

**¹ANALYZING STUDENTS' ENGLISH LANGUAGE ACQUISITION IN-
AND-OUTSIDE CLASSROOM AT MTS AL – MADANIYAH JEMPONG**



By

TRIYAARTYSYAH
NIM 160107130

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2021**

**ANALYZING STUDENTS' ENGLISH LANGUAGE ACQUISITION IN-
AND-OUTSIDE CLASSROOM AT MTS AL – MADANIYAH JEMPONG**

Thesis

**Presented to State Islamic University of Mataram to fulfill of the
requirement for the attainment of the degree of Sarjana in English Language
Education**



By

TRIYAARTYSYAH
NIM 160107130

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2021**

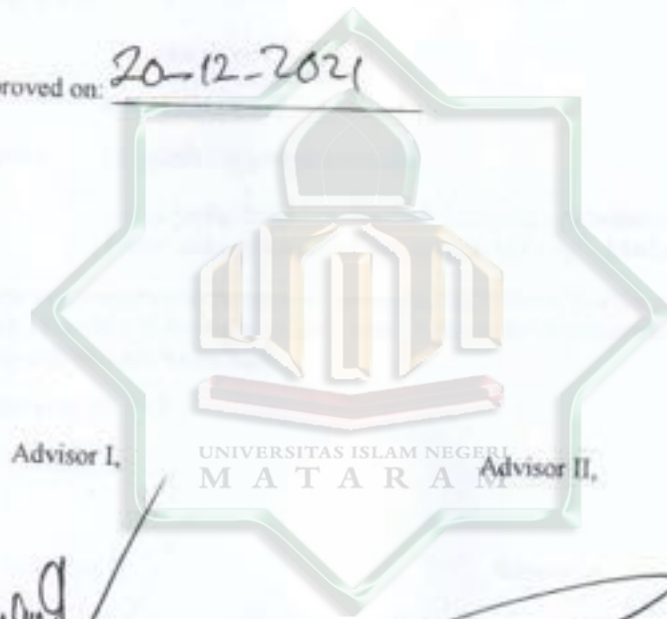


Perpustakaan **UIN Mataram**

APPROVAL

Thesis by: Triyaartysyah, NIM: 160107130 entitling "Analyzing Students' English Language Acquisition Management inside and outside the Classroom at MTs Al - Madaniyah Jempong" has fulfilled the requirement and been approved to be examined.

Approved on: 20-12-2021



Advisor I,

UNIVERSITAS ISLAM NEGERI
M A T A R A N I

Advisor II,

Prof. Dr. H. Muhammad, M.Pd, M.S
NIP. 196801051994031003

Najamuddin, S.Pd, M.Hum
NIP. 197401032007101001

ADVISORS' OFFICIAL NOTE

Mataram, 20-12-2021

Subject: Thesis Examination

Excellency,
Dean of Faculty of Education and Teachers Training
in Mataram

Assalamualaikum Wr. Wb.

Excellency, after passing consultations, suggestions, and corrections, we declare that the thesis written by:

Name : Triyaartysyah
NIM : 160107130
Study Program : English Language Education
Title : Analyzing Students' English Language Acquisition Management
inside and outside the Classroom at MTs Al – Madaniyah Jempong

has attained the requirements to propose to *Munaqasyah (Thesis Examination)* Faculty of Education and Teacher's Training at State Islamic University of Mataram. Therefore, we hope the thesis will be soon examined.

Wassalamu'alaikum Wr. Wb.

UNIVERSITAS ISLAM NEGERI
M A T A R A M

Advisor I

Prof. Dr. H. Muhammad, M.Pd, M.S
NIP. 196801051994031003

Advisor II

Najamuddin, S.Pd, M.Hum
NIP. 197401032007101001

STATEMENT OF THESIS AUTHENTICITY

Who signed below:

Name : **Triyaartysyah**
NIM : **160107130**
Study Program : English Language Education
Faculty : Faculty of Education and Teachers Training

declares that the thesis which entitled "Analyzing Students' English Language Acquisition Management inside and outside the Classroom at MTs AI – Madaniyah Jempong" all of which are my own inventions except those which are adopted from sources. If I am proven to have plagiarism in any someone's statement, I am ready to accept punishment given by the institution.

