. During the babbling period, they learn to maintain the right sound and eliminate the wrong sound. They also start to imitate adult intonation although there are first linguistic contras among what student perceive and produce.\textsuperscript{37}

d. The Holophrastic Stage

After one year, the child’s starts to use same string of sounds repeatedly to mean something. At this point, they have learned that sounds are related to the meanings and they are producing their first words. They produced their first words, as well as their first word combinations, at the same time in each language.\textsuperscript{38} This stage also can be called as one sentence stage because in this stage most children have tried to use one word to express one sentence, for example, when children ask to be \textit{got up}, they just say “\textit{up}”. It means “\textit{get me up}”.

e. The Two-Word Stage

In second year, children start to produce two – word utterances to express one sentence. In this stage there are no syntactic or morphological markers, such as, to be, inflection for number, tense, etc. For example, when children want to say” \textit{sweater on the chair}”, they just say “\textit{sweater chair}”.

f. Telegraph to Infinity

When a child starts stringing more than two words together, the utterances may be two, three, four, or five words or longer many linguists believe that children who are producing utterances which on average are 2, 3

\begin{itemize}
\item\textsuperscript{36}\textit{Ibid.}, p.9
\item\textsuperscript{37}Victoria Fromkin, Robert Rodman and Nina Hyams, \textit{op.cit.}, p.353
\item\textsuperscript{38}\textit{Ibid.}, p.374
\end{itemize}
to 3, 5 morphemes seem to have acquired other, similar aspect of grammar. But, their utterances have special characteristic. Usually the small function words (such as, to the, can, is) are missing only the words that carry the main massage occur. For example, when children want to say “I am sitting on the chair”, they just say “I sit on chair”.  

3. The Difficulties that Faced by the Students in Elementary School Students During the Process of Acquiring English Vocabulary is Take Places

Vocabulary plays a significant role in supporting the mastery of language skills namely listening, reading, writing and speaking. In order to communicate well in a language, students should acquire an adequate number of words should know how to use them accurately. In listening skill, by having many vocabulary they can hear and understand all the words in oral communication easily in speaking skill, they can understand all the words in written material and in writing skill, they can express their ideas, opinion and feeling cohesively. The writing and speaking are language production that belongs to productive skill, while listening and reading involve receiving the message and they are belongs to receptive skills.  

In the process of acquiring English vocabulary, the children have also some difficulties, such as;

a. The children is less interest with the materials that the teachers taught in the classroom, it is because the materials was too difficult to understand by the children, so that the children become less to enthusiastic and eager to learn these materials. It means that, if the children have not the spirit or the enthusiastic to learn, so they will also difficult to acquire and master the materials especially in learning English vocabulary.

b. The children is less interest with the methods that used by the teacher in teaching English language. Actually, if the methods that the teacher used are monotonous, so the students often bored to learn. And with this circumstance

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39 Ibid., p.329-330
40 Norbert Schmit, op.cit., p.40-41
of the students, it can cause the students difficult to acquire and understand the materials conveyed by the teacher.

c. The children are less interest with the media that used by the teacher I teaching English language. So that, the students is also bored and not fun or enjoys learning the materials. Therefore the children are also difficult to acquire and understand the vocabularies easily.

From the statements above, the writer concluded that there are some difficulties that often faced by elementary school students in the process of acquiring English vocabulary, such as; the difficult materials that the teacher was given to the students, the methods that used by the teacher was not interested, and the media that used by the teacher was not interest too. Those are some factors that can be caused the difficulties of the acquisition of English vocabulary in elementary school students.

C. The Factors that Influence to the Students Acquisition of English Vocabulary at Elementary Schools Students.

The acquisition of English vocabulary in the beginner level has some advantages because young children tend to learn a language easily, especially as far as oral skill is concerned. Childhood is the best period for acquiring a native or near native pronunciation because the speech of muscles of children is still developing.

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves in school. Clearly, some languages learners are successful by virtue of their sheer determination, hard work and persistence.

There are two factors that influence the students’ acquisition of English language; internal factors and external factors.

1. **Internal Factors**

Internal factors are those that the individual language learner brings with him or her to the particular learning situation. In the internal factors, there are some aspects; the age, personality, motivation and attitude, experiences, and aptitude.
a. Age

Age as an affective factors in second language acquisition. Age is one of the most important affective factors in second language acquisition. Second language acquisition is influenced by the age of the learner children who already have solid literacy skills in their own language. Seem to be the best position to acquire a new language efficiently.

Younger learners in informal language learning environments usually have more time to devote to learning language. They often have more opportunities to hear and use the language in environments where they do not experience strong pressure to speak fluently and accurately from very beginning.\textsuperscript{41}

According to Krashen, there are three generalizations of the effect of age and second language, is as follows; first, adult proceed through the early stages of second language development faster than children do. Second, older children acquire faster than young children, time and exposure to second language proficiency than those beginning as adults.\textsuperscript{42}

It means that the second language development of older and younger learners who are learning in similar circumstances have shown that at least in the early stages of second language development, older learners are more efficient than younger learners.

b. Intelligence

Intelligence has traditionally been used to refer to performance on certain kinds of tests. These tests are often associated with success in school, and a link between and second language learning has sometimes been reported.

According to Spada, she said that while intelligence, especially measured by verbal IQ tests, may be a strong factor when it comes to learning

\textsuperscript{41} Patsy M. Lightbown and Nina Spada, \textit{op. cit.}, p.60

which involves language analysis and rule learning. Intelligence may play a
less important role in classroom where the instruction focuses more on
communication and interaction.\(^\text{43}\)

She also said that intelligence is composed of different types of
abilities; first, the ability to identify and memorize new sounds. Second, the
ability to understand the function of particular words in sentences. Third, the
ability to figure out grammatical rules from language samples. Fourth,
memory for new words.\(^\text{44}\)

From the statements above, I concluded that the successful language
learners may not be strong in all of the components of intelligence. Some
Individuals may have strong memories but only average abilities in the other
components of intelligence.

2. **External Factors**

External factors are the characterize of the particular language situation.

External factors are categorized of some aspects:

a. **Motivation**

Motivation is defined as the learners orientation with regard to the goal
of learning a second language. Spada stated that motivation is divided into
two basic types; integrative motivation and instrumental motivation.

1) **Integrative Motivation**

Integrative motivation is characterized by the learners positive
attitudes towards the target language group and the desire to integrative
into the target language community.

When someone becomes a resident in a new community that uses
the target language in it is social interactions, integrative motivation is a
key component in assisting the learner to develop some level of

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\(^{43}\) Patsy M. Lightbown and Nina Spada, *op. cit.*, p.52

\(^{44}\) *Ibid.*, p.54
proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members.

2) Instrumental Motivation

Instrumental motivation underlines the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language.

With instrumental motivation the purpose of language acquisition is more utilitarian, such as for reading technical material and translation work or achieving higher social status.

Instrumental motivation is often characteristic of second language acquisition, where title or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

While both integrative and instrumental motivation are essential elements of success, it is integrative motivation which has been to sustain long-term success when learning a second language.

b. Instruction

Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classroom. The students will make faster progress.

Instruction is also very important factors for the students acquisition of English vocabulary, especially for young learners. It is because, the children more needs the instruction when they are learning the language in the classroom. They will do anything easily, if the teacher gives the instruction clearly, i.e., when the teacher gives some exercises, the teacher must give more explanation ad instruction about the exercises, it is in order to the students can answer and understand about what the students must do for the exercises.
For the statements above, I concluded that in the English teaching learning process, the students more needs the instruction of the teachers. It is because, the students can understand, memorize, and acquire the language easily, if the teacher always gives the instruction clearly and it is very influence factors for the students acquisition of English vocabulary.

D. Previous Research

1. Thesis under title, The Acquisition of English Vocabulary by Seventh Grades of SMPN 8 Semarang, by Titin Apriyati (2201402540), English Department Faculty of Languages and Arts Semarang State University. She investigates about the acquisition of vocabulary. The aims of her study are to find out the extent of English vocabulary acquisition of seventh grades and to identify difficult items of instruments used in the study. She had the result of the study is English teachers of SMPN 8 Semarang should work hard to overcome the low mastery of English vocabulary among the students by finding appropriate methods in teaching students by using various aids, which help students in acquiring vocabulary easily.

2. Thesis under title, Vocabulary Acquisition of the Fourth Semester Students of English Department of English Department Faculty of Languages and Arts Semarang State university in the Academic Year 2005/2006, by Yulia Nur Ekawati (2201402069), English Department Faculty of Languages and Arts Semarang State University. She investigated about the problems of items taught in lexical studies I and lexis studies II that have been acquired by fourth semester.

