

CHAPTER I INTRODUCTION

The research is introduced in this chapter. The identification of the research and the research's background are two examples of explanations in this chapter. The research has a limitation that includes a research question that the researcher must answer through the study. The contribution related to the research result is described in terms of the study's significance. At long last, this section closes with characterizing key terms to assist the perusers with understanding the words utilized.

A. Background of the Research

Language is a communication tool that every individual uses in everyday life. With language, humans can interact with each other. Language is also called social activity. Like other social activities, language activities are only realized when speakers and speech partners are involved in it (Allwood & Gärdenfors, 1999).

English has been generally presented right off the bat in both formal and non-formal schools. Students are in the golden age because they are ready to respond to environmental stimuli and have matured physical functions and memories. A person's or group's vocabulary includes all of the words in a language that they understand. As per Soedjito in Hilaliyah (2018), vocabulary is every one of the words contained in a language, the abundance of articulations a speaker or essayist has, and terms utilized in a logical field.

Vocabulary is an important aspect of language acquisition and plays an important role in determining the level of proficiency of learners at different ages. A key aspect of language acquisition is the development of an extensive vocabulary. This review discusses how students approach vocabulary learning, the various categories of vocabulary, and the main goals of vocabulary acquisition. Working with a friend or teacher to acquire vocabulary is an efficient approach to using social

learning tactics.

In learning English, someone needs to understand vocabulary to understand and speak in English. Previously, researchers also carried out practical field experiences at SD Islam Fastabiqul Khairot so that researchers already understood the character of each student. That can also affect research conducted by researchers. It can make it easier for researchers to research because they already understand each student's character, so researchers know how to handle these students.

Vocabulary learning is the initial stage of being able to speak English, starting with memorizing vocabulary in everyday life. Teaching English vocabulary to students through the learning process at school should be introduced early because early age is a golden age where everything can be absorbed easily and quickly. Language has that view; the earlier the child learns a foreign language, the easier it is for the child to master it, and it makes it easier for children to acquire faster language without much difficulty than adults.

There are 12 class 3 students because the school has only been operating for the last two years. Fastabiqul Khairot School is a new school established in Tengah City. So, Fastabiqul Khairot school is the third Islamic elementary school in Central City.

The thing that makes students feel difficult when learning English is difficulty when pronouncing words. Therefore, the researcher was interested in conducting this research because the researcher felt that English was a very important and useful lesson for students' future.

B. Identification of the Research

There are a number of factors that prevent students from learning English vocabulary, as the background above demonstrates. These factors are summarized by researchers as follows:

1. The learning methods used by teachers so far have not been able to improve students' English language skills.

2. Students need more time to practice pronouncing English vocabulary, and the learning media used during learning is less varied.

C. Limitation of the Research

Not all will be researched based on the identification of the research above. Researchers conducted research on the acquisition of English vocabulary in the classroom. The researcher wants to research "An Analysis of English Vocabulary Acquisition of The Third Grade Students at Fastabiqul Khairot Islamic Elementary School."

D. Formulation of the Research

The following question can be formulated for the study based on the limitations of the previous research:

1. How do students acquire vocabulary in learning English at Fastabiqul Khairot Islamic Elementary School?

E. Purpose of the Research

Based on the formulation of the problem, the purpose of the research can be seen as follows:

1. To describe students' acquisition of English vocabulary at Fastabiqul Khairot Islamic Elementary School.

F. Significance of the Research

This research has theoretical benefits and practical benefits, including:

A. Theoretically

- a. This research is expected to provide criticism, suggestions, and input for other researchers as a comparison;
- b. This research is expected to be the basis for further research development;

- c. It is anticipated that teachers will use this research as a reference when teaching students how to learn in class;
- d. The result is expected to be a reference for readers, the general public, especially teachers.

B. Practical

- a. Researchers can use it as capital to understand the methods used in the learning process.
- b. For teachers, it can be used as a learning method for students in class.
- c. For the general public, it can provide new methods of teaching students at home.