Mataram, 20-12 2021

I Stated,

UNIVERSITAS ISLAM NEGERI
M A T A R A M
TRIYAARTYSYAH

Perpustakaan UIN Mataram

RATIFICATION SHEET

Thesis by: Triyaartysyah, NIM: 160107130, which entitled "Analyzing Students' English Language Acquisition in-and-outside Classroom at MTs Al - Madaniyah Jempong", has been defended in front of examiners of Study Program of English Language Education, Faculty of Education and Teachers Training, State Islamic University of Mataram on

Board of Examiners

Prof. Dr. H. Muhammad, M.Pd, M.S
(Advisor I)

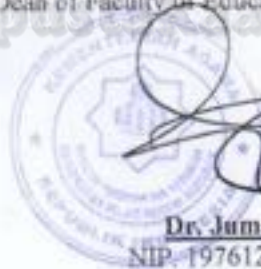
Najamuddin, S.Pd, M.Hum
(Advisor II)

Dr. Ika Rama Suhandri, M.Pd
(Examiner I)

Kasyfur Rahman, M.Pd
(Examiner II)

UNIVERSITAS ISLAM NEGERI
MATARAM

Acknowledged by
Dean of Faculty of Education and Teachers Training



Dr. Jumarim, M.HI
NIP. 197612312005011006

MOTTO

Indeed, Allah will never change one's destiny. Leave the bad things in the past to get the bright future." (Q.S. Ar-ra"ad: 11)²

Perpustakaan UIN Mataram

² Kementerian Agama, *Al-Qur'an dan terjemahan*, (Bandung: Jabal, 2010), hal. 250

DEDICATION

This final project is dedicated to :

1. My beloved mother and father (Sri Hartini and Syarifuddin) who always being a big reason for my success, always give me a big motivation in every steps, support me materially, and emotionally in every conditions. Thanks for the effort and contribution in making my education run well and success.
2. My homeroom lecturer (Lukman Taufik, M.AG) who always support me for graduation.
3. My precious best friends (Ardian Firdaus, Fathul Aziz, Nisfatun Mubarakah, Rizka Safitri) who always guide me to solve the problem in finishing my final project, give me in some advices, support me, and help me in every conditions.
4. All of my Lecturer in TBI UIN Mataram.
5. My lovely Family who pray for my success.

ACKNOWLEDGEMENT

Alhamdulillah, with his mercies and blessing I finish this thesis accordingly. Sholawat and Salam may always been conveyed to the greatest prophet Muhammad SAW, also for his family, and followers.

The author is aware that this thesis will not be completely finished without any aids and supervisions from the following people. Thus, the author sends her many thanks to listed supervisors below:

1. Prof. Dr. H. Muhammad, M.Pd, M.S as the first advisor and Najamuddin, S.Pd, M.Hum as the second advisor who supervised the author until finished her thesis with deep sincere and great patience.
2. Dr. Ika Rama Suhandra, M.Pd as the Head of English Education Study Program, Faculty of Education and Teachers Training, State Islamic University of Mataram.
3. Dr. Jumarim, M.HI as the Dean of Faculty of Education and Teachers Training, State Islamic University of Mataram.
4. Prof. Dr. H. Masnun, M.Ag as the Rector of State Islamic University of Mataram.
5. Parents and all families who inspired the author to finish this thesis.

May Allah blesses and awards them with great gifts. Expectedly, this thesis contributes profits for readers.

Mataram,
The Author

Triyaartysyah

TABLE OF CONTENT

COVER	i
PAGE OF TITLE	ii
PAGE OF LABEL	iii
APPROVAL	iv
ADVISOR’S OFFICIAL NOTE	v
STATEMENT OF THESIS AUTHENTICITY	vi
AFFIRMATION	vii
MOTTO	viii
DEDICATION	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDIXES	xv
ABSTRACT (English)	xvi
ABSTRACT (Indonesia)	xvii
ABSTRACT (Arab)	
CHAPTER I: INTRODUCTION	1
A. Background of Research	4
B. The Statement of Problem	4
C. Objective and Significance of Research	4
1. Objective of Research	4
2. Significance of Research	5
a. Theoretical Benefits	5
b. Practical Benefits	5
D. Scope and Setting of Research	6
E. Review of Previous Research	7
F. Theoretical Bases	12
1. Language Acquisition	12
a. Definition of Language Acquisition	12
b. Types of Language	13
c. Components of Language Knowledge	14
d. The Use of Language	15
e. Gradual Process of Language Acquisition	16
2. Second Language Acquisition	17
a. The Study of Second Language Acquisition (SLA)	17
b. Learning Vs Acquisition	17
c. Properties of Inter-language System	19
d. Characteristics of Optimal Input for Language Acquisition	21
e. Learning Strategies for Second Language Acquisition	22
f. Common Problems in Second Language Acquisition	24
g. Personality Factors and Second Language Acquisition	26