In the research, she gets the results that the students will be better in acquiring English vocabulary, if the lecturers have a better ways in teaching vocabulary. It is suggested that the lecturers should have a better way in teaching vocabulary. In addition, English department, especially the curriculum designer should rearrange the syllabus of vocabulary.
CHAPTER III
METHODS OF INVESTIGATION

A. Research Approach

Before stepping further about the methodology of this research, the researcher will elaborate what research is. Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.\(^{45}\) There are two kinds of research namely qualitative research and quantitative research. There are some differences between Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentences, and in Quantitative research, the data is analyzed using numbers. Reichardt and Cook (cited in Nunan’s book: “Research Method in Language Learning”) draw a distinction between quantitative and qualitative research as follows:\(^{46}\)

> Quantitative research is obtrusive and controlled, objective, generalisable; outcome oriented, and assumes the existence of facts which are somehow external to and independent of the observer or researcher. Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to context or situations beyond those in which data were collected).

The types of quantitative research are experimental study and comparative study. On the other hand, the types of qualitative research are ethnographic research (ethnography), case study, and classroom observation.

From that elaboration, the researcher chooses qualitative approach for this research because the data are descriptive in the forms of written and spoken. Furthermore, the technique is adaptive and sensitive to be applied.

\(^{45}\)David Nunan, Research Method in Language Learning, (USA: Cambridge University Press, 1992), p.3

\(^{46}\)Ibid
This research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher will visit to the setting to do observation.

**B. Source of Data**

In a qualitative research, source of primary data are the actions and the words and the source of additional data is the written data, documents such as written data, pictures, or statistical data. If the researcher uses observation to collect the data, the source of data is the movable thing or the process which is observed.

The source of data in this research is as follows:

1. The headmaster who give further information about the history of establishing school, the aims in Teaching English for elementary school students, and school curriculum.
2. The teacher who give some further instructional information.
3. The teaching learning process, teaching materials, and teaching methods employed in Al Irsyad Islamic elementary school that has been observed by the researcher.
4. The school files (the data of teachers and students, lesson schedule,) students’ worksheet, students’ exercise book, and pictures.

In this study the researcher also uses the test to measure the students’ level ability in acquiring English vocabulary and to know the kinds of English vocabulary that mostly or less acquired by second grade students. Actually the tests consists the materials that were taught in the first grade and the second grade students of Al Irsyad. And themes of the test consist of introduction, nouns, animals, numbers, times, body, friends and family, weather and activity. The researcher gives the test to the students in the classroom by some procedures, is as follows:

1. The researcher asked the permission for the teacher of second grade of Al Hazen class.
2. The researcher divided the test paper for all of students.
3. The researcher gives some instructions before the students are doing the test.

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C. Scope Of The Study

The focus of this research is the acquisition of English vocabulary based on the English teaching learning practice of the second grade students at Al Irsyad Islamic elementary school students.

D. Time and Setting

Natural environment as direct source of data is one of qualitative research characteristics beside human as data collector and analyzing the data inductively. The researcher selects Al Irsyad Islamic elementary school students as setting of this research because Al Irsyad implemented immersion program. So, not only in English class the students used English lesson but also in other classes. And of course it introduces English for their students from the first level. In other words, this setting is suitable with the goal of this research. And the researcher had collected the data in the first semester of the academic year 2009/2010, for about fifteen days, start from 20th September - 5th October 2010. Nevertheless, the researcher just observed on one class, that is second grade students of Al Hazen class.

General Illustration of Al Irsyad Islamic Elementary School Students

a. Profiles of Al Irsyad Islamic Elementary School Students

Al Irsyad Islamic elementary school students is one school which is under the auspices of the institution of Al-Ershad Al-Islamiyyah, which is part of the long history of struggle of the Indonesian nation in realizing the ideals of the intellectual life of the nation. Al Irsyad Islamic elementary school in the early was began the MI as well as elementary school that is located at Jl. Ragasemangsang, Purwokerto. In accordance with the times and demands of education, then on July 1, 1985 changed the format to a irsyad islamic elementary school under the auspices of Department of Education Banyumas. Furthermore, Al Irsyad Islamic elementary school continues to
grow and always follow the accreditation of schools that implemented by the government three times with details:

1. In the 1996 with comparable levels of accreditation.
2. In the 2001 with comparable levels of accreditation.
3. In the 2007 with the accreditation A (96.83).

The school principal of Al Irsyad Islamic elementary school students is Agus Tardiyan, S.pd.I and the teacher of second grade is Imalia Din Indriasih, S.Kom.

b. Vision and Mission

To prepare Al Irsyad Islamic elementary school become an international school, it have been prepared a long-term strategic plan to guide development of the school. It has the Vision as foows;

1. The realization of students who Excelling in the international race.
2. The realization of International Quality Management.
3. The power realization of educators and education personnel who are able to communicate in international language.
4. The realization of the international scientific.
5. The realization of the learning process with the International language.
6. The availability of infrastructure facilities of international standard learning.
7. The realization of educational financing more effective and efficient.
8. The realization of an international assessment tools.

Based on the above indicators of school vision, the primary mission of Al Irsyad Islamic elementary school is as folows:

a) Create the students with a strong faith, noble personality, and able to communicate positively in the international world.
b) Achieve International Quality management.
c) Realizing the power educator and educational able to communicate in international language.
d) Realizing the international scientific.
e) To realize the learning process with the International language.
f) Achieve international learning infrastructure.
g) Realizing that education funding effectively and efficiently.
h) Achieve international assessment tools.

c. School Facilities

Al Irsyad Islamic elementary school students have enough facilities. They are twenty six classrooms, one headmaster room, one teacher room, one guidance of spiritual room, one library, one unit of school healthy room, one canteen, one mosque, one computer room, one basketball square, and one caser room.

d. School Location

Al Irsyad Islamic elementary school students are located in Jl. Ragasemangasang, Purwokerto. In the past time, it is known as the centre of Purwokerto city. This location is very strategies to reach.

E. Technique of Data Collection

1. Classroom Observation

Classroom observation is an observation that is focused on the understanding of how social events of the language classroom are enacted. In this classroom observation, the subjects of observation are teacher and students’ activities in English language teaching learning. It focuses on the teaching methods, learning English materials, and the assessment of students’ ability in acquiring English lesson, especially the English vocabulary.

In this research, the observation is systematic. The researcher had decided the observation scheme. Generally, the observation scheme contains teaching material consist of teaching materials, textbooks, and teaching aids, teaching methods, with particular reference on the teaching methods and the medium of instruction, and the assessment of students ability in acquiring English vocabulary.

The researcher had done observation by going to the school directly. She did it five times in two weeks because in a week there are three days for English lesson (Tuesday, Thursday, and Friday). The first observation is on Tuesday, 21 September 2010. Second observation was on Thursday, 23 September 2010. Third observation was on Friday, 24 September 2010, Forth observation was on 28 September 2010, and fifth observation was on Thursday, 30 September 2010. In Five times
observations, begin; the researcher noted the observation results chronologically. Then she included them systematically in the observation scheme.

2. Interview

   Interview is the technique of data collection by asking question to the respondents and the answer will be noted or recorded.\footnote{M. Iqbal Hasan, \textit{Pokok-Pokok Metode Penelitian dan Aplikasinya}, (Jakarta: Ghalia Indonesia, 2002), p. 85}

   Interview was done to obtain further instructional information about English Language Teaching Learning and the acquisition of English vocabulary at Al Irsyad Islamic elementary school students. The researcher had interviewed the headmaster and the teacher who teach the second grade of Al Hazen class.

   In the interview, the researcher used semi-structural interview.\footnote{In semi structured interview, the interviewer has general idea of what will do interview and what should come out of interview, but the interviewer does not use a list for predetermined question. See at David Nunan, \textit{Op.Cit.}, p. 149} The researcher used the general idea to interview. In interviewing the Headmaster, the general idea which had asked is the profiles of school, the aims in Teaching English elementary school students, and school curriculum. The researcher interviewed the headmaster once time that is on Friday, 1 October 2010. In interviewing the teacher, the general idea includes the teaching method, selecting material, and the students’ level ability in acquiring vocabulary. The researcher interviewed the teacher on Thursday, 23 September 2010 as same as what has been scheduled. This is to obtain further information about teaching methods, teaching material, and learning assessment which not be obtained from observation.

   The researcher also did unscheduled interviews every after class. This is to obtain further explanation about what the researcher watch in the classroom observations.

