THE DESCRIPTION OF LANGUAGE ACQUISITION IN ENGLISH AS FOREIGN WORDS BY 4-5 YEARS OLD STUDENT AT PARDIS PRE-SCHOOL

A THESIS

BY:
FEBRIANIKE
REG.NO.080721003

Supervisor Co-Supervisor
Drs.Ridwan Hanafiah. M.A Drs. Yulianus Harefa M.Ed. TESOL
NIP.195607051989031002 NIP.196107031986011001

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Prof. Syaifuddin, M.A, Ph.D
NIP. 19650909 199403 1 004

Board of Examiners
No. Name
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Medan, 2009

The Writer

Febrianike S
Learning English as a second language for the student in Pre-School it is not easy for them, the student need some factor that affect them to introduce the foreign word become familiar for they ear. The factor that can be affect during the learning process is the student environment are teacher, parents and their classmate that have to always support them in every time in their life. Learning a second language often has specific benefit, studies have shown that children who learn two languages are more cognitively advanced, have better concept formation, and are more flexible in their thinking. For this thesis the writer did the research to description Of Language Acquisition in English as Foreign Words by 4-5 years old student at Pardis Pre-Scholl. From the research the writer record that teacher, parent and classmate are important factor that affect the student in acquire language. From this thesis the writer hope that we realized that support and attention from environment of student in Pre-School give good affect for their acquire English as the foreign words for them.
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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

All the children everywhere who are in contact with speaking adult learn to speak unless they have a physical ability (Crysral, 1986:137). They hear completely by themselves and use it creatively to say what they need to say. Language offers many clues to children’s cognitive level, not only to the obvious things, like a creation of information or evidence of confusion, but to less obvious though equally important indicator of convective developmental, for example, when children say what they will do and show ability to imagine before doing, they are revealing a beginning time sense and an awareness of sequence, when they differentiate as to degree and kind of detail included in their play, they are showing development perception.

On the whole, children tend not to use language well for expressing feeling or examining ideas. Like all growth that is developmental, the interaction of environmental support and individual differences in aptitude may bring children of the same age to different levels of language. Beside that symbol use is development of symbol use is reflected in many different aspects of the Childs life theory of mind is mind has equally broad effects, especially in the social area, where understand other’s behaviors form the foundation for new levels language of children. Social contacts equally important are the child’s contact with adults and the peers.
When the young children play together, they expand each other’s experience with their own language (Faoziah, 2005). On the whole children tend not to use language well expressing feeling or examining ideas.

Their egocentricity prevents the distancing for that and keeps them close to the immediacy of action. It is not accidental in vocabulary list showing levels of usage. Like all growth that is developmental, the interaction of environmental support and individual differences in aptitude may bring children of the same age to different levels of language facility. It is important, to be aware of elements of language, and to observe what use the children make of the language they use. (Fisher and Ann, (1982:138).

It is important, therefore, to be aware of elements of language that give children the full power is support from their parents, teacher and their classmate. The spurt around age 4 is accompanied by entertainment of an impressive of fluency in both speaking and understanding language (Clark and Herbert, 1970:93).

However English language has many different pronounce and there are also words and form for which child mental structure must develops before they can be used. Children learn through direct instruction from parents, teacher and they can learn by observing other people who figure in their lives (Bandura, 1989; Dunn, 1988). Much of what children learn from parents about the culturally appropriate use of language involves. The acquisition of social conventions and moral rule (Grief&Gleason, 1980)

‘L2 acquisition’, then, can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom. One of
the goals of SLA, then, is the description of L2 acquisition. Another is explanation; identifying the external and internal factors that account for why learners acquire an L2 in the way they do one of the external factors is the social milieu in which learning take place. Social conditions influence the opportunities that learners have to hear and speak the language and the attitudes that they develop towards it. (Ellis, 1997:5)

Another external factor is the input that learners receive, that is, the sample of language to which a learner is exposed, language learning cannot occur without some input facilities learning. Children arrive in school; they meet a completely fresh range of factors that influence their language development. Children learn to speak, in the popular view, by copying utterances heard around them and by having their responses strengthened by the repetitions, correction, and other reaction that adults provide. (Harefa, 2008: 234) Teacher now paying increasing attention to child’s pre-school linguistic experience, seeing this as a foundation on which they can build, Oral skills are being supplemented by work on listening comprehension. Above all, teachers have begun to stress. That children’s linguistic ability is a major factor influencing their success in the learning of other subject areas.