G. Definition of Key Term

To avoid misunderstanding in comprehending this research topic, the researcher defines terms as follows:

1. Vocabulary Acquisition

Obtaining is a critical part to effectively creating correspondence and education abilities. The acquisition of vocabulary is an essential component of language learning.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A review of related findings, a conceptual framework, and the study of theories and theories from previous studies that support the researcher's research title are all discussed in this chapter.

A. Review of Related Theory

1. Vocabulary

There are four abilities required in an English language learning program. These abilities are understanding abilities, talking abilities, listening abilities, and composing abilities. These four majors rely upon vocabulary dominance. Fauziati (2010), expressed that is fundamental to language and vital for the common language student. An individual can't successfully impart his thoughts in oral and composed structure without sufficient. Restricted vocabulary is likewise a hindrance keeping understudies from learning unknown dialects.

Vocabulary as an element of language is essential to learn and master to develop students' vocabulary. Vocabulary becomes the cornerstone when we start learning English. Vocabulary is the first step to learning English because without knowing a lot of vocabulary in English, students will have difficulty mastering English. Therefore, vocabulary should be the priority in teaching and learning English learning.

One of the general components that students must master well in learning English is vocabulary. If students lack of vocabulary, students will experience difficulties in using English to know what vocabulary is. The researcher wants to present several definitions put forward by linguists. Hornby (1986) says that vocabulary is (1) The total number of words that (with the rules for combining them) make up language. (2) (Range) words known or used by someone in trade, profession, etc. Webster (1966) states that vocabulary is the sum or collection of words a language uses in groups, individually, or in work with a subject.

From the definition above, the researcher can conclude that vocabulary is a list of words with meanings used to communicate between one person and another.

Finocchiaro (1974) explained that students' vocabulary skills could be divided into two types, namely "active and passive vocabulary." Active vocabulary consists of words students understand, can pronounce correctly, and use constructively in speaking and writing. Meanwhile, passive vocabulary consists of words that students recognize and understand when these words appear in a context, and students never use them in communication. Students understand it when they hear or read it but do not use it in speaking or writing.

Aside from cognizance abilities, a decent vocabulary explains thoughts and contemplations really. It won't sound boring or repetitive with a rich language. Understudies can pick the right words and express thoughts with greatest effect. Students will also be able to better receive and process information at the same time. A strong vocabulary improves students' comprehension. One more benefit of a decent language is that understudies can make a decent impression. Assuming that understudies articulate well, others will normally be more disposed to tune in and trade thoughts.

Developing vocabulary is a timeless process. As we get older, we continue to learn new words. Vocabulary is a skill that gets better over time. However, you still have to be careful with the words you know. Researchers will describe vocabulary in several ways:

1) Vocabulary (Basics)

In the first place, we can sort vocabulary as per the way things are utilized. Primary, frequent, and subject-related vocabulary make up the rich language. A word's definition, utilization, setting, and intricacy decide its class. Ideally, you should choose words that will help you in your studies. It can also develop vocabulary with words often encountered when reading books or listening to people. That is, you must build a language with frequently used words.

2) Vocabulary (Expressive and Receptive)

This section can categorize vocabulary into two large categories: expressive and receptive. Explicit language refers to the words used to express thoughts and ideas. That means that all the words used for "speaking" and "writing" fall into the expressive category. Speaking vocabulary consists of words that are usually used

in speech. Research proves that the average person has around 10,000 words in their speaking language. Writing vocabulary refers to the terms used when writing ideas or thoughts. Comfort in spelling words usually determines written speech.

Receptive vocabulary, on the other hand, refers to all the words understood while "reading" a book or "listening" to someone speaking. In other words, all words processed when receiving information are included in the receptive vocabulary. Listening vocabulary contains all the words heard and understood.

The average adult can understand and process about 50,000 words. If you pay attention, the listening vocabulary is extensive compared to the speaking language. As the word implies, reading speech refers to all the words understood while reading. As mentioned, the more you read, the more you develop your vocabulary.