3. Test
Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. In this research the researcher used an achievement test to measure the students’ progress in memorizing vocabulary. The researcher uses multiple choices words. With these form the scoring can be done quickly and easily.

4. Documentation

It is done to obtain the written data, such as note, transcript, newspaper, magazine, agenda, etc. The researcher used this method to obtain documents which is related with this research. They are school files (the data of teachers and students, lesson schedule, proposal of establishing school), students’ worksheet, students’ textbook, and pictures.

F. Technique of Data Analysis

Technique of Data Analysis that the researcher will do is as follows:

1. All of the data that have been collected through observation, interview, test and documentation is categorized to be as follows:
   a. Teaching materials.
   b. Teaching methods.
   c. The students’ ability of acquiring English vocabulary.
   d. The factors that influence the students’ acquisition of English vocabulary.

2. Each data above is described as detail as the researcher gets.

3. The researcher will analyze what extend the instructional practice described above meet the principle of English language teaching for elementary school students. The analysis will find out what English language teaching for young learners principles employed in teaching learning practice at Al Irsyad Islamic elementary school students.

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4. After the data of the test was collected, the next step was analyzing the data. In this case, to analyze the data, the following steps are taken:

a) Counting

The writer will employ the percentage of each kinds of correct answer of vocabulary test.

b) Respondents Score of Vocabulary Test

Each correct item of the test was given a score of each respondent was divided by the number of items it was multiplied by 100.

To get the students score of item, the writer used:53

<table>
<thead>
<tr>
<th>No</th>
<th>The Percentages of Students Correct Answer</th>
<th>Level of Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>91% - 100% Correct</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>81% - 90% Correct</td>
<td>Very Good</td>
</tr>
<tr>
<td>3.</td>
<td>71% - 80 % Correct</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>61% - 70 % Correct</td>
<td>Fair</td>
</tr>
<tr>
<td>5.</td>
<td>Below 60 % Correct</td>
<td>Fail</td>
</tr>
</tbody>
</table>

The instrument was taken from the students’ vocabulary test and the writer chooses the themes of materials that were taught in the first semester by their teachers. A score of one is given to each item that was answered correctly and zero to wrongly answer the items.

The classifying of each kind themes scores, as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Theme</th>
<th>Code</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Noun</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Animal</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Number</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Time</td>
<td>E</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Body</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>Friend and Family</td>
<td>G</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Weather</td>
<td>H</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>Activity</td>
<td>I</td>
<td>3</td>
</tr>
</tbody>
</table>

c) The Percentage of Students Ability in Acquiring English Vocabulary

To get the mean score of the vocabulary test, the writer used:

$$M_x = \frac{\sum x}{N} \times 100\%$$

Where:

- $M_x$ : Mean of total score
- $\sum x$ : Total of correct answer
- $N$ : Total number of item

---

54 Ibid, p.43
In this chapter, the researcher is going to describe the acquisition of English vocabulary based on the English language teaching learning practice at Al Irsyad Islamic elementary school students. Then, that description is going to be analyzed by the principle of English language teaching learning for young learners.

A. Finding

1. English Language Teaching materials at Al Irsyad Elementary School Students
   a. The Objective of English Teaching Learning
      
      Before selecting materials, Al Irsyad had decided the objectives of English language teaching learning. It is to prepare the students to learn English in higher school. The students are expected to get more the vocabularies of everything around them, pronounce, and write them accurately.

   b. The Teaching Material
      
      Teaching materials had been selected, planned, and organized in a syllabus. They are more emphasized on the developing vocabulary of daily things and events of children, pronunciation, and word-writing. The syllabus is organized by the themes. The themes contain the topics. All of the materials are the vocabulary related with the topic.

      In the first semester, the themes are as follows:

      1. Greetings
         
         This theme contains a topic; self document, such as hello, good morning, good afternoon, good evening, good night, and good bye.
         
         The example of conversation or grammar:
         
         A: Hello, good morning
         B: Good morning

---

55 Interview with the headmaster (Agus Tardiyan, S.Pd.I), September 22th, 2010
2. Parting

This theme contains a topic: self document, such as name, live, address, study, old, father’s name, mother’s name.

The example of conversation and grammar:

A: What is your name?
B: My name is….
A: Where do you live?
B: I live in….

3. Hobbies

This theme contains a topic; self document, such as reading, writing, playing football, swimming, and singing.

The example of conversation or grammar:

She is reading, He is paying football.
A: What is your hobby?
B: My hobby is…

4. Food and Drink

This theme contains a topic; harmony, such as a pate of rice, an oaf of bread, a piece of cake, a glass of water, a glass of milk, a cup of coffee.

The example of conversation and grammar:

A: What is it?
B: It is a plate of rice.
A: What is it?
B: It is a glass of milk

5. Animals

This theme contains a topic; living organism, such as a hen, a duck, a goat, a rabbit, a cat, a buffalo, a horse, a tiger, a cow, a lion, a snake.

The example of conversation or grammar:

A: What is it?
B: It is a duck.
A: Is it a duck?
B: Yes, it is.
6. Things in the Room

This theme contains a topic; environment, such as book, ruler, pencil, eraser, bag, shoes, sharpener.

The example of conversation or grammar:
A: What is it?
B: It is…
A: Is it a pencil?
B: Yes, it is.

7. Number 1-20

This theme contains a topic; environment, such as one, two three, and etc.

The example of conversation or grammar:
A: What number is it?
B: It is….
A: How many pencils are there?
B: There are six pencils.

c. Textbooks

In Al Irsyad, especially for second grade students, the teacher uses several textbooks to support language teaching. The textbook was made by the teachers of Al Irsyad, in other words Al Irsyad used the guide book that made itself. The teacher make a textbook become the teaching program. It means that the textbooks are as complementary material support because there is a textbook which contains all of the material needed. Another source of students’ activity is worksheet produced by Al Irsyad Islamic elementary school itself.

d. Teaching Aids

In Al Irsyad Islamic elementary school students, the teacher always uses teaching aids. They are to help the students to understand the lesson. They are pictures, flashcards, and internet movie and used LCD.
2. English Language Teaching Learning Methods Used at Al Irsyad Islamic Elementary School Students

a. Teaching Learning Methods

English language teaching learning at Al Irsyad uses eclectic method; in every meeting of English language teaching learning, the teacher does not only use a method. There are various methods used, among other, Communicative language teaching method, Audio lingual, Total Physical respond, Silent way.

From the observation result, it can be described the methods of English language teaching learning as follows:

1) Communicative Language Teaching Method

This method is used in English language teaching learning at Al Irsyad Islamic elementary school students by various techniques; conversation, story telling, and sing a song.

a) Conversation Method

This technique is done for opening. Usually the teacher come to the class and gives greeting to the students, likes, *Assalamualaikum* Wr.Wb, *good morning students, How are you today?* And the students answer directly, *Waalaikumsalam* Wr.Wb, *good morning mom, I’m fine.*

By this conversation, the teacher tries to give new materials of greeting for the students directly, the teacher often repeat and repeat again what she said, in order to the students easy to acquire and memorize the vocabulary of greeting.

b) Story Telling Technique

This technique is done for brainstorming. The teacher tells a story related the topic what will be taught and learnt. For example, when the topic of English teaching learning is about animals, the teacher tells a story about her experience a day before by mixing Indonesian and English language. She went to the zoo with her son, in the zoo; she looked many animals, such as, tigers, lions, elephants, monkeys, and etc. When the teacher tells the story, she also uses some pictures of animals, it can make the students easy
to understand what the teacher said and told. The students does not only listen that story but they also ask or express their respond of the teacher’s telling.\textsuperscript{56}

c) Sing a Song

In the teaching English, the teacher also used sings a song. Such as, when the teacher teaches the theme of food and drink. In order to the students easy to memorize the vocabulary of food and drink, the teacher practices with sing a song and showing the picture. The example of song;

\begin{quote}
A plate of rice, a loaf of bread, \\
A piece of cake, a bowl of noodle \\
A glass of water, a glass of milk \\
Do you know it? Those are food and drink.
\end{quote}

2) Audio Lingual Method

By this method, the teacher shows the physical object directly and drills by mentioning the vocabulary. The students imitate what the teacher said. It is done repeatedly. Beside for teaching vocabulary, for teaching the spelling of the vocabulary also uses drilling, imitation, and repetition.

3) Total Physical Respond (TPR) Method

This method is used for informal assessing. The teacher says interrogative sentences and the students have to respond by pointing out what the teacher asked. For example, the teacher asks,”Where is whiteboard?” and the students have to respond it by pointing out the whiteboard.

