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.[1] 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.[2]

---

[1]Kasihani KE Suyanto, *English for Young Learners*, (Jakarta: PT Bumi Aksara, 2007), p.16.

[2]Paul Nasution, *New Ways in Teaching Vocabulary*, (Illinois USA: Pantagraph Printing, 1994), p.8.

1. The Elementary School Students

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.[3]

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.[4] 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.[5] 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

---

[3]Mary Slattery and Jane Willis, *English for Primary Teacher,* (New York: Oxford University Press,2003), p.5

[4]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed, (San Fransisco: Longman, 2001), p. 88

[5]*Ibid*., p. 91

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. Different from the children, the adult can understand the pattern of grammatical rule before seeing some examples. They can develop their abstract thinking ability.[6]

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:[7]

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.

---

[6]*Ibid*
[7]Mary Slattery and Jane Willis, *op.cit.*, p.5

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.

As very young learners, the elementary school students need the teacher's individual attention as much as possible.[8] 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.[9]

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.[10]

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

---

[8]Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Pearson Education Longman, 2007), p. 38

[9] *Ibid*.

[10]Jack C. Richard, *Curriculum Development in Language Teaching*, (USA: Cambridge University Press, 2001), p.251

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.[11] The teachers not only can use material from a book, but they also can use several books for supplementing original material.

The good textbooks are the textbooks which are matching with the objectives of English teaching and can facilitate the students' to learn language.[12] 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.

---

[11]Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide.* (China ; Penguin English, 2003), p. 151

[12]Jack C. Richard, *op. cit*, p. 258

According to Brown, the teaching method definition is as follows:[13]

> *"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.[14]

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' firs 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.[15]

---

[13]H. Douglas Brown, *op.cit.*, p. 16

[14]Bambang Setyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 33

[15]*Ibid*., p. 35

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.[16]

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.[17]

e. The Communicative Approach

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

[16]Jack C Richard, *op. cit*., p.11
[17]Jeremy Harmer, *op. cit.*, p. 80

was used, making correction and adjustment which the students' performance of the task has shown to be desirable.[18]

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.[19]

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.[20]

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.[21]

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 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*

[18]*Ibid*, p. 87
[19]*Ibid*, p. 88
[20]*Ibid*, p. 89
[21]*Ibid*, p. 90

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.[22]

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

[22]As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (London: Oxford University Press, 1974), p.959

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.[23]

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.

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

---

[23]Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: CBS College Publishing, 1983), p.342.

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.[24]

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.[25] 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

[24]Scott Thornburay, *How to Teach Vocabulary*, (UK: Longman, 2002), p.8.

[25]Patsy M. Lightbown and Nina Spada, *How Languages Are Learned*, (New York: Oxford University Press, 1999), 2nd Ed, p.9

when they learn in the school, so they can acquire and memorize the vocabularies easily. Second, 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.[26]it means that , in the human body, there is a set to acquire the a 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.[27] 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,

[26]Norbert Schmit, *An Introduction to Applied Linguistics*, (New York: Oxford University Press,2002), p. 25

[27]Patsy M. Lightbown and Nina Spada, *op. cit.*, p.43

the cries are subtly, indirectly, almost randomly associated with its need.[28]

b. The Cooing Stage

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.[29]

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.[30]

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.[31] 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 *got up*, they just say "*up*". It means "*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,

---

[28]Thomas Scovel, *Psycholinguistics*, (New York : Oxford University Press, 1998), p.8
[29]*Ibid*., p.9
[30]Victoria Fromkin, Robert Rodman and Nina Hyams, *op.cit*., p.353
[31]*Ibid*., p.374

etc. For example, when children want to say" *sweater on the chair*", they just say "*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 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*".[32]

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.[33]

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

---

[32]*Ibid*., p.329-330
[33]Norbert Schmit, *op.cit*., p.40-41

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 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.[34]

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,

[34] Patsy M. Lightbown and Nina Spada, *op. cit.*, p.60

time and exposure to second language proficiency than those beginning as adults.[35]

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 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.[36]

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.[37]

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.

---

[35]Stephen D Krashen, *Principles and Practice in Second Language Acquisition Language Teaching Methodology Series*, (United Kingdom: Prentice Hall International1987),p.43

[36] Patsy M. Lightbown and Nina Spada, *op. cit.*, p.52

[37] *Ibid*.,p.54

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 proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of it is 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.