3) Vocabulary (Oral and Written)

Finally, it can also classify vocabulary into spoken and written speech. The spoken language consists of all the words used when talking, and all the words understood when listening. The written vocabulary consists of all the words understood when reading and all the words used when writing what you want to express.

4) Building Vocabulary

Building a rich vocabulary is an experience in itself. That will not only help in professional life but will also open the mind to a new world. As you continue learning new words, you will become aware of how they create an interest in learning and exploring them further. It will also look at how to use words in different contexts, thereby improving communication skills.

One of the best ways to build a strong vocabulary is to explore variations of one word. That means that when you find a new comment, you can try to look for antonyms and synonyms, or their connotations, or check whether it is an idiom, and so on.

Antonyms are words that are opposites, while synonyms are words that have the same meaning. Idioms are a group of words that have a different meaning from the actual meaning. Connotation refers to the feeling or idea that is produced by the word. You can also check the etymology of a word, that is, where the word comes

from.

2. Vocabulary Acquisition

Vocabulary acquisition is an important component in foreign language learning, and exploration of effective strategies to facilitate this process is essential. students can optimize their language in learning experiences and make significant progress (Milton, 2009; Schmitt, 2010). The acquisition of vocabulary in a foreign language is a multifaceted process that involves deliberate learning and integration of new words and phrases into one's linguistics repertoire (Schmitt, 2010; Webb & Nation, 2017).

Vocabulary acquisition has been studied by many language experts and professionals, they all appear in different ways theories and ideas to include them practice. Many people realize their vocabulary is so limited that they struggle to convey ideas. It is necessary to understand vocabulary, which is an essential part of learning a language, so it is crucial for someone to master and continue to improve their language skills.

Mastery of English at the elementary school level refers to the knowledge of basic vocabulary based on topics relevant to student's lives. If they master English material, they are expected to be able to use it well in class or when they interact with their friends outside the class. One of the ways for students to quickly master English is to use strategies, methods, or media that are interesting for students when learning.

Good grammar and a large vocabulary are necessary for language mastery. We have trouble comprehending reading and vice versa when there is a lot of speech that lacks grammar and strong language. Great punctuation without an inferior jargon; on the off chance that there are many, an article can't be perused impeccably. Vocabulary obtaining can impact English sentences and English understanding. Dominance of English vocabulary is fundamental to be instructed at the time of primary school understudies since understudies can recollect and see more discourse. The appropriateness of the content, sentence construction, and expected English explanations will all be influenced by vocabulary acquisition. At the next level, mastery of English vocabulary also includes conversation, grammar, and

tenses. Understanding in English is based on mastery of one's vocabulary.

Vocabulary is one aspect of language acquisition, so mastery of a language cannot be separated from it. Mekalungi (2008) defines vocabulary mastery as the capacity to use vocabulary both verbally and in writing. Thus, an individual's abilities in talking, both spoken and composed, not entirely settled by the capacity to handle vocabulary so that great communicated in and composed language will arise. As per Zuchdi (1995), vocabulary dominance is an individual's capacity to perceive, comprehend, and use words fittingly and accurately by tuning in, talking, perusing, and composing.

Vocabulary also plays an essential role in the process of human thinking. Whether a person's thinking process is good or not can be determined. Whether a person's thought process is good or not can be determined by the speech he masters. Concerning the quality of vocabulary, Tarigan (1993) argues that the quality of a person's language skills depends on his address. So, whether someone is skilled at language can be seen from the vocabulary used.

The only fundamental component that supports language is vocabulary. Students are required to master the vocabulary. Without learning the vocabulary, the understudies could never have great correspondence. Because they are unable to communicate their thoughts or feelings in writing, they will find themselves in an awkward communication situation. It also helps people succeed in learning a second language. As a result, the student must learn to master vocabulary because it will speed up the acquisition of language skills. For that reason the public authority of Indonesia concluded English is the principal unknown dialect that must be shown in Grade School until College. It is trusted that each graduate will actually want to dominate English well.

