

CHAPTER V

SUMMARY AND SUGGESTION

In this chapter, the writer would like to discuss two things. The first one is the summary of everything that has been discussed in the previous chapters. The second one is suggestions which might give inputs for the people who deal with teaching English to young learners.

5.1 Summary

This study mainly related to the theory of Second Language Acquisition and The Input Hypotheses which are proposed by Krashen (1989:66) as the two ways of developing the competence in Second Language. He explains that language acquisition as the subconscious process of developing linguistic concepts and rules and acquisition takes place in the natural setting. While the input hypotheses suggest that language acquisition occurs when learners receive messages that they can understand a concept also known as comprehensible input. However, Krashen (1982:77) claims that comprehensible input should be one step beyond the learner's current language ability, in other to allow the learners to continue to progress with their language development.

The acquisition process merely takes place in the natural setting and finally results in language acquisition. Therefore, the result of obtaining English in the natural setting like daily conversation is English acquisition. In a classroom, acquisition occurs can be by teacher's teaching. Most English teacher always starts with the content words they teach young learners.

As stated in Chapter I, in the objective of the study, this study is intended to find out the subjects' vocabulary acquisition. Since the teaching learning activities followed by the subjects focus on content words, the writer decides to focus her study on the students' English content words acquisition. Hence, the result of this study merely exposes the content words acquired by the subjects in this study.

The subjects of this study were a selected school of the second grade of elementary school students in Surabaya. The research design of this study was descriptive quantitative research. To find out the students' content words acquisition, the writer conducted a test. The test was conducted on April 23th 2015 for try out and April 27th 2015 for real test. Since this study was conducted at one specific point in time, it was said as cross sectional study.

From the results, the writer found out that the subjects of the study acquired three classes of content word: nouns, verbs and adjectives (see Table 4.1). With the total amount of 27 (54%) of the content words acquired by the subjects of this study, nouns (28%) were in the first position in the subjects' content word acquisition. In

other word, the content word acquired the most by the subjects was noun. On the second of the subjects' content word acquisition were adjectives (14%) and on the third were verbs (12%). The content words acquired by the subjects of this study come from the teacher's talk and their peer's utterances and from the teacher's exposure that were taught to the students.

Based on the results, a conclusion can be drawn that though the subjects in this study obtain their English content words in the classroom, considered as a formal setting, they also acquire English. This is in line with Krashen idea (1989:83) that classroom may serve as an 'intake' informal environment as well as a formal linguistic environment. Classroom is always associated with formal setting where learning takes place. However, it is possible for acquisition to take place in the classroom, for example in the teacher and students' conversation.

5.2 Suggestions

Realizing that there some limitations of this study as stated by the writer in chapter one, the results only expose the students' English content words acquisition and collected the data at one specific point in time. Therefore, the writer would like to give some suggestions that might be useful for the future research on second language acquisition and on teaching English to young learners.

5.2.1 Suggestions for Future Research

The writer hopes that in the future there will be other researches willing to discuss vocabulary acquisition of EFL learners more deeply. The present study measured the students' content word acquisition. Further researches can be conducted with deeper concentration on vocabulary acquisition that happens in classroom. It can be done by conducting a cross sectional study.

This study has the limit such as: the materials and setting. The materials itself was taken by the teacher's exposure in the classroom and some of the materials taken from outside the school. In addition, the test took place in the classroom which is as a formal setting. Thus, the writer hopes that future researches could covered all the input from outside the school about the vocabulary acquisition. Related to the short coming about the setting, it is the research technique that should be improved. The setting of this study is classroom which is as a formal setting, therefore the writer can't conduct the test outside the school because of the writer's limitation.

Furthermore, the writer also hopes that the future researches offer some technique, methods, and atmosphere which enable the students improving their English especially in their acquisition.

5.2.2 Suggestion for Teaching English Young Learners

Most of the time, English teachers only focus on their students' mastery. They teach their students just as far as the textbook recommends. It is hoped that English teachers no longer pay attention only to what the students have to learn, but they also expose their English in their teaching so that students will improve their English through the acquisition process. The writer suggests the English teachers for young learners to improve their teaching by creatively designing the techniques, methods, and atmosphere that will transform the classroom not only the place for learning but also for acquisition. As the first step, those teachers can try to always use English in communicating with their students in giving instructions, explaining the lesson, or making daily conversation. Teachers can also decorate the class by putting some pictures and posters that can create a conducive learning atmosphere.