Learning a second language often has specific benefit, studies have shown that children who learn two languages are more cognitively advanced, have better concept formation, and are more flexible in their thinking (Grosjean,F.1987:2) not only do language and cognitive development benefit from bilingualism but children’s social behavior may improve as well (Lambert, 1987).According to Noam Chomsky natives approach to language development children have an
innate language acquisition device (LAD) that enables them to learn language early and quickly. Jerome bruner emphasizes the critical roles of parents and other early characters in the child’s language age development. All children in pre-school user the basic form and the simple word of their language. When the children learn two language simultaneously, from infancy, the language share the same brain region that is responsible for the execution of speech as well as for some grammatical aspect of language (called broca’s area), however, when children learn second language later in childhood or adulthood, this brain region is divided, with a distinct area reserved for the second language. One important determinant of how well children master each of two languages is how often they are exposed to each one.

For all the information above on this proposal the writer focus about the description of language acquisition in introducing English as foreign language at PARDIS pre-school because for pre-school students as the beginner to learn about English we have to know how do pre-school student acquire English as foreign word and the factors that affect language acquisition at PARDIS Pre-School.

1.2 The Problem of Study

Review the background that mentioned earlier, the writer mentioned problem To be discussed as the following:

1. How do PARDIS pre-school student acquire English as foreign language?

2. Are PARDIS pre-school student able to know English as foreign language?
3. What are the factors that affect language acquisition at PARDIS pre-school student?

1.3 The Objective of Study

This study is based on how important language acquisition in introducing English as foreign language for pre-school student. So that the writer think it’s important to discuss about it. To introduce English as foreign language to pre-school students is not easy. We have to help them during the process. And in this proposal the writer mentioned some objectives of the study, they are:

1. To find out how PARDIS pre-school students acquire English as foreign language.
2. To find out whether PARDIS pre-school student are able to know English as foreign language
3. To find out the factors that affect language acquisition in introducing English as foreign language in PARDIS pre-school.

1.4 The Scope of Study

This proposal focuses on discuss the description of language acquisition in introducing English as foreign language at PARDIS pre-school and the topic is based of syllabus of PARDIS pre-school that already learn by the students, the scope of topic are:

1. Greeting
2. Numbering
3. Coloring
4. Alphabet
5. Named Object of Members of Family
1.5 The Significance of study

In this description the writer describes the significance of study is:

The significance practices are:

1. As a source to another Pre-School teaching English as a foreign word.
2. As a guidance to reader who interested in analyzing language acquisition.

The significance theories are:

1. To add glossary of linguistic especially in language acquisition field.
2. To describe the way Pardis Pre-School student in gaining English as foreign word.

1.6 Review of Related Literature

In supporting this proposal, the writer read some psychology book about family and children like *Pendidikan Dalam Keluarga* by Halim, S (1994:69) that explains about how the parents follow their children development and what the children need. And *Listen to Your Child* by Crystal, D (1986:137). Crystal state that all the children everywhere who are in contact with speaking adult learn to speak unless they have a physical ability. The other book that use by the writer are *Psychology and Language* by Clark and Herbert, (1970:93) Saying that the spurt around age 4 is accompanied by entertainment of an impressive level of fluency in both speaking and understanding language. And *Let’s Start with English for Children* by Faoziah, (2005) Symbol use is development of symbol use is reflected in many different aspects of the Childs life Theory of mind is mind has equally broad effects, especially in the social area, where understand other’s behaviors form the foundation for new levels language of children. Social contacts
equally important are the child’s contact with adults and the peers. When young children play together, they expand each other’s experience with their own language. And Children Language and Language Arts by Fisher, and Ann (1982:138) State that, on the whole, children tend not to use language well expressing feeling or examining ideas. Their egocentricity prevents the distancing for that and keeps them close to the immediacy of action. It is not accidental that in vocabulary lists showing levels of usage. Like all growth that is developmental, the interaction of environmental support and individual differences in aptitude may bring children of the same age to different levels of language facility. It is important, therefore, to be aware of elements of language, and to observe what use the children make of the language they use.