4) Silent Way

This method is also used for informal assessing. The teacher uses gesture and the physical objects and the students have to guess the vocabulary of those physical object. When the students’ guessing is incorrect, the teacher just uses gesture or facial expression to show incorrectness.

\textsuperscript{56}Ibid
3. The Students’ Ability in Acquiring English Vocabulary and the Kinds of Vocabulary that Mostly and Less Acquired by Second Grade Students of Al Irsyad Islamic Elementary School Students.

1. Ability to correct answer contained 30 numbers should be answered by the students, there are:

<table>
<thead>
<tr>
<th>No</th>
<th>Themes</th>
<th>Themes Code</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Noun</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Animal</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Number</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Time</td>
<td>E</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Body</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>Friend and family</td>
<td>G</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Weather</td>
<td>H</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>Activity</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Correct of each kind of themes:

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Score of Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A  B  C  D  E  F  G  H  I</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>RC-1</td>
<td>0  2  3  3  3  1  4  3  2</td>
<td>21</td>
</tr>
<tr>
<td>2.</td>
<td>RC-2</td>
<td>1  0  1  2  1  1  2  1  1</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>RC-3</td>
<td>1  3  1  3  2  1  3  2  0</td>
<td>16</td>
</tr>
<tr>
<td>4.</td>
<td>RC-4</td>
<td>1  3  3  3  3  3  4  3  2</td>
<td>25</td>
</tr>
<tr>
<td>5.</td>
<td>RC-5</td>
<td>2  3  3  3  3  3  4  3  3</td>
<td>27</td>
</tr>
<tr>
<td>6.</td>
<td>RC-6</td>
<td>3  4  3  3  4  3  3  4  1</td>
<td>28</td>
</tr>
<tr>
<td>7.</td>
<td>RC-7</td>
<td>2  3  3  2  1  1  2  1  1</td>
<td>16</td>
</tr>
<tr>
<td>8.</td>
<td>RC-8</td>
<td>3  4  2  3  3  3  3  3  2</td>
<td>26</td>
</tr>
<tr>
<td>9.</td>
<td>RC-9</td>
<td>1  2  2  2  1  1  1  0  2</td>
<td>12</td>
</tr>
<tr>
<td>10.</td>
<td>RC-10</td>
<td>2  4  2  3  3  3  4  3  2</td>
<td>26</td>
</tr>
<tr>
<td>11.</td>
<td>RC-11</td>
<td>2  4  3  2  3  3  2  3  3</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12. RC-12</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>13. RC-13</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>14. RC-14</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>15. RC-15</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>16. RC-16</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>17. RC-17</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>18. RC-18</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>19. RC-19</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>20. RC-20</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>21. RC-21</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. RC-22</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>23. RC-23</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>24. RC-24</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>25. RC-25</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>26. RC-26</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>27. RC-27</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>28. RC-28</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>29. RC-29</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>30. RC-30</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>31. RC-31</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>32. RC-32</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Σ</td>
<td>57</td>
<td>111</td>
<td>88</td>
</tr>
</tbody>
</table>

The result of the study was obtained after the data were analyzed carefully. The data analyzed shows the following result:

a. The theme of introduction

There were 3 items containing the questions of introduction, which are answered by 32 respondents. So, there were 57 score gained from the test of the whole score there were 57 correct answer, it means there were 59, 37 % of the students who answer the theme of introduction.
b. The theme of noun

There were 4 items containing the questions of noun, which are answered by 32 respondents. So, there were 111 score gained from the test of the whole score there were 111 correct answer, it means there were 86.71% of the students who answer the theme of noun.

\[
\frac{\text{Correct answer}}{\text{Total score of item}} \times 100\% \\
\frac{111}{128} \times 100\% \\
= 86.71\%.
\]

c. The theme of animal

There were 3 items containing the questions of animal, which are answered by 32 respondents. So, there were 88 score gained from the test of the whole score there were 88 correct answer, it means there were 91.66% of the students who answer the theme of animal.

\[
\frac{\text{Correct answer}}{\text{Total score of item}} \times 100\% \\
\frac{88}{96} \times 100\% \\
= 91.66\%.
\]

d. The theme of number

There were 4 items containing the questions of number, which are answered by 32 respondents. So, there were 95 score gained from the test of the whole score there were 95 correct answer, it means there were 74.21% of the students who answer the theme of number.

\[
\frac{\text{Correct answer}}{\text{Total score of item}} \times 100\% \\
\frac{95}{96} \times 100\% \\
= 74.21\%.
\]
e. The theme of time

There were 3 items containing the questions of time, which are answered by 32 respondents. So, there were 86 score gained from the test of the whole score there were 86 correct answer, it means there were 89, 58% of the students who answer the theme of time.

\[
\text{Correct answer} \times 100\
\text{Total score of item}
\]

\[
= \frac{86 \times 100}{96}
\]

\[
= 89, 58.
\]

f. The theme of body

There were 3 items containing the questions of body, which are answered by 32 respondents. So, there were 75 score gained from the test of the whole score there were 75 correct answer, it means there were 78, 12% of the students who answer the theme of body.

\[
\text{Correct answer} \times 100\
\text{Total score of item}
\]

\[
= \frac{75 \times 100}{96}
\]

\[
= 78, 12.
\]

g. The theme of friends and family

There were 4 items containing the questions of friends and family, which are answered by 32 respondents. So, there were 89 score gained from the test of the whole score there were 89 correct answer, it means there were 69, 53% of the students who answer the theme of friends and family.

\[
\text{Correct answer} \times 100\
\text{Total score of item}
\]

\[
= \frac{89 \times 100}{128}
\]

\[
= 69, 53.
\]

h. The theme of weather
There were 3 items containing the questions of weather, which are answered by 32 respondents. So, there were 87 score gained from the test of the whole score there were 87 correct answer, it means there were 90, 62 % of the students who answer the theme of weather.

\[
\text{Correct answer} \times 100% = \frac{87 \times 100}{96} = 90, 62.
\]

i. The theme of activity

There were 3 items containing the questions of activity, which are answered by 32 respondents. So, there were 59 score gained from the test of the whole score there were 59 correct answer, it means there were 61, 45 % of the students who answer the theme of activity.

\[
\text{Correct answer} \times 100% = \frac{59 \times 100}{96} = 61, 45.
\]

2. The level of students ability in acquiring English vocabulary

The summary of the analyze of the level of the students ability in acquiring English vocabulary.

<table>
<thead>
<tr>
<th>No</th>
<th>Themes Code</th>
<th>Score</th>
<th>Respondents</th>
<th>Score</th>
<th>Correct</th>
<th>Percentages</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>3</td>
<td>32</td>
<td>96</td>
<td>57</td>
<td>59,37</td>
<td>Fail</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>4</td>
<td>32</td>
<td>128</td>
<td>111</td>
<td>86,71</td>
<td>Very good</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>3</td>
<td>32</td>
<td>96</td>
<td>88</td>
<td>91,66</td>
<td>Excellent</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>4</td>
<td>32</td>
<td>128</td>
<td>95</td>
<td>74,21</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>3</td>
<td>32</td>
<td>96</td>
<td>86</td>
<td>89,58</td>
<td>Very good</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>3</td>
<td>32</td>
<td>96</td>
<td>75</td>
<td>78,12</td>
<td>Good</td>
</tr>
<tr>
<td>7.</td>
<td>G</td>
<td>4</td>
<td>32</td>
<td>128</td>
<td>89</td>
<td>69,53</td>
<td>Fair</td>
</tr>
<tr>
<td>8.</td>
<td>H</td>
<td>3</td>
<td>32</td>
<td>96</td>
<td>87</td>
<td>90,62</td>
<td>Very good</td>
</tr>
<tr>
<td>9.</td>
<td>I</td>
<td>3</td>
<td>32</td>
<td>96</td>
<td>59</td>
<td>61,45</td>
<td>Fair</td>
</tr>
</tbody>
</table>
3. Respondents score of vocabulary test

Each correct item of the test was given a score 1. the score of each respondent was divided by the number of items it was multiplied by 100. This computation was done to find out the percentage of correct answer of each respondent. The result of the computation is presented is as follows:

\[
= \frac{\text{Score}}{\text{Total instrument}} \times 100 \%
\]

\[
= \frac{1}{30} \times 100 \%
\]

So, every correct answer of item the score is multiply with 3, 3

The score of individual students:

