

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

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.<sup>1</sup>

###### **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

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<sup>1</sup>Interview with the headmaster (Agus Tardiyan, S.Pd.I), September 22<sup>th</sup> 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, it 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.<sup>2</sup>

#### 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;

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.

#### 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.

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<sup>2</sup>*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:

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

Correct of each kind of themes;

No	Code	Score of Item									Score
		A	B	C	D	E	F	G	H	I	
1.	RC-1	0	2	3	3	3	1	4	3	2	21
2.	RC-2	1	0	1	2	1	1	2	1	1	10
3.	RC-3	1	3	1	3	2	1	3	2	0	16
4.	RC-4	1	3	3	3	3	3	4	3	2	25
5.	RC-5	2	3	3	3	3	3	4	3	3	27
6.	RC-6	3	4	3	4	3	3	4	3	1	28
7.	RC-7	2	3	3	2	1	1	2	1	1	16
8.	RC-8	3	4	2	3	3	3	3	3	2	26
9.	RC-9	1	2	2	2	1	1	1	0	2	12
10.	RC-10	2	4	2	3	3	3	4	3	2	26
11.	RC-11	2	4	3	2	3	3	2	3	3	25

12.	RC-12	2	4	3	3	3	3	3	3	2	26
13.	RC-13	1	4	3	2	3	2	0	3	1	19
14.	RC-14	2	4	3	3	3	3	4	3	3	28
15.	RC-15	1	4	3	2	3	1	0	3	1	18
16.	RC-16	2	4	3	2	3	3	3	3	1	24
17.	RC-17	3	3	3	3	3	3	4	3	2	27
18.	RC-18	1	4	3	2	3	2	1	3	1	20
19.	RC-19	3	4	3	4	3	1	4	3	2	27
20.	RC-20	2	4	3	3	3	3	4	3	3	28
21.	RC-21	1	2	3	3	3	1	1	3	0	17
22.	RC-22	2	4	3	4	3	3	4	3	3	29
23.	RC-23	2	4	3	4	3	3	1	3	2	25
24.	RC-24	1	4	2	3	2	1	2	2	1	18
25.	RC-25	2	3	3	4	3	3	2	3	2	25
26.	RC-26	3	4	3	3	2	3	2	3	2	25
27.	RC-27	3	4	3	3	3	3	4	3	2	28
28.	RC-28	1	4	3	3	3	3	4	3	3	27
29.	RC-29	2	3	3	3	3	3	4	3	2	26
30.	RC-30	1	4	3	4	2	2	2	3	2	23
31.	RC-31	2	4	3	4	3	3	4	3	2	28
32.	RC-32	2	4	3	3	3	3	3	3	3	27
	$\Sigma$	57	111	88	95	86	75	89	87	59	747

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.

$$= \frac{\text{Correct answer}}{\text{Total score of item}} \times 100\%$$

$$= \frac{57}{96} \times 100\%$$

$$= 59,37.$$

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.

$$= \frac{\text{Correct answer}}{\text{Total score of item}} \times 100\%$$

$$= \frac{95}{128} \times 100\%$$

$$= 74,21$$



$$= 74, 21.$$

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.

$$= \frac{\text{Correct answer}}{\text{Total score of item}} \times 100\%$$

$$= \frac{86}{96} \times 100\%$$

$$= 89, 58.$$

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.

$$= \frac{\text{Correct answer}}{\text{Total score of item}} \times 100\%$$

$$= \frac{75}{96} \times 100\%$$

$$= 78, 12.$$

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.

$$= \frac{\text{Correct answer}}{\text{Total score of item}} \times 100\%$$

$$= \frac{89}{128} \times 100\%$$

$$= 69, 53.$$

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.

$$= \frac{\text{Correct answer}}{\text{Total score of item}} \times 100\%$$

$$= \frac{87}{96} \times 100\%$$

$$= 90, 62.$$

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.

$$= \frac{\text{Correct answer}}{\text{Total score of item}} \times 100\%$$

$$= \frac{59}{96} \times 100\%$$

$$= 61, 45.$$

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.

No	Themes Code	Score	Respondents	Score	Correct	Percentages	Level
1.	A	3	32	96	57	59,37	Fail
2.	B	4	32	128	111	86,71	Very good
3.	C	3	32	96	88	91,66	Excellent
4.	D	4	32	128	95	74,21	Good
5.	E	3	32	96	86	89,58	Very good
6.	F	3	32	96	75	78,12	Good
7.	G	4	32	128	89	69,53	Fair
8.	H	3	32	96	87	90,62	Very good
9.	I	3	32	96	59	61,45	Fair
				Total		701, 25	
				Average		77, 88	Good

### 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 as follows:

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

$$= \frac{1}{30} \times 100 \%$$

$$= 3$$

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

The score of individual students:

No	Respondent Code	Score	Percentage of Correct Answer	Level of Ability
1	RC-1	21	70	Fair
2	RC-2	10	33,3	Fail
3	RC-3	16	53,3	Fail
4	RC-4	25	83,3	Very good
5	RC-5	27	90	Very good
6	RC-6	28	93,3	Excellent
7	RC-7	16	53,3	Fail
8	RC-8	26	86,6	Very good
9	RC-9	12	40	Fail
10	RC-10	26	86,6	Very good
11	RC-11	25	83,3	Very good
12	RC-12	26	86,6	Very good
13	RC-13	19	63,3	Fair
14	RC-14	28	93,3	Excellent
15	RC-15	18	60	Fail
16	RC-16	24	80	Good

17	RC-17	27	90	Very good
18	RC-18	20	66,6	Fair
19	RC-19	27	90	Very good
20	RC-20	28	93,3	Excellent
21	RC-21	17	56,6	Fail
22	RC-22	29	96,6	Excellent
23	RC-23	25	83,3	Very good
24	RC-24	18	60	Fail
25	RC-25	25	83,3	Very good
26	RC-26	25	83,3	Very good
27	RC-27	28	93,3	Excellent
28	RC-28	27	90	Very good
29	RC-29	26	86,6	Very good
30	RC-30	23	76,6	Good
31	RC-31	28	93,3	Excellent
32	RC-32	27	90	Very good
	<b>Sum</b>	<b>747</b>	<b>2.492,4</b>	
	<b>Average</b>	<b>23,34</b>	<b>77,88</b>	

The following table is the frequency and percentage of students' ability.

4. The frequency and percentages of students ability

No	The Percentage of Students Correct Answer (%)	Level of Ability	Students Frequency	Student Percentages %
1	91 % - 100 %	Excellent	6	18,75
2	81 % - 90 %	Very good	14	43,75
3	71 % - 80 %	Good	2	6,25
4	61 % - 70 %	Fair	3	9,375
5	Below 60 %	Fail	7	21,875
		Total	32	100

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.

### **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.

Instrumental motivation is often characteristic of second language acquisition, where little 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 and instruction about the exercises, it is in order so that 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 need 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 through 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 sing 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, likes, *Assalamualaikum Wr.Wb, good morning students ,How are you today?* And the students answer directly, *Walaikumsalam 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 sing 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.<sup>3</sup>

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.

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<sup>3</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed, (San Fransisco: Longman, 2001), p. 23

### 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.

## **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:

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

$$= \frac{747}{32}$$

$$= 23, 34$$

From the computation above, we can see that the respondents score mean is 23, 34. 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:

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

$$= \frac{2.492, 4}{32}$$

$$= 77, 88$$

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 this case, 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.