h. Learning Styles in Second Language Acquisition	29
3. Second Language Acquisition Approach.....	31
a Method vs Approach	31
b Second Language Acquisition Approach	32
c Second Language Acquisition Strategies	37
d Cognitive Learning Style.....	39
G. Research Method.....	40
1. Approach and Type of Research	40
2. The Presence of Research	41
3. Setting of Research	41
4. Source of Data.....	42
5. Procedure of Data Collection	43
6. Technique of Data Analysis	44
7. Trustworthiness	45
H. Organization of Discussion	46
CHAPTER II: DATA DISPLAY AND RESEARCH FINDINGS	49
A. The Students' Ways of Acquiring English Language in-and -outside Classroom.....	49
B. The Students' Perception toward the English language acquisition Both inside and outside Classroom.....	54
CHAPTER III: DISCUSSION.....	56
A. The English Language Acquisition in-and-outside Classroom....	56
B. The Students' Perception toward English Language Acquisition in-and-outside Classroom.....	59
CHAPTER IV: CONCLUSIONS AND SUGGESTIONS.....	61
A. Research Findings	61
B. Discussion	62
REFERENCES	63
APPENDICES	66
BIOGRAPHY	78

LIST OF TABLES

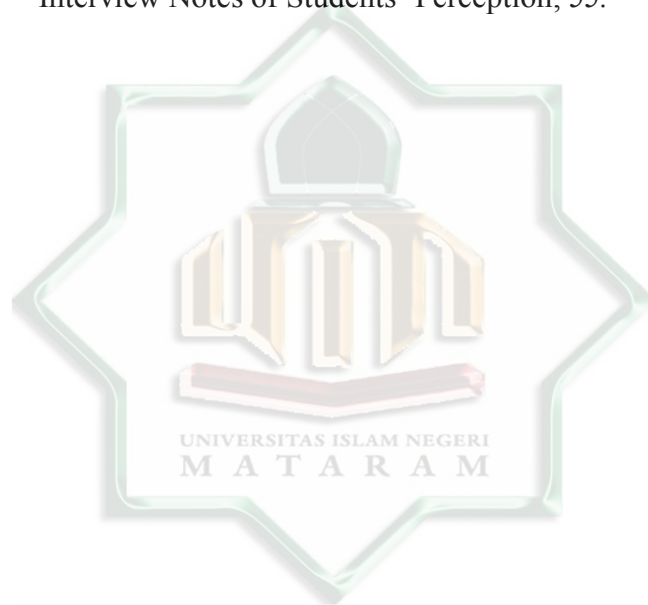
Table 1.1	The Students' English Language Acquisition, <i>49</i> .
Table 1.2	English Language Acquisition through Games, <i>52</i> .
Table 1.3	English Language Acquisition through Media, <i>53</i> .
Table 1.4	Interview Notes of Students' Perception, <i>54</i> .



Perpustakaan UIN Mataram

LIST OF FIGURES

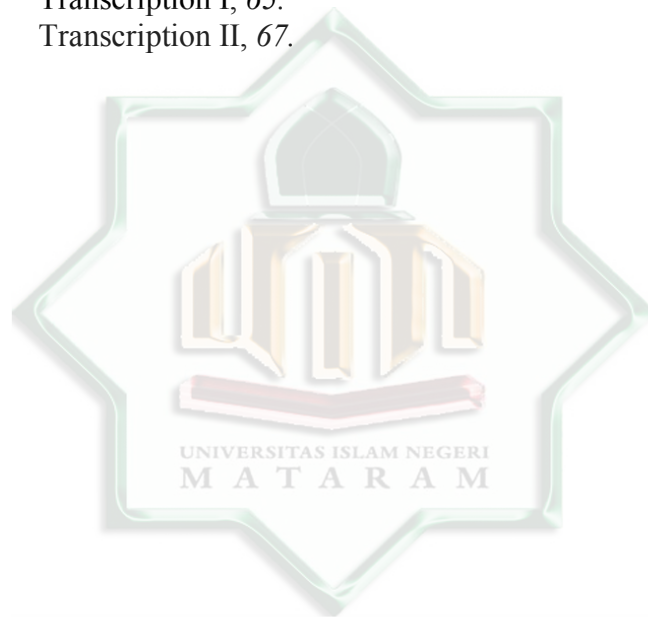
- Figure 1.1 Interactive Model of Data Analysis by Miles dan Huberman, 44.
Figure 1.2 Examining Trustworthiness Process, 46.
Figure 1.3 ELA Management at MTs Al-Madaniyah Jempong, 51.
Figure 1.4 Interview Notes of Students' Perception, 55.