Beside that Grosjean, in Clark, (1987:2) state that learning a second language often has specific benefit, studies have shown that children who learn two languages are more cognitively advanced, have better concept formation, and are more flexible in their thinking.

To support all the statement the writer read a book Second Language Acquisition by Ellis, (1997:5) this book helps the writer to get the explanation about second language acquisition. This book state that ‘L2 acquisition’, then, can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom. One of the goals of SLA, then, is the description of L2 acquisition. Another is explanation; identifying the external and internal factors that account for why learners acquire an L2 in the way they do one of the external factors is the social milieu in which learning take place. Social
conditions influence the opportunities that learners have to hear and speak the language and the attitudes that they develop towards it.

Another external factor is the input that learners receive, that is, the sample of language to which a learner is exposed, language learning cannot occur without some input facilitates learning.

The writer read a module Language Acquisition by Harefa, (2008:234) this module helps the writer to get explanation about language acquisition and language development in school for children. In this module state that once children arrive in school, they meet a completely fresh range of factors that influence their language development. Children learn to speak, in the popular view, by copying utterances heard around them and by having their responses strengthened by the repetitions, corrections, and other reaction that adults provide.

Teacher now paying increasing attention to a child’s preschool linguistic experience, seeing this as a foundation on which they can build Oral skills are being supplemented by work on listening comprehension. Above all, teachers have begun to stress. That children’s linguistic ability is a major factor influencing their success in the learning of other subject areas, such as science etc.

According to New Horizons in the Study of Language and Mind by Chomsky, (1964:90) state that natives approach to language development children have an innate language acquisition device (LAD) that enables them to learn language early and quickly.

Beside all the books and module the writer also read a thesis into the review of related literature which could contribute to this proposal that could trigger the writer discussing this proposal entitled “An Analysis of English Teaching
Methods in Pre-School (a case in play group Aisyiyah Cab.Kp.Dadap) This thesis analyze the methods and technique of teaching English to children where English is their second language.
CHAPTER TWO
THEORETICAL FRAMEWORK

2.1 Definition of Description Second Language Acquisition

Second language acquisition can be defined as the way in which people learn a language other than their mother tongue, the goals of SLA, then, is the description of L2 acquisition. Another is explanation; identifying the external and internal factors that account for why learners acquire an L2 in the way they do one of external factors is the social milieu in which learning take place. Social conditions influence the opportunities that learners have to hear and speak the language and the attitudes that they develop towards it.

Children arrive in school; they meet a completely fresh range of factors that influence their language development. Children learn to speak, in the popular view, by copying utterances heard around them by having their responses strengthened by the repetitions, correction, and other reaction that adults provide. Teacher now paying increasing attention to child’s Pre-School linguistics experience, seeing this as a foundation on which they can build, oral skills are being supplemented by work on listening comprehension. Above all, teachers have begun to stress. That children’s linguistic ability is a major factor influencing their success in the learning of other subject areas.

When the young children play together, they expand each other’s experience with their own language (FAOZIAH, 2005). The course of the process, its timing, and its detailed nature in part influenced by the environment, by
nutritional level, for example, but the process itself is inner directed in its essentials (Bloom, 1999: 42).

Learning a second language often has specific benefit, studies have shown that children who learn two languages are more cognitively advanced, have better concept formation, and are more flexible in their thinking (Grosjean, F. 1987: 2). Not only do language and cognitive development benefit from bilingualism but children’s social behavior may improve as well. One important determinant of how well children master each of two languages is how often they are exposed to each one.