3. The Procedure for Teaching Vocabulary

Some scholars have implemented various methods. Although it is not guaranteed that these forms will be accepted by all students, students can improve their vocabulary. Educators can encourage students to get used to a word in one way or another. Therefore, educators need to find careful techniques that can be used to show vocabulary in a fun way. People also believe that students can work

on their English as a non-serious subject; it is easy for them to understand the material.

Nunan (2003) refers to four important standards for teaching vocabulary: focusing on the most helpful language. First of all, focus on the most appropriate language, use media seriously, and encourage students to reflect and have a sense of ownership of learning.

One of the basic things for mastering English is teaching vocabulary. For example, educators use various media to satisfy students with illustrations. According to researchers at SD Islam Fastabiqul Khairot, listening, speaking, writing, and reading are part of English. English teachers provide illustrations to students.

There are three steps in the process of learning to teach vocabulary, namely opening activities, core activities, and closing activities. The opening activity is the initial of the teaching process, and its function is to prepare the material and prepare students to start the lesson. There are activities like greeting, asking about the situation, attendance, ice-breaking, discussing homework, and reviewing the latest material. The second step of vocabulary teaching is the main activity, the most important teaching and learning process. The final step in teaching vocabulary is the closing activity. That is the end of the teaching and learning process. Activities such as continuing or reviewing material provide students opportunities to ask questions they don't understand, give input, and assign homework.

The general teaching procedures are:

a) Opening Activity

The researcher opened the lesson with greetings and asking questions to students about their situation, and then the researcher asked who was absent that day. After that, the researcher asked the students to prepare books and pencils.

b) Main Activity

Researchers ask students about homework before explaining the material, and then students collect the assignment provided if there is any. After that, the class goes into new material. Researchers started to introduce the material by

presenting the material on the blackboard.

The researcher asked students to observe the vocabulary in the material, and then they began to try to assume the meaning of each word. After that, the researcher asked the students about the importance of the text word for word. If the researcher finds that the student cannot answer or gives the wrong meaning, the researcher will provide instructions with similar words or sentences until the student can answer the meaning of those words.

After knowing the meaning, the researcher said the words individually, and the students imitated what the researcher said. When each word was understood, the researcher asked the students to write down all the vocabulary with meaning in their books. That is done to give students more opportunities to memorize vocabulary in the hope they can recall language that has been learned at a later time. Researchers explain the parts of the procedure as the last activity of the main action.

c) Closing activities

Before closing the lesson, the researcher reviewed the material that had been studied. Then, the researcher informs students that the material will be examined at the next meeting. Finally, the researcher will appreciate the students' attention and participation and close the learning process by saying "Hamdallah" together.

B. Review of Related Findings

Many relevant studies have relevance to research, especially in increasing vocabulary. The research is varied, and this happens because vocabulary is an essential component in the early process of learning English for beginners.

Magdalena et al. (2023) FKIP Muhammadiyah University Tangerang entitled "Introduction to English Vocabulary for Elementary School Children with the Alphabet and Numeric Method." This Journal intended to explain and describe how the English learning system works for children aged 9-10. Using the alphabet and numbering system to improve children's ability to recognize English

vocabulary for ages 9 to 10 shows that children can repeat English vocabulary and retell what the teacher says, according to this Journal.

Handayani et al. (2023) University of Muhammadiyah Tangerang entitled "Improving the Ability to Recognize Low-Grade English Vocabulary Using the Alphabet Method at Sangiang 2 Public Elementary School". This Journal was purposed to discover the increase in the ability to recognize English vocabulary with the alphabet method at Sangiang 2 Public Elementary School. According to this journal, with the application of the alphabet method, students have developed as expected, and the average student score continues to increase. According to the findings, children aged 6 to 7 years old can improve their ability to recognize English vocabulary by using the alphabet method.

