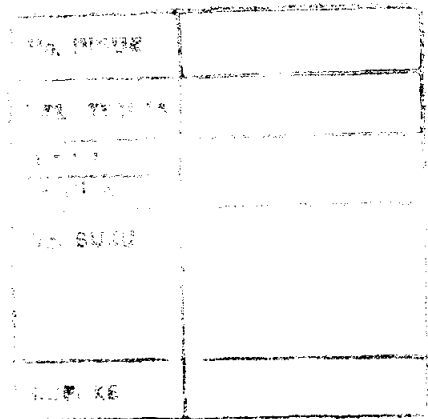


**THE ENGLISH VOCABULARY ACQUISITION ORDER
OF YOUNG LEARNERS IN
SEKOLAH CIPUTRA
SURABAYA**

A THESIS

By:

**VANESSA STACY CLAUDIA, S.Pd.
8212707017**

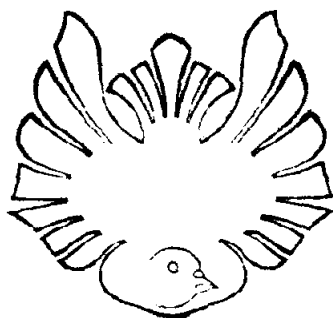


**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
FEBRUARY 2010**

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A THESIS

Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirements for
the Degree of
Magister in Teaching English as a Foreign Language



By

**Vanessa Stacy Claudia, S.Pd.
8212707017**

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2010**

APPROVAL SHEET

(I)

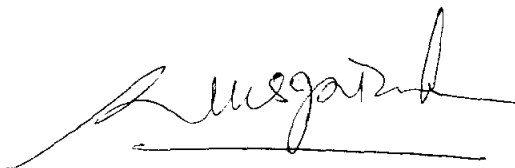
This thesis entitled **The English Vocabulary Acquisition of Young Learners in Sekolah Ciputra Surabaya** prepared and submitted by Vanessa Stacy Claudia (8212707017) has been approved to be examined by the Thesis Board of Examiners.



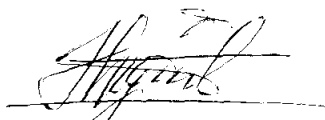
Prof. Dr. Agustinus Ngadiman
Thesis Advisor

APPROVAL SHEET**(II)**

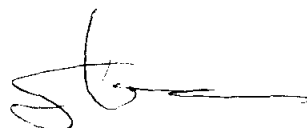
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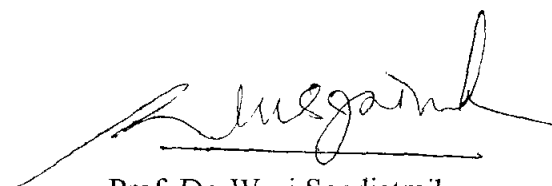
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Prof. Dr. Agustinus Ngadiman
Member



Prof. Dr. Wuri Soedjatmiko
Director

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 14 February 2010

Vanessa Stacy Claudia, S.Pd

8212707017

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ACKNOWLEDGEMENTS

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The last things that the writer would like to expect from the readers are some critics and suggestions, for this thesis is still far from perfection.

Surabaya, 14 February 2010

The Writer

ABSTRACT

Claudia, Vanessa Stacy. 2010. The English Vocabulary Acquisition Order of Young Learners of Sekolah Ciputra Surabaya. S-2 thesis, English Department Graduate School Widya Mandala Catholic University Surabaya. Advisor: Prof. Dr. Agustinus Ngadiman

ABSTRACT

English is becoming more and more important each day, and its acquisition can occur both inside and outside the classroom. There are factors of acquisition: individual differences, motivation, nature of input and age differences. Previous researchers mainly stated about the differences between young learners and adolescents/adults in acquiring a second language, and in Sekolah Ciputra, there has no study about how the acquisition of a second language amongst the young learners themselves, which is quite interesting. How young learners acquire English as a second language can be seen through the order of their vocabulary acquisition.

The purpose of this study is to allow the research about the English vocabulary acquisition amongst young learners, especially students age five to seven and students age seven to nine. In accordance with the purpose, the research question raised in this study is: how is the English vocabulary acquired by five to seven year-old students and seven to nine year-old students?

This study applies qualitative design. In the process of collecting the data, the writer used the elicitation techniques. The type of observation done was a non-participant observation, during which the writer asked the students to write the English words based on the pictures given. On this study, the subjects were five to seven year-old students and seven to nine year-old students, which show that they were in the stage of Preoperational Period and Concrete Operational Period. It was an interesting that there were many kinds of students in those periods.

In the process of acquiring second language vocabulary, a learner must have his/ her own ways to be successful. There are many ways known by researchers, but according to Reeves, Hirsh-Pasek, and Golinkoff (1998), there are five important factors that influence how learners acquire the second language vocabulary, they are: *frequency, imageability and concreteness and abstractness, semantics, grammatical class, and phonology*. Those are said to be able to influence the speed and accuracy of access to second language vocabulary.

Based on the research findings, it can be concluded that the English vocabulary acquired by five to seven year-old students are: **Nouns**: cake – chair – kite, **Verbs**: eat – run – cry – fly – swim, **Adjectives**: hot – happy – big – old

While the English vocabulary acquired by seven to nine year-old students are: **Nouns**: cake – sheep – policeman – camel – mountain – teacher – chair – carrot – kite – umbrella – watermelon – crayon – guitar, **Verbs**: sleep – read – sing – swim – fly – jump – write – drive – kick – paint – eat – run – cry – dance – drink – cook – knock – push, **Adjectives**: happy – old – hot – hungry – black – new – dirty – big – broken – sick – white – wild – heavy – loud – expensive – rich – empty

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