Perpustakaan UIN Mataram

LIST OF APPENDICES

- Appendix 1 Interview Questions, 62.
- Appendix 2 Observation, 64.
- Appendix 3 Transcription I, 65.
- Appendix 4 Transcription II, 67.



Perpustakaan UIN Mataram

Analyzing Students' English Language Acquisition in-and-outside Classroom at MTs Al – Madaniyah Jempong

By
Triyaartysyah
160107130

ABSTRACT

This research purposes to analyze English language acquisition management carried out by the students of MTs Al-Madaniyah Jempong. Indeed, the study attempted to explore how the students of MTs Al-Madaniyah acquire English language in-and-outside classroom, and their perspectives on the English language acquisition led by the teacher both inside and outside the classroom.

This research was qualitative research with a descriptive study. The participants in this study were selected using purposive sampling. The study recruited the students of IIA class at MTs Al-Madaniyah Jempong. Interview, observation, and questionnaire were used as data collection techniques. To analyze the data, this research adopted interactive model by Miles and Huberman that emphasized on data collection, data condensation, data display, and data verification or conclusion drawing. Triangulation by technique was employed to examine the data trustworthiness of the study combining interview, observation, and questionnaire notes.

Based on the result of interview and observation, they show that Games and Card Media are two frequent ways of the students in acquiring English language in the classroom. Meanwhile, Word repetition and English speech are methods conducted by the students in acquiring English language beyond the classroom. Second, the students of MTs Al-Madaniyah Jempong showed positive responses on the English language acquisition led by the teacher both inside and outside the classroom. They perceive that the English language acquisition activities are interactive, easy, helpful, and interesting.

Keywords: English, Language Acquisition, English Language Acquisition Strategies.

Analisis Aktifitas Pemerolehan Bahasa Inggris di dalam dan di luar Kelas pada MTs Al-Madaniyah Jempong

Oleh
Triyaartysyah
160107130

ABSTRAK

Penelitian ini umumnya bertujuan untuk menganalisis manajemen aktifitas pemerolehan bahasa inggris di dalam kelas dan di luar kelas yang dijalankan oleh siswa MTs Al-Madaniyah Jempong. Penelitian khususnya mencoba untuk mencari tahu bagaimana siswa MTs Al-Madaniyah Jempong memperoleh bahasa inggris baik di dalam kelas dan di luar kelas, serta melihat perspektif mereka terhadap manajemen pemerolehan bahasa inggris yang disediakan oleh guru baik di dalam dan di luar kelas.

Penelitian ini merupakan penelitian kualitatif menerapkan studi deskriptif. Informan pada penelitian ini di pilih menggunakan metode sampel purposif. Sehingga penelitian ini merekrut siswa kelas IIA pada MTs AL-Madaniyah Jempong. Interview, observasi, dan angket merupakan teknik pengumpulan data yang digunakan pada penelitian ini. Untuk menganalisis data, penelitian ini menerapkan model interaktif menurut ahli Miles dan Huberman yang mencakup pada proses pengumpulan data, pengabstrakan data, menampilkan data, dan verifikasi data atau membuat kesimpulan. Triangulasi teknik di terapkan pada penelitian ini untuk menguji keabsahan data.

Berdasarkan hasil penelitian menunjukan bahwa Game dan Card Media merupakan dua metode yang sering di gunakan siswa dalam memperoleh bahasa inggris di dalam kelas. Sementara pengulangan kata (Muraja'ah) dan Pidato bahasa inggris ialah metode yang diterapkan siswa dalam memperoleh bahasa inggris diluar kelas. Selanjutnya, siswa MTs Al-Madaniyah Jempong memberikan tanggapan yang positif mengenai aktivitas pemerolehan bahasa inggris yang disediakan guru baik di dalam dan di luar kelas. Mereka merasakan bahwa manajemen aktifitas pemerolehan bahasa di dalam dan diluar kelas begitu interaktif, mudah, membantu, dan menarik.