"Improving English Vocabulary Mastery by Using Alphabet Games in English" by Wakana (2012), students of Madrasah Ibtidaiyah Azzahidin Pekanbaru, Sultan Syarif Kasim State Islamic University, Riau in Class IV." This research is motivated by the low ability of students in mastering English vocabulary. The purpose of this study is to use alphabet games to help fourth grade students of Madrasah Ibtidaiyah Azzahidin Pekanbaru master English vocabulary.

Solihati, (2010) in Journal skripsi Suci C.N Abdullah entitled "Teaching English Vocabulary Through Active Learning". Based on research results, implementing active learning in mastering English vocabulary will help students remember and even master vocabulary.

Maretsya (2013) In Journal skripsi Suci C.N Abdullah entitled "Introduction to English Vocabulary Through the Use of Image Animation Media." The results of this study indicate that the use of animation media pictures can improve the ability to recognize English vocabulary.

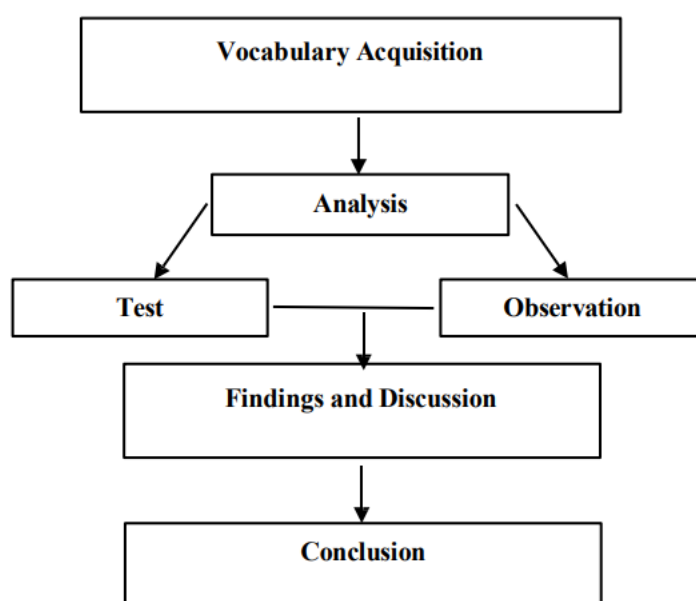
Najati (2020) in the Diary of the Worldwide Meeting on English Language Educating entitled "The Impact of Letter Arrangement Games on Students' Vocabulary Dominance in Expressive Texts." In this study, vocabulary mastery is very important because it can be used in many subjects in English learning, and games are one of the media that can be used to teach language to students. This study aims to determine the effect of letter arrangement games on students'

vocabulary in expressive texts of grade 7 students of MTsN 2 Palangka Raya City. The study concluded that students' vocabulary mastery in descriptive texts in grade 7 MTsN 2 Palangka Raya City was greatly influenced by the use of alphabet games.

Based on previous research that researchers have written, there are several who have conducted research using the alphabet to improve students' mastery of English vocabulary, but what researchers will do will focus more on vocabulary acquisition to improve students' mastery of English vocabulary.

C. Conceptual Framework

The following is the conceptual framework that will be carried out by researchers in this research as follows:



The researcher opened the lesson with greetings and asking questions to students about their situation, and then the researcher asked who was absent that day. Besides that, the researcher also hopes that by giving information before learning, students are expected to feel more calm and enjoy the learning process that will be carried out. Some of the information and motivations that the researcher will convey to students are related to the things experienced by Analysis Test

Observation Conclusion Findings and Discussion Vocabulary Acquisition researchers during the education level and also provide a few stories to students so that students are more focused when the learning process is carried out.