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent Code</th>
<th>Score</th>
<th>Percentage of Correct Answer</th>
<th>Level of Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RC-1</td>
<td>21</td>
<td>70</td>
<td>Fair</td>
</tr>
<tr>
<td>2</td>
<td>RC-2</td>
<td>10</td>
<td>33,3</td>
<td>Fail</td>
</tr>
<tr>
<td>3</td>
<td>RC-3</td>
<td>16</td>
<td>53,3</td>
<td>Fail</td>
</tr>
<tr>
<td>4</td>
<td>RC-4</td>
<td>25</td>
<td>83,3</td>
<td>Very good</td>
</tr>
<tr>
<td>5</td>
<td>RC-5</td>
<td>27</td>
<td>90</td>
<td>Very good</td>
</tr>
<tr>
<td>6</td>
<td>RC-6</td>
<td>28</td>
<td>93,3</td>
<td>Excellent</td>
</tr>
<tr>
<td>7</td>
<td>RC-7</td>
<td>16</td>
<td>53,3</td>
<td>Fail</td>
</tr>
<tr>
<td>8</td>
<td>RC-8</td>
<td>26</td>
<td>86,6</td>
<td>Very good</td>
</tr>
<tr>
<td>9</td>
<td>RC-9</td>
<td>12</td>
<td>40</td>
<td>Fail</td>
</tr>
<tr>
<td>10</td>
<td>RC-10</td>
<td>26</td>
<td>86,6</td>
<td>Very good</td>
</tr>
<tr>
<td>11</td>
<td>RC-11</td>
<td>25</td>
<td>83,3</td>
<td>Very good</td>
</tr>
<tr>
<td>12</td>
<td>RC-12</td>
<td>26</td>
<td>86,6</td>
<td>Very good</td>
</tr>
<tr>
<td>13</td>
<td>RC-13</td>
<td>19</td>
<td>63,3</td>
<td>Fair</td>
</tr>
<tr>
<td>14</td>
<td>RC-14</td>
<td>28</td>
<td>93,3</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
The following table is the frequency and percentage of students’ ability.

<table>
<thead>
<tr>
<th>No</th>
<th>The Percentage of Students Correct Answer (%)</th>
<th>Level of Ability</th>
<th>Students Frequency</th>
<th>Student Percentages %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>91 % - 100 %</td>
<td>Excellent</td>
<td>6</td>
<td>18,75</td>
</tr>
<tr>
<td>2</td>
<td>81 % - 90 %</td>
<td>Very good</td>
<td>14</td>
<td>43,75</td>
</tr>
<tr>
<td>3</td>
<td>71 % - 80 %</td>
<td>Good</td>
<td>2</td>
<td>6,25</td>
</tr>
<tr>
<td>4</td>
<td>61 % - 70 %</td>
<td>Fair</td>
<td>3</td>
<td>9,375</td>
</tr>
</tbody>
</table>
We can see from the table that the highest score achieved by the respondents was 29, in order to determine what their score was high or not, we need to compare the score with the maximum score of the vocabulary test. The possible maximum score was 30 since the test containing 30 test item and each item that was answered correctly was given a score 1. After comparing them, we know that the highest score was 29; it means that none of the respondents was able to answer the test correctly with the score more than 96 of total correct of vocabulary test.

From the finding above, the writer can interpret that students of Al-Irsyad have good ability in acquiring English vocabulary. The majority of the students made mistake in theme of A (introduction), because they could not answer the test well. The student must learn to identify and memorize the vocabularies of the theme of A (introduction).

4. The Factors that Influence to the Students Acquisition of English Vocabulary

In the process of acquiring English vocabulary, the students, especially in elementary school students are influenced by several factors. And these factors are very influential in the development of students when they are learning English in the classroom. There are two factors that influence to the students acquisition of English vocabulary, that are; internal factors and external factors.

a. Internal Factors

Internal factors are factors that influence to the students acquisition of English vocabulary, that are; age and intelligence

1. Age

Age as an affective factors in second language. Age is one of the most important affective factors in second language acquisition. It is because the process of the acquisition that experienced by the children and adults is different.
The process of the childhood is earliest and easiest to receive something, such as in acquiring English vocabulary.

Some theorist stated that there are three generalizations of the effect of age; first, adult proceed through the early stages of second language development faster than children do, it means that the development of adults language acquisition of second language is faster than children and also adults easier to acquire the language than children. Second, older children acquire faster than young children, time and exposure held constant. It means that in acquiring something, especially English vocabulary, older children faster than young children, it is because older children have more knowledge and experience about language. Constantly than young children. Third, acquirers who begin natural exposure to second language proficiency than those beginning as adults. It means that the children have more the proficiency of acquiring English vocabulary than adults, it is because the children begin natural exposure to second language.

2. Intelligence

The students intelligence are the main factors that influence in the process of language acquisition. It is because the language acquisition with takes places easily, if the children have a high intelligence.

The intelligence is composed of different types of abilities; first, ability to identify and memorize new sounds. It means that every person must have the abilities to identify and memorize new sounds. It is because, in the early life, a person has the experienced to say the first sound, that is a cry that becomes symbol in the early life. Second, the ability to understand the function of particular words in sentences. It means that, after the person can say something, eventually they will make some words until they can arrange those words into sentences. Third, memory for new words. It means that every person have the abilities to acquire, to understand and to memorize something, i.e. they have abilities to memorize words that they were got.

For the statements above, I concluded that intelligence is the important factors that influence the students acquisition of English vocabulary. It is because, if the children have a high intelligence, so they will have a high ability, such as,
abilities to memorize, to understand and also to acquire some words or some vocabularies easily.

b. External Factors

External factors are the characterizes of the particular language situation. The categorize of external factors are; curriculum, instruction, culture and status, and motivation in the classroom.

1. Motivation

Motivation is defined as the learners orientation with regard to the goal of learning a second language. Spada stated that motivation is divided into two basic types; integrative motivation and instrumental motivation.

3) Integrative Motivation

Integrative motivation is characterized by the learners positive attitudes towards the target language group and the desire to integrative into the target language community.

When someone becomes a resident in a new community that uses the target language in it is social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of it is members.

4) Instrumental Motivation

Instrumental motivation underlines the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language.

Instrumental motivation is often characteristic of second language acquisition, where title or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.
While both integrative and instrumental motivation are essential elements of success, it is integrative motivation which has been to sustain long-term success when learning a second language.

2. Instruction

Instruction is also very important factors for the students acquisition of English vocabulary, especially for young learners. It is because, the children more needs the instruction when they are learning the language in the classroom. They will do anything easily, if the teacher gives the instruction clearly, i.e., when the teacher gives some exercises, the teacher must give more explanation ad instruction about the exercises, it is in order to the students can answer and understand about what the students must do for the exercises.

For the statements above, I concluded that in the English teaching learning process, the students more needs the instruction of the teachers. It is because, the students can understand, memorize, and acquire the language easily, if the teacher always gives the instruction clearly and it is very influence factors for the students acquisition of English vocabulary.

B. Discussion

1. Analysis of English Language Teaching Materials at Al Irsyad Islamic Elementary School Students

To make teaching learning more successful, the material must be selected appropriately. Before selecting material, the teacher must decide the objectives of English language teaching. According to Brewster, Ellis, and Girard’s, the basic objective of teaching English language for children is to prepare them to learn it at higher school. Psychologically, it means that they will motivate to learn English for interest and fun and they will become aware that what they say and write in their first language can be said and written in English language.

The English syllabus had been produced by Al Irsyad is appropriate for elementary school students; suitable with the principles of English syllabus for
elementary school students. The material is started with the vocabularies of everything around the students’ environment.

In the implementation of English language teaching at Al Irsyad elementary school students, the teacher has consider that the elementary school students need more instruction and physical objects for teaching aids to help them acquire English language. They will be easier to get new vocabularies trough concrete object or by presentation experience. So, the teacher uses real physical object, flashcards, movie and picture for teaching English language.

In the other words, selecting appropriate teaching material in Al Irsyad Islamic elementary school students is suitable with the principle of English language teaching material for elementary school students.

2. Analysis of English Language Teaching Learning Methods Used at Al Irsyad Islamic Elementary School Students

The methods used to teach English for elementary school students should be pressure. It means that classes can be enjoyable experience for teacher and students. In deciding what methods will be used for English teaching learning, the teacher has to consider the students’ characteristics.

The methods used are various, among other, Communicative language teaching, Audio Lingual, Total Physical Respond, and Silent way method.

1) Communicative language teaching

Communicative language teaching method is used in English language teaching learning at Al Irsyad Islamic elementary school students. It can be indicated by the characteristics of communicative language teaching which appears; language is used in pragmatic, authentic, functional use for meaningful purpose, there are fluency and accuracy activities.

