

**VOCABULARY ACQUISITION AND MASTERY
OF “SUPERKIDS 1” STUDENTS OF SENTRA
ENGLISH COURSE**

A THESIS

**As Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree
in English Language Teaching Faculty**



By:

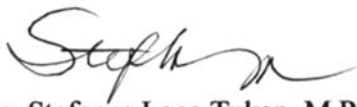
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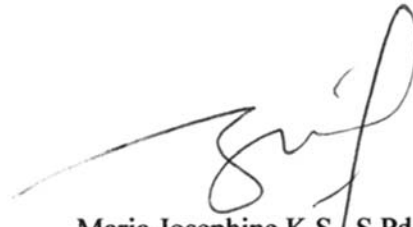
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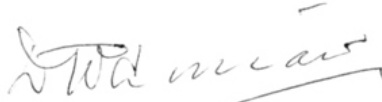
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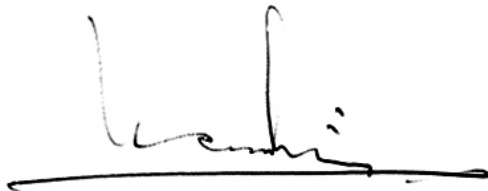
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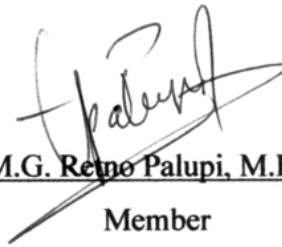
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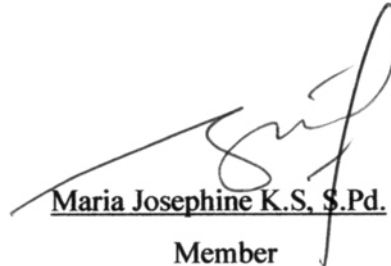
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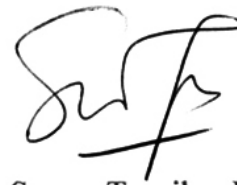
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ABSTRACT

Djatimulja, Yanitra. 2006. *Vocabulary Acquisition and Mastery of the “Superkids 1” Students of SENTRA English Course*. S-1 Thesis. English Department Faculty of Teacher Training and Education Widya Mandala Surabaya Catholic University. Advisors: (i) Drs. Stefanus Laga Tukan, M.Pd, (ii) Maria Josephine K.S., S.Pd

Key words: content words, mastery, and acquisition.

There are two ways of developing competence in second and foreign languages namely acquisition and learning. Acquisition is associated with natural settings, while learning is associated with formal settings. However, it is possible for acquisition to take place in formal settings like classrooms, and learning to take place in natural settings like at home. Interested in this matter, the writer studied the vocabulary acquisition and mastery of the “Superkids 1” Students of SENTRA English Course Surabaya. This study focuses on the subjects’ acquisition and mastery of content words.

The study under report is an observational study. In five months, the writer observed, recorded and transcribed the subjects’ utterances during the teaching learning activities. Besides, two vocabulary tests (mid-term test and final test) were conducted to see the subjects’ mastery of the content words taught.

After analyzing the data, the study revealed that the subjects under study have acquired the four word classes of content words: nouns (48.27%), verbs (29.31%), adjectives (18.96%), and adverbs (3.44%) in that order. These findings show that the content words acquired the most by the subjects are nouns while the content words acquired the least by the subjects are adverbs. In terms of their content word mastery, the subjects under study also mastered the four word classes of content words. The subjects have mastered 59.8% nouns, 26.8% verbs, 11.76% adjectives, and 1.64% adverbs. From these findings, it can be seen that the content words mastered the most by the subjects are nouns whereas the content words mastered the least are adverbs. From the findings, it can be concluded that acquisition and mastery of the subjects under study have the same rank.

Due to the limited time, the study under report focused only on content word acquisition and mastery of the subjects. The writer hopes future researches can investigate vocabulary acquisition and mastery more deeply. The future researches can be conducted with more extensive research techniques. The writer also suggests that the English teachers of young learners expose their English in their teaching in order to improve their students’ English acquisition and mastery.