2.2 A Brief Profile of PARDIS Pre-School

Pardis is a pre-school institution of education was built in 1984 by church organization (GBKP) Kemenangan Tani that located in Let.Jend jamin ginting Km.12,3 No.61 Medan Tuntungan. Number Statistic of School (NSS) is 002 076007 007.

This Pre-School consists with 2 classes; they are B1 with 20 students and B2 with 20 students and each of class lead by one teacher in every class. In this thesis the writer chooses both of class as the sample and amount of the students of Pardis are 10 students for each class.

2.3 A Brief Description of English as Foreign Word

Foreign word is the word that new heard by the speaker other than the language that they usually use for daily life. English is the one foreign language that learns by the student in Pardis Pre-School.
Student of Pre-School as the beginner learner to know English as the foreign language, in introducing English as foreign people around the student have to support the student to make English become not the foreign word again. The foreign words become the familiar word if those words they usually use in their activity. How often the student use English words each other it will help them to make English is not as the foreign word again.

Teaching English as the second language need many strategies. Teacher, in this case should be able to make creative activities to help the students in acquire English as foreign words.

2.4 Factors that affect Language Acquisition of Pre-Scholars of Pardis Pre-School

In acquire English as foreign word for the children; there are some factors that affect the children in process, they are:

2.4.1 Parents

A parent is a mother or father; one who sires or gives birth to and/ or nurtures and raises an offspring. Like mother, fathers may be categorized according to their biological, social or legal relationship with the child. Parents are the one can be affect that support the children in their language development. The support from the parents can help the children to acquire the foreign words in their life.

2.4.2 Teachers

Teacher is a person who teaches, especially in a school as the person can teach the children teacher is the one factor that affects the children to develop
their new words in their daily life. The way the teacher use to introduce and to make the children remain the new words is the one reason children can success in acquire English as the foreign word. Good communication and interesting technique can make the will of student rise to learn the new words.

2.4.3 Classmate

Classmate is a person who was or is in the same classes oneself at school. As the person that the children meet classmate can give good affect for the children in acquire the new word in their life. Give the support to the friend with make the new word that they already got and use that word in their daily communication its can help the children to remain the new word.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Field Research

Field research is a research of how we get the data by having own experience or observing directly to a condition or an event. Here what the writer did was recorded the description of language acquisition in English as foreign words at Pardis Pre-School. For clearer explanation will be discussed as follow:

3.1.1 Time and Place of Research

The writer did the research in Pardis Pre-School student in the year 2009/2010. There are 40 students divided into two classes B1 and B2. The writer did the record on 1st December 2009 in B1 class and the 2nd December 2009 in B2 class.

3.1.2 Technique For Collecting Data

In this thesis the writer uses the recording technique. The recording technique is acquiring data with record the user of spoken language with spontaneously (Subroto, 2007: 40). On 1st December 2009 the writer recorded the activity in B1 class and recorded the interaction between teacher and the students that take as the sample in language acquisition in English as foreign word with that student, and B2 class on 2nd December 2009.

To make the result more completely the writer did an interview to those students Parents as the sample that the writer takes. The writer takes the interview by using close question. Pertanyaan tertutup adalah pertanyaan yang
sudah menggiring ke jawaban yang alternatif nya sudah ditetapkan oleh penulis. (Rangkuti, 1997:47).

3.1.3 Technique for Analysis Data

After finishing the field research, the writer gained all the result or data that will be analyzed in the step as below. Some simple daily activities like “Good morning children?”, “what is your name?”, “how are you today?” so in these conversation we know which student able to answer these question. Other technique are teacher ask the simple color by using some media like paper color, table or the other thing that has color to students. During the recorded the teacher asks to the student spontaneously how to say numbering and coloring in English that already learn by the student.

All the activity was recorded by the writer and all the record are replay by the writer and the writer give the check list which student is able to answer the question of the teacher or are the student of Pardis know say one simple word into English.