The activities of communicative language teaching method can make interaction. From interaction, the students can obtain English language input. It is the same as functionalism (interactions) theoretical approach of language acquisition. The students will internalize the
meaning what happen in the interaction. At least, the students can acquire English language.

Communicative language teaching in Al Irsyad is implemented by some techniques; conversation, story telling, and singing a song. It is appropriate for kindergarten students because the techniques are suitable with the students’ characteristic. They will be explained below:

a) In conversation technique, the teacher come to the class and gives greeting to the students, *Assalamualaikum Wr.Wb, good morning students, How are you today?* And the students answer directly, *Waalaikumsalam Wr.Wb, good morning mom, I’m fine.*

By this conversation, the teacher tries to give new materials of greeting for the students directly, the teacher often repeat and repeat again what she said, it order to the students easy to acquire and memorize the vocabularies of greeting.

b) The teacher tries to involve the students’ life as the topic in conversation. This is can make the students are interested. It is suitable with one of elementary school students’ characteristics which they are egocentric. They are enthusiastic in talking about themselves and something related with their own life.

c) In story telling and use singing a song, the students learn English by lot of practicing, hearing and experiencing. This is suitable with the elementary school students’ characteristic that they are easier in acquiring English language through lot of practicing, hearing and experiencing.

2) Audio Lingual Method

According to Prator and Celce Murcia, cited by Brown, there are some characteristics of Audio lingual method. First, new material is presented in dialogue form. Second, there are imitations and memorization of sets phrases. Third, there is no or little grammatical explanation. Forth, vocabulary which is taught is limited strictly and learned in context. Fifth, there is much use many visual aids, tapes, or language laboratories. Sixth,
teaching is automatically drilling the pronunciation. Seventh, the use of mother tongue is very little. Finally, there are successful responses in reinforcement immediately.\(^5\)

There are some characteristics of audio lingual method appeared in English language teaching learning at Al Irsyad elementary school students. There are practice, imitation and memorization. There is grammatical explanation. Vocabulary which is taught is strictly. Using many visual aids and drilling the pronunciation. There are successful responses in reinforcement immediately. In behaviorism theoretical approach, language learning take place through imitation, practice, reinforcement, and habit formation.

3) Total Physical Respond

This method involves the students listening and responding to command given by the teacher by acting. The implementation of TPR in Al Irsyad Islamic elementary school students is using interrogative sentences. It is “where is…?” and the students have to point out what the teacher asked.

This method is suitable with the elementary school students’ characteristic that they are easier in acquiring English language through lot of hearing and experiencing. Because in TPR method, the respond of teacher’ command is motor activity which experienced by the students.

4) Silent Way

In this method, the teacher helps the students to acquire the foreign language by gesture or expression. Later students guess them. And the teacher shows the correction of students’ guessing verbally. The implementation of it in Al Irsyad is the same of the principle of silent way method. The teacher shows something silently and the students guess it.

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3. Analysis of the Students Ability of Acquiring English Vocabulary and the Kinds of Vocabulary that Mostly and Less Acquired by Second Grade Students of Al Irsyad Islamic Elementary School Students

After the data have been collected and analyzed, they have to be interpreted so that they become meaningful. One of things usually done with the data is to find out the central tendency. A central tendency is a single measurement that stands for and represents a whole series of measured number. The three commonly used central tendencies are the mean, the median and the mode in analyzing the data found in this study, only one of the central tendencies was measured, that is the mean.

We can find the mean by dividing the sum of all respondents score with the total number of the respondents, the computation is as follows:

\[
\text{The mean} = \frac{\text{Sum of the score}}{\text{Total number of respondents}}
\]

\[
= \frac{747}{32}
\]

\[
= 23.4
\]

From the computation above, we can see that the respondents score mean is 23.4. The same as the case of the highest score on the former subsection. This average score does not mean of anything unless that we need to measure it against from the maximum possible score. The way of comparison will be almost the same as the average proportion of the correct answer of vocabulary test.

The average proportion of the correct answer can be obtained by dividing the total percentage of the correct answer with the total number of respondents. The calculation is as follows the average proportion of correct answer of vocabulary test:

\[
= \frac{\text{Total percentage of the correct answer}}{\text{Total number of the respondents}}
\]

\[
= \frac{2.492}{32}
\]

\[
= 0.0779
\]
Now, we can figure out that average of the proportion of the correct answer of English vocabulary of the second grade of Al-Irsyad is 77.88. It means that the students are in upper average level of acquisition of English vocabulary. In short, their English vocabulary is good level.

Based on the table, we know that the respondents had a little problem to acquire English vocabulary of the themes of A (introduction) 59.37 correctly, it is caused by different theme and written in succeed, they answer (succeed) while the correct answer appropriate more than the middle of total correct answer.

From the result above, student ability in acquiring English vocabulary by meant of English vocabulary test are good enough, because it was be seen from their ability in correcting mistakes. Because the school students are still must given feedback to correct the mistake or immediately. It showed that indicator of ability had achieved.

The discussion of the study was focused of the result of the vocabulary test. The result of vocabulary test was able to answer the themes of A (introduction), B (noun), C (animal), D (number), E (time), F (body), G (friends and family), H (weather), I (activity). The ability improvement was the most important thing in this study; in acquiring English vocabulary based on the finding, we can see that the highest achievement of the acquisition of English vocabulary are the themes of, B (noun), C (animal), D (number), E (time), F (body), G(friends and family), H (weather), and I(activity). It Means that students were answered correctly and mastery of the themes of , B (noun), C (animal), D (number), E (time), F (body), G(friends and family), H (weather), and I(activity).

The students’ mastery to answer the themes of (A) is 59, 37, it means that students sometimes made mistakes in acquiring English vocabulary. The students had little problems to acquire the themes of A (introduction). The sufficient mastery to acquire the themes of (B, C, D, E, F, H) indeed the students had no great problems in acquiring them, the student got score (B) 86, 71, (C) 91, 66, (D) 74, 21, (E) 89, 58, (F) 78, 12, (G) 69,53, (H) 90, 62 , and (I) 61, 45.

There are the results of the English vocabulary test:
a. The theme (A) 59, 37 from respondents answered correctly and 40, 63 from respondent answered wrongly. It means that middle of the respondents’ mastery to answer correctly the item of this theme.

b. The theme (B) 86, 71 from respondents answered correctly and 13, 29 from respondent answered wrongly. It means that more middle of the respondent master this theme.

c. The theme (C) 91, 66 from respondents answered correctly it means most of respondents mater this theme.

d. The theme (D) 74, 21 from respondents answered correctly and 25, 79 from respondents answered wrongly. It means that most of respondents master this theme.

e. The theme (E) 89, 58 from respondents answered correctly and 10, 42 from respondent answered wrongly. It means that most of respondents master this theme.

f. The theme (F) 78, 12 from respondents answered correctly and 21, 88 from respondent answered wrongly. It means that most of respondents master this theme.

g. The theme (G) 69, 53 from respondents answered correctly and 30, 47 from respondents answered wrongly. It means that middle of the respondents master this theme.

h. The theme (H) 90, 62 from respondents answered correctly and 9, 38 from respondent answered wrongly. It means that most of respondents master this theme.

i. The theme (I) 61, 45 from respondents answered correctly and 38, 55 from respondent answered wrongly. It means that most of respondents master this theme.

From the explanation above we can conclude that the theme of A (introduction) are less answered by students, students of mistakenly answer of the themes of introduction (A).
With a high percentage of the students answered vocabulary test, it can be assumed that the themes of A (introduction) have a little mistake in English vocabulary test.

From the discussion above, we can interpret that students have a good level ability in acquiring English vocabulary because some indications of the level of ability in acquiring English vocabulary have achieved. Students are able to answer clear and correctly. Students are able to memorize well. Students are able to know the mistake and correct immediately. From the indicators of the level of ability above, it showed that students ability in acquiring English vocabulary were good enough, it caused the vocabulary just have little mistakes by students. So, the students’ ability in acquiring English vocabulary was good too.

4. Analysis of the Factors that Influence the Students Acquisition of English Vocabulary of Elementary School Students

In the process of the acquisition of English vocabulary in elementary school is influenced by several factors, which is the factors have also been owned by every students in learning language or earning English vocabulary. The factors are comprised of internal factors and external factors. Internal factors are categorized into two types, are; age, and intelligence. These factors contained on the students self. And it is very supportive and encouraging success or convenience for students in the process of the acquisition of English vocabulary. The second factors are external factors. These factors are categorized into two types, are; motivation and instruction. This factor is shows that the process of acquisition is also influenced by the encouragement or support that are derived from the surrounding environment or from another peoples.
CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

In this chapter, the researcher is going to draw the conclusion from the previous chapters which have been discussed.