Before the learning process begins, the researcher will give a test in the form of multiple choice, with as many as 20 questions to find out students' introduction to vocabulary. After that, the researcher will start learning about my family's language and objects in the class vocabulary. The researcher will make a vocabulary related to my family and the things in the class. The researcher will explain the pronunciation and meaning of the language to the students, and the students will follow the researcher to pronounce the vocabulary following the researcher's words. Apart from reciting the speech, students will also be asked to memorize it and come to the front of the class to repeat it without text and its meaning. After the students have advanced to the front of the course, the researcher will give a retest about the language they have learned in the form of multiple-choice questions 20.

After students complete the learning process and work on the tests given, the researcher will observe the results obtained from learning carried out based on tests that students provided by researchers have done. In the observation, the researcher will also take some documentation as proof that the researcher is researching students at SD Islam Fastabiqul Khairot. According to Sugiyono (2009), documents are records of past events. The document researchers use here includes photos, pictures, and data about SD Islam Fastabiqul Khairot. Research results from observations will be more valid and reliable if photographs support them.

After making observations, the researcher will find the result of the learning process about my family's vocabulary and objects in the class that have increased or not during the learning process. From these results, the researcher will conclude the research that researchers on students at SD Islam Fastabiqul Khairot have carried out.

CHAPTER III

RESEARCH METHODOLOGY

The research methodology is the subject of this chapter. It comprises of exploration plan, factors, setting of the examination, research subject, instrumentation of the review, information gathering method, and information investigation procedure.

A. Research Design

The subject of the study is distinguished and examined using observation. In order for the observation to run properly, an assessment design is needed. Because the information is presented mathematically and expressively, this observation uses qualitative design. According to Bryman (2008) "qualitative design is an assessment method that usually emphasizes words rather than assessments in the form of variations and examination data."

According to Moleong (2016), qualitative research is research that hopes to understand the specifics of what research subjects are capable of doing, such as how to behave, understand, inspire, do activities, and so on, comprehensively, and through descriptions as words and language, in a context that is explicitly normal and by using various regular techniques.

As stated by Nana Syaodih Sukmadinata (2011: 73), subjective descriptive research is intended to continuously describe the existing characteristics, both natural and human, emphasizing more on attributes, quality, and interrelationships between activities. In addition, descriptive research does not treat, change, or replace the variables studied; rather it describes the existing conditions. The treatment is the research itself which is conducted through interviews, observations, and documentation.

In this study, an interesting subjective examination strategy is utilized because it is expected to describe information as words in accordance with current reality during concentration to find out the specifics of the issue, especially regarding vocabulary acquisition among students at Fastabiqul Khairot Islamic

Elementary School.

B. The Setting of the Research

Researchers have conducted this research at SD Islam Fastabiqul Khairot class III. So, the number of students in class III is 12 students. Fastabiqul Khairot Islamic Elementary School is the second Islamic Elementary School in Central City, with the full address Jl. Cross Kumu-Duri RW 05 Usau City Center.

C. The Subject of the Research

The examination subjects in this review were 12 grade 3 elementary school understudies of Islam Fastabiqul Khairot. The table below shows the demographics of the population:

Table 1.1 List of population students at SD Islam Fastabiqul Khairot

No	Classes	Population		Total Students
		Male	Female	
1	III	10	2	12

This research used only third-grade students at SD Islam Fastabiqul Khairot samples. This research only used class III students of SD Islam Fastabiqul Khairot. The researcher only conducted research in grade 3 because English learning in grade II had not yet been held at Fastabiqul Khairot Islamic Elementary School. The researcher also considered other reasons because not all of the students in grade II could read fluently, and in writing, there were still some students who did not know letters properly. If the researcher continues to conduct research in class 1, this will also not be possible because there are several disturbing factors, as previously written by the researcher.

D. Instrumentation of the Research

The instrument of gathering information is crucial for help each examination. In this exploration, the scientist utilized two gadgets. A vocabulary test with 20 questions and observations in the form of multiple choice is the instrument used in this study.