For choosing sample the writer uses formula from Prof. Dr. Suharsimi A Rikunto. as below

\[
\frac{50}{100} \times N
\]

\[
\frac{50}{100} = \text{Rumble percentage}
\]

\[
N = \text{All sample}
\]

\[
\frac{50}{100} \times 40 = 20
\]

\[
20 \div 2 \text{ class} = 10 \text{ students each class}
\]
CHAPTER FOUR
DATA ANALYSIS AND RESEARCH FINDING

4.1 Data Analysis

After finishing the field research with recording, the writer gained all the result or data that will be analyzed in this below:

4.1.1 Greeting

<table>
<thead>
<tr>
<th>Teacher activity</th>
<th>Student activity</th>
<th>able</th>
<th>unable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher ask to the student to answer when the teacher say some greeting before and after the class.</td>
<td>Are the students able or unable to answer the teacher greeting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good morning children?</td>
<td>Are the students able or unable to say greeting and answer the teacher greeting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are you today?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>God day children?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodbye children?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.1.2 Numbering

<table>
<thead>
<tr>
<th>Teacher activity</th>
<th>Student activity</th>
<th>able</th>
<th>unable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher asks to the students to say the numbering in English from 1-20.</td>
<td>Are the students able or unable to say the numbering in English?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Febrianike : The Description Of Language Acquisition In English As Foreign Words By 4-5 Years Old Student At Pardis Pre-School, 2010.
### 4.1.3 Coloring

<table>
<thead>
<tr>
<th>Teacher activity</th>
<th>Student activity</th>
<th>able</th>
<th>unable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher show one object that has color and ask the student to say the color in English like Blue, green, yellow, white, black.</td>
<td>Are the students able or unable to say the color in English?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.1.4 Alphabet

<table>
<thead>
<tr>
<th>Teacher activity</th>
<th>Student activity</th>
<th>able</th>
<th>unable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher show the letter and ask the student to say into English A to Z</td>
<td>Are the students known to say the alphabet in English?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.1.5 Named Object Member of Family

<table>
<thead>
<tr>
<th>Teacher activity</th>
<th>Student activity</th>
<th>able</th>
<th>unable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher make the simple conversation with the student like: “Apa bahasa inggris nya ayah?” “Apa bahasa inggris nya ibu?”</td>
<td>Are the students known to answer the question of the teacher?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4.1.6 Table List Interview for Parents

<table>
<thead>
<tr>
<th>Daftar Pertanyaan</th>
<th>Sering</th>
<th>Jarang</th>
<th>Tdk Pernah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melakukan komunikasi dalam bahasa inggris secara sederhana kepada anak anda dirumah?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memberikan imbalan kepada anak jika anak mampu mengucapkan kata sederhana dalam bahasa inggris?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membantu dan membiasakan anak berbahasa inggris dirumah?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menggunakan media sebagai alat bantu pemerolehan bahasa inggris terhadap anak?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menggunakan metode permainan dalam memperkenalkan bahasa inggris kepada anak anda?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mengucapkan sapaan dalam bahasa inggris setiap hari?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melatih mengucapkan angka dalam bahasa inggris di lingkungan rumah?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melatih mengucapkan warna dalam bahasa inggris di lingkungan rumah?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melatih pengucapan alphabet dalam bahasa inggris dilingkungan rumah?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melatih mengucapkan hubungan keluarga dalam bahasa inggris di lingkiungan keluarga?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2 The Result of Sample

The result from the record and see the responds of the student from the teacher question and interaction with the classmate and the Writer use ordinal scale to interview the parents.

4.2.1. The Result all of Sample

<table>
<thead>
<tr>
<th>No</th>
<th>Name of student</th>
<th>Good Morning?</th>
<th>Good day children!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>able</td>
<td>unable</td>
</tr>
<tr>
<td>1</td>
<td>Agung Ginting</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Andre Pulu Toraja</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
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From all table list above parents should be support and give more attention to their children to help their in acquire English as foreign word for their children. Give some media to help the children and make some simple conversation and repetition like the teacher do in the class is give good affect to the children ion acquire English as foreign word for them.