1. English language teaching materials at Al Irsyad are related with the terms of teaching materials and teaching methods. The teaching materials had been selected and organized in the syllabus. The materials mostly focus on vocabulary developing. The vocabularies are related with students’ daily things and events. Textbooks are used as complementary materials. The teaching aids such as pictures, flashcards, song, internet movie, LCD and concrete physical object used to help the students to understand the lesson clearly. And the decision of teaching techniques is considered the characteristic of elementary school students as young learner. The methods used are eclectic, combination from various methods. It can be assumed that the various methods used include Communicative Language Teaching (CLT), Audio Lingual method, Total Physical Respond (TPR), and Silent way method. English language is mostly used for instruction.

2. From the data analyzed of the vocabulary test, it can be viewed that the percentage of students’ ability in acquiring English vocabulary by second grade students at Al Irsyad elementary school students is 77, 88, it means that the students ability in acquiring English vocabulary by second grade students at Al Irsyad Islamic elementary school students is good. It was seen from the standard of total score that is 100. This is an average scores of the students answer of vocabulary test. That are; the score of introduction themes is 59, 37, the score of noun themes is 86, 71, the score of animas themes is 91, 66, the score of numbers themes is 74, 21, the score of times themes is 89, 58, the score of body themes is 78, 12, the score of friends and family themes is 69, 53, the score of weather themes is 90, 62, and the score of activity themes is 61, 45.

3. From the results of the vocabulary test, it can be viewed that the kinds of vocabulary that mostly acquired of the second grade students at Al Irsyad Islamic
elementary school students is in the animals themes, the scores is 91, 66, it means that the second grade students of Al Irsyad can acquire and master the vocabularies of animals well. And the kinds of vocabularies that less acquired among the second grade students of Al Irsyad are in the introduction themes, the score is 59, 37. it means that the second grade students of Al Irsyad need to learn more the vocabularies especially in the introduction themes.

4. The factors that influence the students acquisition of English vocabulary is comprised of two factors they are internal factors and external factors. The internal factors is categorized in two aspects; age and intelligence. And the external factors is categorized in two aspects.; motivation and instruction.

**B. Recommendation**

In English language teaching and learning at elementary school, the teacher must create enjoyable, fun, and interesting situation as possible as the teacher can. However, the decisions of teaching materials, teaching method, and the assessments of the students acquisition of English vocabulary should be structured appropriately and consider the students’ characteristic as young language learner.

As young learner, the elementary school still needs the teacher individual attention as much as possible. They need to be guided to learn individually. So, elementary school teacher should give individual attention as much as possible for the students. For example, when doing the task, the teacher can go around and asking about the students’ work.

This research has found out the description about English language teaching learning, and about the students abiity in acquiring English vocabulary at Al Irsyad Islamic elementary school students. Because of the short time of collecting data, may be the finding is not too detail.

Finally, the writer realizes that this thesis is far from being perfect, but she hopes this will be useful the readers and researcher of similar discourse.
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Khan, Zafrullah, Muhammad *Qur’an Majid*, British: Curzon Press Ltd, 1981


__________ In semi structured interview, the interviewer has general idea of what will do interview and what should come out of interview, but the interviewer does not use a list for predetermined question


______________, *Curriculum Development in Language Teaching*, USA: Cambridge University Press, 2001


CURRICULUM VITAE

Name : Binti Maziyyah

Place & Date of Birth : Banyumas July, 19 1986

Student Number : 3105413

Address : Ds. Nusa Mangir, RT 01 RW 06, Kemranjen, Banyumas 53194

Academic Background
1. SDN 01 Bengkelung Banyumas (1998)
2. MTs Ma’arif NU 1 Sirau Banyumas (2001)
3. MA Ma’arif NU 1 Sirau Banyumas(2004)
4. IAIN Walisongo Semarang (2010)
Interview with the teacher of second grade is Miss. Imalia Din Indiarsih, S.Kom;

1. Q: Why the English lesson has been taught in second grade, whereas the second grade is still in the early levels?
   A: a. Because, begin from 2007/2008 Al Irsyad was applied the immersion program where in all lesson was integrated the English aspect around 40% in teaching materials and also in the evaluation.
   b. Since the year 2010 until Al Irsyad was established as an international elementary school, which is also contains the requirement one of them is the mastery of English.
   c. Since in the first grade, English is taught, not only as a stand-alone of the lesson, but also for all lesson that used the immersion program, especially math and science.

2. Q: What is the strategy that used in teaching English language?
   A: a. When I am teaching the English vocabulary by using picture, so the picture that must mastered by students is always on display in front of the class and the teacher is also says the vocabulary repeatedly.
   b. The second strategy, besides the regular schedule for a week is 2 hours, there is fresh language every morning once a week on Thursdays at 7 to 8, it amnestied by all teachers of second grade, the material is habit forming.

3. Q: What is the method that mostly used in teaching English lesson?
   A: The method that mostly used is the practice model; it is because the competency to be achieved only on mastery the vocabulary and the applicability in the simple sentences.

4. Q: How is the teaching process of English language in the second grade students?
   A: a. The process of teaching English in second grade students, if referring to the structure of the curriculum 2 hours / week with the proportion of materials which are listed in the syllabus.
   b. Because the second grade is still the first level, so the teacher used the interest media, likes picture, movie, sing a song, etc.

5. Q: What the Islamic vocabulary is also taught in teaching English language?
A: Yes, it is taught. Concrete examples of the material are on the syllabus of habit forming especially for Islamic internalization.

6. Q: At Al Irsyad is used immersion program, it means that more the priority is the English language than Arabic language, whereas the basic of Al Irsyad is the Islamic education, please you can explain it?
   A: Immersion is selling points to shoot market (marketing strategy, marketing theory) but, to the implementation, it is balanced more servings of the Islamic, language is just one portion of the many schools of quality assurance.

7. Q: What is the media that used in teaching English?
   A: The media are, conventional, lecture and textbook to which IT-based, LCD and internet movie, and sing a song.

8. Q: What is the multimedia that used in teaching English?
   A: LCD and internet

9. Q: Give me the example of song and movie that ever used in teaching English!
   A: There is a special site video tube contents distinguished English-language teaching materials, its name teachertube.com. The example is “What do you see?”