The writer would like to suggest the English teachers for young learners to carefully choose the textbook used in the teaching learning process. It is better to choose a textbook that offers interesting activities such as "Backpack 2" published from Pearson Longman. Those interesting activities give chances to the teachers and students to interact in English more regularly so that the students might have a bigger chance to acquire something.

BIBLIOGRAPHY

- Arikunto, S. (1990). *Dasar –Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Brumfit, C. (1984). *Communicative Methodology in Language Teaching*. Cambridge: University Press.
- Brown, H.D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Brown, R. (1987). *A First Language: The Early Stages*. London: George & Unwin.
- Cameron, D. (1992). *Feminism and Linguistic Theory*. London: Palgrace McMilan.
- Carter, R.; McCarthy, M. (1988). *Vocabulary and Language Teaching*. London: Longman.
- Celce-Murcia, M; Larsen-Freeman, D. (1992). *The Grammar Book: An ESL / EFL Teacher's guide*. Boston: Heinle&Heinle
- Djatimulya, Y. (2006). *Vocabulary Acquisition and Mastery of the "Superkids 1" Students of SENTRA English Course*. An Unpublished as one Thesis. Widya Mandala Catholic University, Surabaya.

- Dulay, H. (1982). *Language Two*. London: Oxford University Press.
- Ellis, R. (1997). *Second Language Acquisition*. London: Oxford University Press.
- Finnochiaro, M. (1989). *English As A Second/Foreign Language*. New York: Prentice Hall
- Fromkin, V. (1996). *An Introduction to Language*. New York: Prentice Hall, Inc.
- Gleason, (1998). *Psycholinguistics*. Second Edition. Forth Worth: Harcourt Brace Collage Publishers.
- Gronlund, N.E. (1982). *Constructing Achievement Tests*. New York: McGraw-Hill, Inc.
- Hanlan, R. Y.; Kimball, J. (2008). *Tops 1*. New York: Pearson Education.
- Huda, N. (1984). *Orders of Acquisition of Monitored and Unmonitored English Morphemes by Indonesian-Speaking Students*. A Dissertation. The University of Texas. Austin.
- Heaton, J.B. (1979). *English Language Tests*. London: Longman.
- House, H & Harman, S. (1950). *Descriptive English Grammar*. New York: Prentice Hall.

- Krashen, S. (1985). *The Input Hypotheses: Issues and Implications*. New York: Longman.
- Krashen, S. (1989). *Principles and Practice in Second Language Acquisition*. New York: Prentice Hall, Inc.
- Kreshnawati, S. (1990). *The Mastery of English Vocabulary by the Second Year Students of SMAN 1 Kediri*. An Unpublished as one Thesis. Nusantara PGRI University, Kediri.
- Linse, C. (2006). *Practical English Language Teaching*. New York: McGraw-Hill.
- Mario, H.; Pinkley, D. (2008). *Backpack 2 British English*. Harlow: Pearson Education.
- Oxford, R. (1990). *Language Learning Strategies*. New York: Newbury House Publisher.
- Pigada, M & Schmitt, N. (2006). *Vocabulary Acquisition from Extensive Reading: A Case Study*. Nottingham University. 60(01), 20. doi: 10.6000/asp.2523. <http://eric.ed.gov/?id=EJ759833>.
- Pinker, S. (2005). *The Language Instinct*. New York: William Morrow and Company.
- Rubin; Thomson, I. (1994). *How to be a More Successful Language Learner*. Boston: Heinle&Heinle.

Sulaiman, S.B.; Marsudiono, E.; Mahdi, A.; Irfan, M. (2008). *Basic English Primary 2*. Jakarta: Yudistira.

Tuckman, B.W. (1997). *Conducting Educational Research*. Forth Worth, TX: Harcourt Brace.

Terrel, T. (1992). *The Natural Approach*. New York: Prentice-Hall, Inc.

Warriner, J.E. (1973). *English Grammar and Composition: Complete Course Grade*. Forth Worth, TX: Harcourt Brace.

Yoshida, M. (1975). *The Acquisition of English Vocabulary by a Japanese-Speaking Child a Case Study*. An Unpublished as one Thesis. University of California.