4.2.3. The Result of Teacher

a. How teacher introduces some simple daily greeting

Some simple daily greeting like: “Good Morning”, “What is your name”, “How are you?” and “Good day children”, also introduced to the student, here, once again, these daily simple greeting are taught by using them in the class conversation among the teacher with student. So, in these conversations the important things are their listening skill and their understanding about what the teacher say to them.

In this case, students are not forced to be able to speak like the teacher or utter those sentences correctly. The teacher also uses some body language while taking or communicating with students in order to make what the teacher say is easily understood by the students or sometime, the teacher also combines the foreign words (English) with their native language (Indonesia) in order to give clear understanding to the student.

b. How teacher introduces numbers to students

In teaching numbering, for the first time, teacher mentioned the number from one until ten by using the teacher’s fingers. The teacher say, ”one, two, three, four, five, six, seven, eight, nine, ten” and asks all students to follow the teacher by their own finger to show the number like what the teacher do in front
of the class. Finally teacher use some technique to teach the student in learning number ten until twenty.

c. How teacher introduces colors to students

For the beginner student, the teacher introduces the student with the simple color by using paper color, picture and to help the student to understood and to say the color in English teacher combine with their native language (Indonesia).

From what had been explained and shown the recorded the teacher uses are the combination of communicative approach, the total physical response method. Teacher in Pardis Pre-School usually give the introduction process, repetition process and test process during introduce English as foreign word for the student in Pardis Pre-School.

In the nature of student and teacher interaction in the yard before the class will start and in the classroom, the teacher combines the communicative language learning and use some media to help the student to know English as foreign word.

In introducing some song to students the teacher firstly sing the song from the beginning till the end of the song. Here, the students just keep silent and sometimes try to follow what the teacher sing, finally that song become familiar to the student because teacher do the repetition for the song. This technique helps the students to know English as the foreign word.
What the teacher already done in Pardis Pre-School is the one important technique to help the student in Pardis Pre-School to acquire English as foreign word.

4.2.4. The Result of Classmate

As we know before, the development of many Pre-School are growing rapidly in number every year. It deals with the increase of parents know ledges and considerations to send their young children into some play groups in order to give them best educational qualities and can interaction with the children as young as their children.

Communication that the children did with their friend as young as them is different between the communications that they do with the person older than them. They use the words or language that easy to understand each other this communication helps them in development their language especially in introduce English as foreign words for them.

In process of introduction English as foreign word in Pre-School where most of them do not know any English words before. Here, the participant of their classmate to help each other in acquire English as foreign word, communication that they build each other can help them in remind or know a new word that they get from their teacher.

In Pardis Pre-School the interaction that the writer recorded between the students in that Pre-School is running well, because if there is a student unable to answer the question from teacher about English words, the classmate will directly answer the question. So the student that unable to answer that question will feel familiar with those new words that he/ she hear from his/her classmate.
CHAPTER FIVE

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

After did the research the writer can conclude that communication is the one important factor that can affect the student in Pardis Pre-School in acquire English as foreign words. In teaching children in Pre-School, the relationship and understanding among teacher with student and one student with their classmate are important. In acquire English as foreign words; the participant parent helps the student in their daily life. The attention of parents to their children in their language development with give the facilities like picture or other else to make completely support to the student in acquire English as foreign word. The other one important determinant of how well children master each of two languages is how often they are exposed to each one and to people around them.

5.2 Suggestions

Being interested in description of language acquisition in English as foreign word by 4 – 5 years old students in Pardis Pre-School, the writer tries to purpose some suggestions as follows:

1. in teaching English to student especially in Pre-School where English is there second language, writer suggest to Pre-School teachers to communicate with children in English naturally and consistently for every day in the class.
2. It is better to use body languages and expressions rather than translation to the student.

3. Parents should be realizing that they support and attention is the one important that the children need in their language development.

4. Realizes that there are so many Pre-School in Medan with various programmed in teaching English to help the student in acquire English as a foreign words. Therefore, the writer suggest student of English department who are interested in this field of study to do further research, particularly about the methods and techniques used.

5. Last but not least, the writer realizes that this thesis is still not being perfect; therefore any constructive criticism will be highly appreciated.
REFERENCES


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