10. Q: do you know about the process of acquisition? How is the acquisition of English vocabulary in the second grade students of Al Irsyad?
    A: Yes I know, in teaching English vocabulary I used drill process and the password system. And to know that the students can acquire and master the English vocabulary, I give some questions of vocabulary and the students must practice the vocabulary that used in daily necessary.
<table>
<thead>
<tr>
<th>Theme</th>
<th>Week 1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>Week 2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>Week 3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>Week 4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Daily Habit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1 (Self Document)</td>
<td>Greetings, parting, hobbies</td>
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<td></td>
<td>• Vocabularies</td>
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<tr>
<td></td>
<td>Greeting and Parting (Hello, good morning, good afternoon, good evening, good night, good bye)</td>
<td>Name, address, live, study, old, father’s name, mother’s name.</td>
<td>Hobbies (Reading, writing, painting, playing football, Swimming, singing).</td>
<td>Reading, writing, painting, playing football, Swimming.</td>
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<td></td>
<td>Q: Hello, good morning.</td>
<td>Q: What is your name?</td>
<td>She is reading.</td>
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<td></td>
<td>A: Good morning.</td>
<td>A: My name is ….</td>
<td>He is playing football.</td>
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<td></td>
<td>Q: Good bye.</td>
<td>Q: Where do you live?</td>
<td>He is swimming.</td>
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<td></td>
<td>A: Good bye.</td>
<td>A: I live in …</td>
<td>She is painting.</td>
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<td>Q: How old are you?</td>
<td>She is writing.</td>
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<td>A: I am ….years old.</td>
<td>She is singing.</td>
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<td>Q: What is your father’s name?</td>
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<td>A: My father’s name is …</td>
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<td>Q: What is your mother’s name?</td>
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<td>A: My mother’s name is …</td>
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<td>• Conversation or grammar</td>
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<td>Q: What is it?</td>
<td>Q: What is it?</td>
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<td></td>
<td>A: It is a plate of rice</td>
<td>A: It is a loaf of bread</td>
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<td>Q: What is it?</td>
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<td></td>
<td>A: it is a loaf of bread</td>
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<tr>
<td>Theme 2 (Harmony)</td>
<td>Food and drink</td>
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<td>• Vocabularies</td>
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<td></td>
<td>a plate of rice</td>
<td>Rice, bread, cake, noodle, chicken</td>
<td>Reading, writing, painting, playing football, Swimming.</td>
<td>Reading, writing, painting, playing football, Swimming.</td>
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<td></td>
<td>a loaf of bread</td>
<td>a bowl of noodle</td>
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<td>a piece of cake</td>
<td>a slice of chicken</td>
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<td>• Conversation or grammar</td>
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<td>Q: What do you want to eat?</td>
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<td>A: I want to eat ................</td>
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<td>• Vocabularies</td>
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<td>Q: What do you want to drink?</td>
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<td>A: I want to drink ................</td>
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<td>A: I want to drink ................</td>
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<td>Asking permission</td>
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<td>Q: Excuse me, ust/h may I drink please?</td>
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<td>A: Yes, please/no, you may not.</td>
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<td>Q: excuse me, ust/h may I wash my hand please?</td>
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<td>A: Yes, please/no, you may not.</td>
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<td>Instruction:</td>
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<td>Open your book page …!</td>
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<td>Close your book!</td>
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<td>Write your name!</td>
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<td>Week 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Week 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Week 4&lt;sup&gt;th&lt;/sup&gt;</td>
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</table>
| Theme 3 (Living organism) Animals | • Vocabularies A hen, a duck, a cow, a goat, a rabbit, a cat, a buffalo, a horse (pet animals)  
• Conversation or grammar  
Q: what is it?  
A: It is a …. | • Vocabularies A hen, a duck, a cow, a goat, a rabbit, a cat, a buffalo, a horse (pet animals)  
• Conversation or grammar  
Q: Is it a duck?  
A: Yes, it is.  
Q: Is it a cow?  
A: No, it is not.  
It is a …… | • Vocabularies A tiger, a lion, a crocodile, a snake, a monkey, an elephant  
• Conversation or grammar  
Q: What is it?  
A: It is a …. | • Vocabularies A tiger, a lion, a crocodile, a snake, a monkey, an elephant  
• Conversation or grammar  
Q: What animal do you see in the zoo?  
A: I see ……. In the zoo. |
| Theme 4 (Environment) Things in the classroom, Number 11-20 | • Vocabularies Book, pencil, eraser, ruler, scissors, bag, pencil case, shoes, sharpener.  
• Conversation or grammar  
Q: what is it?  
A: It is …. | • Vocabularies Book, pencil, eraser, ruler, scissors, bag, pencil case, shoes, sharpener.  
• Conversation or grammar  
Q: is it a pencil?  
A: yes, it is  
Q: is it a bag?  
A: No, it is not.  
It is a ……… | • Vocabularies Number 1-20  
• Conversation or grammar  
Q: What number is it?  
A: It is ……… | • Vocabularies Number 1-20  
• Conversation or grammar  
Q: How many pencils are there?  
A: There are ……..pencils. |
| | Instruction:  
Raise your hand, please!  
Hand down!  
Come forward, please!  
Silent, please!  
Permission:  
Q: May I borrow your ……?  
A: yes, please/ no, I’m sorry/no, you may not. | | | Instruction:  
Count it!  
Discuss it with your friend!  
Permission:  
Can you help me, please?  
Yes, please.  
Yes, sure. |
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<th>Learning Activity</th>
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<td>SPEAKING</td>
<td>a. Bercakap-cakap untuk mengungkapkan tindak tutur dalam saling menyapa, dan berkenalan. b. Mengungkapkan informasi tentang suatu kegiatan.</td>
<td>SPEAKING a. murid dapat bercakap-cakap untuk saling menyapa dan berkenalan. b. Murid dapat mengungkapkan informasi</td>
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<td>Theme 2 (Harmony) Food and drink</td>
<td>LISTENING</td>
<td>a. Memahami instruksi sederhana berkenaan dengan nama makanan/makanan</td>
<td>• Vocabularies a plate of rice a loaf of bread a piece of cake a bowl of noodle a slice of chicken a glass of water a glass of milk a cup of tea</td>
<td>LISTENING a. murid dapat mengidentifikasi ungkapan tentang makanan/minuman yang</td>
<td>Written test Performance</td>
<td>8 jam pelajaran (4x pertemuan)</td>
<td>Books, Pictures, cards</td>
<td>We must eat only Halal Food and Drink</td>
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<td>b. Mengidentifikasi</td>
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<td>informasi tentang nama makanan/minuman</td>
<td>a cup of coffee a bottle of juice</td>
<td>didengar. Murid dapat merespon dengan memberikan tanda pada nama makanan/minuman yang didengar.</td>
<td>nyebutkan nama makanan/minuman</td>
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<td>SPEAKING a. Bercakap-cakap untuk mengungkapkan tindak tutur dalam saling menanyakn tentang makanan/minuman</td>
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<td>b. Bercakap-cakap untuk saling menanyakn tentang makanan/minuman yang diinginkan</td>
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<td>b. Memahami tulisan tentang suatu makanan/minuman</td>
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<td>makanan/minuman</td>
<td>Instruction: Open your book page ...! Close your book! Write your name!</td>
<td>b. Murid dapat membaca ungkapan untuk menanamanya tentang makanan/minuman yang diinginkan. <strong>WRITING</strong> a. murid dapat menyalin kata tentang nama makanan/minuman b. murid menyusun kata-kata acak tentang nama makanan/minuman makanan/minuman</td>
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**LISTENING**

a. Memahami instruksi sederhana berkaitan dengan nama binatang  
b. Mengidentifikasi informasi tentang nama binatang  
c. Merespon instruksi berkaitan dengan nama binatang  

- Vocabularies: A hen, a duck, a cow, a goat, a rabbit, a cat, a buffalo, a horse, a tiger, a lion, a crocodile, a snake, a monkey, an elephant  
- Conversations

**LISTENING**

a. Murid dapat mengidentifikasi ungkapan tentang nama binatang yang didengar.  
b. Murid dapat merespon dengan memberikan

**LISTENING**

1. mendengarkan contoh pengucapan nama binatang  
2. Menirukan/ menyebutkan binatang **SPEAKING**  
1. menyebutkan nama binatang  
2. bercakap-cakap menanyakan

**Written test Performance**  
8 jam pelajaran (4x pertemuan)  
Books Pictures Cards VCD
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<td>c. Membaca nyaring nama binatang</td>
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<td>d. Memahami tulisan tentang nama binatang</td>
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<td><strong>Theme 4</strong>&lt;br&gt; (Environment) Things in the classroom, Number 11-20</td>
<td><strong>LISTENING</strong>&lt;br&gt;a. Memahami dan merespon instruksi sederhana berkenaan dengan nama benda di sekitar kelas&lt;br&gt;b. Memahami dan merespon instruksi sederhana berkenaan dengan angka</td>
<td><strong>SPEAKING</strong>&lt;br&gt;a. Bercakap-cakap untuk mengungkapkan tindak tutur dalam menanyakan informasi mengenai nama benda di sekitar kelas&lt;br&gt;b. Bercakap-cakap untuk mengungkapkan tindak tutur dalam menanyakan informasi</td>
<td>• Vocabularies&lt;br&gt;Book, pencil, eraser, ruler, scissors, bag, pencil case, shoes, sharpener. Number 1-20&lt;br&gt;• Conversations or grammar&lt;br&gt;Q: what is it?&lt;br&gt;A: It is …..&lt;br&gt;Q: is it a pencil?&lt;br&gt;A: yes, it is&lt;br&gt;Q: is it a bag?</td>
<td><strong>LISTENING</strong>&lt;br&gt;a. Murid dapat merespon kalimat yang berkenaan dengan nama benda disekitar kelas/angka yang didengar.&lt;br&gt;b. Murid dapat mengidentifikasi nama angka</td>
<td><strong>SPEAKING</strong>&lt;br&gt;a. murid dapat bercakap-cakap untuk saling bertanya</td>
<td><strong>LISTENING</strong>&lt;br&gt;1. mendengarkan contoh pengucapan nama benda di sekitar kelas/angka&lt;br&gt;2. Menirukan/menyebutkan nama benda di sekitar kelas/angka</td>
<td><strong>SPEAKING</strong>&lt;br&gt;1. menyebutkan nama benda disekitar kelas/angka&lt;br&gt;2. bercakap-cakap menanyakan informasi mengenai</td>
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**A:** No, it is not. It is a .........
**Q:** What number is it?
**A:** It is .........
**Q:** How many pencils are there?
**A:** There are .........pencils.

**Permission:** Can you help me, please? Yes, please. Yes, sure.