Researchers will observe every answer that students give to test questions. From the observation results, it can be seen that there is an increase in students' vocabulary.

a. Test

The researcher makes several written tests about vocabulary. The question asked is to determine the level of students' ability in vocabulary recognition. This test can also determine students' ability to pronounce words in English. There were 20 questions on the multiple-choice test.

b. Observation

Data collection techniques with observation are:

- 1) Observation of students' activity during the learning process.
- 2) Statement of student activity during the learning process of vocabulary.

All observational data obtained are listed on the observation sheet, which the researcher fills in as descriptive data in paragraph explanations of the results that can be obtained.

In collecting data in the field, researchers took several steps. First, the researcher will conduct a test because the instrument is an audio recorder and field notes. After that, the researcher observed third-grade students introducing English vocabulary through an audio recorder. Then, during the observation process, the researcher wrote field notes to obtain additional information. That's to make sure all the data matches what the researcher wants to find. And finally, the researcher analyzed the data by applying the data analysis technique proposed by Antaki (2008). The results helped the researcher describe students' introduction to English vocabulary in grade 3 of SD Islam Fastabiqul Khairot.

Observation Sheet Procedure for Acquisition English vocabulary

Day and Date :
 Time :
 Cycle/Meeting:
 Researcher :
 Instruction : Give a checklist (√) for every activity done by the student

Table 1.2 List of Observation Sheets

No	Description	Check
1	Students speak a few vocabularies in English	
	Students can mention the meaning of English in the language	
	Students can mention vocabulary based on printed images	

Observation Researcher Students' English Vocabulary Acquisition Instrument Sheet

Sub Variable	Dimensions	Indicator	Instrument
the number of words obtained	Pronouncing 20 language English vocabulary	Students can name 20 vocabulary words in English	Oral test questions
word meaning relationship	Associating meaning and sound	Students can name 20 meanings of words English into language	Oral test questions
	Show object	Students can name 20 vocabulary words the so-called vocabulary	Oral test questions

Table 1.3 Lattice of Children's English Vocabulary Acquisition Instruments processed from: Richards (1976); Qian (1999); Anderson dan Freebody (via Milton, 2009: 13); Hurlock (2009: 186); Dardjowidjojo (2012: 44); Teng (2014); Bardakci (2016); Ying (2017)

E. The Technique of Collecting the Data

This section describes how researchers at Fastabiqul Khairot Islamic Elementary School processed test results and student observations. The results of the vocabulary tests given to students will be described by researchers using multiple options that they chose during the research process.

Based on the results of the multiplechoice vocabulary test above, it can be seen that students' vocabulary acquisition is still lacking, as evidenced by the unsatisfactory test results.

Then, the observations carried out by the researcher to assess the final results of the learning by conducting oral test questions on students whom the researcher had recorded using a cellphone illustrated that after the learning process, using the right method could increase students' acquisition of English vocabulary.

F. The Technique of Analyzing the Data

The researcher used qualitative methods to analyze the data after collecting it. That makes it easier for researchers to find complex vocabulary based on what students at SD Islam Fastabiqul Khairot learn.

Based on the data above, the researcher contains the student's vocabulary test results in multiple choices in a table, which the researcher has checked and given a score according to the student's knowledge. Antaki (2008) states that there are four steps in analyzing research data:

1. Looking for natural data

At the point when the specialists did the tests and perceptions, the scientists observed that the understudy's English vocabulary securing was inadequate. Five vocabularies made it difficult for students to acquire English vocabulary, the researcher discovered after reviewing the data.

2. Set it in context

The context in which students are introduced to English vocabulary is established by the researchers. During this step, the researcher discovered that

students struggled with five different languages.

3. Notice the non-literal meaning

Researchers found difficulties experienced by students during the process of learning English vocabulary acquisition. The researcher found at least five vocabulary words that were difficult for students to pronounce and remember when asked by the researcher.

4. Identify the social actions taken

The researcher identified the students' spoken vocabulary acquisition based on what the researcher did until the researcher found accurate data from the students' English vocabulary introduction. Researchers collected data on the third grade at SD Islam Fastabiqul Khairot.