

CHAPTER I

INTRODUCTION

This study is about English vocabulary learning in young learners deals with language acquisition that is a part of psycholinguistics subjects. This chapter wraps several sub-chapters, those; the background of the study, statements of the research problem, the objective of the study, the significance of the study, and the scope and limitation of the study. Those are the foundation that accommodates the writer in carrying out the study.

1.1 Background of the study

All children learn language comes from their society. Second language tends to be more difficult to obtain and understand for children because it is not a natural process that can be done by themselves as their mother tongue. This study discusses how young learners learn English vocabulary as their second language.

According to Krashen (in Tavakoli, 2012), there are two ways to develop abilities in a second language: acquisition and learning. The natural process involving the use of language in a communicative environment is called acquisition, while learning is a more staged process, including what Krashen calls "understanding language".

Nordquist (2018) accepts that language learning relates to the development of children's language. Second language learning (SLA) is not only an individual's

and groups' learning process but also a language learning process of young learners after they acquiring their first language (Saville-Troike, 2012). Second language learning, or the acquisition of a second language, refers to an individual's foreign language or other languages outside their mother tongue. According to Krashen (in Fitriani, 2019), acquisition is the subconscious assimilation of language without any knowledge of the rules.

Language acquisition is greatly similar to the process used by children in learning the first and second languages. Language acquisition requires meaningful interaction in the natural communication of the target language. In this communication, speakers do not care about their speech form but care about the information they convey and understand. For rules and error correction in language acquisition has nothing to do, because language acquisition does not emphasize the rules of language (Brown & Hanlon, 1970; Brown, Cazden&Bellugi, 1973).

Learning a foreign language requires the perseverance, interest, and motivation of students because it is not easy to learn a foreign language only in class (Rahman & Sahayu, 2020). Human language has the characteristics of productivity and displacement that are completely dependent on social conventions and learning. The error correction and the display of plain rules are considered to enhance language acquisition. Error correction for learning a language is highly useful. Error correction is supposed to benefit students in the induction or identification of the proper rules (Fanselow, 1977; Long, 1977). By correcting mistakes and proposing obvious rules, language learning is considered to be a great help (Krashen & Seliger, 1975).

Second language learning is widely established to including the study of whatever language at any level, as long as the time when learning the second language occurs later than or after the first language is acquired. Despite the differences in learning objectives and situations, it is appropriate to use foreign languages as more generic second language concepts because this is true of the target languages underpinning the learning processes. The second language covered both widely communicated languages encountered in local areas or communities such as in the workplace or the media as well as foreign languages that have no real direct speakers or local uses (Mitchell & Myles, 2004).

The consensus is that children learn a second language better than adults. Based on the common observation in young learners, they speak a second language quickly and seem to be readily taken up to acquire another language only by exposure (Steinberg & Sciarini, 2006). Children may quickly understand correlation and get significant conclusions from the findings seen. In certain circumstances, children have learned better than adults in their ability to acquire abstract information through causation (Lucas, Bridgers, Griffiths, and Alison, 2014).

Everyone already knows that children often have some obstacles when they learn English vocabulary. In general, every child has some common obstacles encountered in young learners are their mistakes in spelling and pronouncing vocabulary correctly. Besides that, many children feel difficulty in the way they write some words and often make mistakes in writing some words in English. In

this study, the writer discusses more broadly about the obstacles that young learners experience during they learn English vocabulary.

This study also discusses the factors that can influence young learners in their acquisition of English vocabulary that is given by the writer. In this study, the writer focuses on young learners' obstacles and the factors that can influence young learners in the way they acquire English vocabulary. The writer conducts this study is because the writer wants to show how young learners learning English vocabulary as their second language. Hopefully, young learners are accustomed to English as early as possible. When young learners receive a higher level of education, it can help them acquire vocabulary.

1.2 Statements of the research problem

In this part, the writer investigates the following problems that can help to analyze in this study:

1. What are the factors that can influence young learners in acquiring English vocabulary during the learning process?
2. What are the obstacles faced by young learners in learning English vocabulary?

1.3 Objectives of the Study

Based on the research problem there are 2 objectives of the study from the writer.

1. To explain the factors that can influence young learners in acquiring English vocabulary during the learning process.
2. To explain the obstacles faced by young learners in learning English vocabulary.

1.4 Significance of the Study

Theoretically, this study can give some knowledge to the parents and the teachers about English vocabulary learning in young learners. Practically it can give information to the reader what are the factors that can influence young learners in the way they learn English vocabulary and also give some knowledge to the reader on what are the obstacles that occur in young learners during they learn English vocabulary. The writer expects that this study can be used as a reference to know the English vocabulary learning that occurs in young learners and also the writer hopes this study can provide information for all other researchers who want to research under the topic of English vocabulary learning of young learners as their second language.

1.5 Scope and Limitation

The scope of this study is under psycholinguistics research focuses on children's language learning. In this case, the writer limits the research to young learners who only focus on learning English vocabulary. Especially the writer explains the factors that can influence young learners in acquiring English vocabulary learning and also the obstacles in the way young learners learn English vocabulary. In this study, the writer focuses on fourth to sixth graders. The ages of

the participants are around ten to twelve years old. The writer limits the data collection only by observing the development of the English vocabulary acquisitions of the student during the learning process within six meetings in three weeks. The research was conducted at Mamba'ul Ulum elementary school in Bedanten village Gresik city.