Keywords: Bahasa Inggris, Pemerolehan Bahasa, Strategi Pemerolehan Bahasa Inggris

التحليل الإداري لأنشطة اكتساب اللغة الإنجليزية داخل وخارج الفصل الدراسي في مدرسة تسناوية مدنية

جمبونج

بواسطة

تريار تاسيه

١٦٠١٠٧١٣٠

مختصرة نبذة

تهدف هذه الدراسة بشكل عام إلى تحليل إدارة أنشطة اكتساب اللغة الإنجليزية في الفصل وخارجه التي يديرها طلاب مدرسة تسناوية مدنية جمبونج. يحاول البحث تحديدًا معرفة كيف يكتسب طلاب مدرسة تسناوية مدنية جمبونج اللغة الإنجليزية في كل من الفصل وخارجه ، بالإضافة إلى إلقاء نظرة على وجهات نظرهم حول إدارة اكتساب اللغة الإنجليزية التي يقدمها المعلم داخل الفصل وخارجه .

أخذ طريقة باستخدام الدراسة هذه في المخبرين اختيار تم وصفية دراسة تطبيق نوعي بحث هو البحث هذا المقابلات .تسناوية مدنية جمبونج مدرسة في ٢١ الفصل طلاب الدراسة هذه جندت لذلك .هادفة العينات هذه تطبق ، البيانات لتحليل .الدراسة هذه في المستخدمة البيانات جمع تقنيات هي والاستبيانات والملاحظات واستخلاص ، البيانات جمع عملية يتضمن والذي وهو برمان مايلز للخبراء وفقًا تفاعلًا نموذجًا الدراسة في التثليث تقنيات تطبيق تم .استنتاجات إلى التوصل أو البيانات من والتحقق ، البيانات وعرض ، البيانات .البيانات صحة لاختبار الدراسة هذه

اللغة اكتساب في غالبًا الطلاب يستخدمها طريقتان هما والوسائط الألعاب أن الدراسة نتائج توضح من الإنجليزية باللغة والتحدث (المراجعة) الكلمات تكرار فإن ، نفسه الوقت وفي .الفصل في الإنجليزية ذلك على علاوة .الدراسي الفصل خارج الإنجليزية اللغة على الحصول في الطلاب يستخدمها التي الأساليب الإنجليزية اللغة اكتساب أنشطة بإدارة يتعلق فيما إيجابية ردودًا تسناوية مدنية جمبونج مدرسة طلاب قدم ، وخارجه الفصل داخل اللغة اكتساب أنشطة إدارة أن يشعرون إنهم .وخارجه الفصل داخل المعلم يقدمها التي .للاهتمام ومثيرة ومفيدة وسهلة تفاعلية

المفتاحية لكلمات: الإدارة ، اللغة اكتساب ، الإنجليزية اللغة



Perpustakaan UIN Mataram

CHAPTER I

INTRODUCTION

A. Background of Research

Second Language Acquisition (SLA) is studying people who are learning a language.³ Learning a second language is very essential and useful. People study a second language (L2) for various needs and purposes, in terms of career development, business needs, educational requirements, and etc. The second language acquisition process commonly happens in the classroom activities.⁴ The language acquisition activities involve teachers and students with specific objectives. To achieve the learning objective, teachers play various roles. One of them, a teacher becomes a manager who manages the classroom activities to engage students with the second language acquisition process.⁵

English is one of the second languages which is studied by many people both inside and outside the classroom. It becomes a primary source of daily communication in recent years whereby people use it to convey and express their ideas, feelings, views and thoughts. There are a lot of language kinds in this world, but English is a prominent tool of current communication internationally used to communicate with other partners from various regions.

³ Muriel Saville-Troike, "Introducing Second Language Acquisition", (United Kingdom: Cambridge University Press, 2012), p. 1.

⁴ Destri Wahyuningsih, "Second Language Acquisition for Children", *Al-Islah: Jurnal Pendidikan*, Vol. 10, Number 2, 2018, p. 209.

⁵ Siti Nurhamidah, Syahid Muamar Pulungan, Eka Sustri Harida, " The Analysis of Teachers' Strategy in Teaching Reading Comprehension at SMAN 2 Padang Bolak", *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial dan Keislaman*, Vol. 4, No. 2, 2018, p. 302.

More increasingly, learning English becomes necessary to every person in the world. Particularly, in today's global world, the significance of English varies in human's need. English becomes a tool of today's communication, takes part in education field, plays role in entertainment and business, and the like.⁶ Thus, the importance of English as a current necessity demands people to learn English. They study English in various ways, in terms of reading English books, enrolling some English courses, and conducting online learning.

However, a way of acquiring a second language, English in particular, becomes important question among teachers and ESL learners. A language is a set of thousand words indicating many things like people, animals, and etc. Moreover, a language is a complex cognitive skill which requires ESL learners have to face various processes of second language acquisition. As ESL learners, they should select and implement a suit learning strategy to be able to acquire a language comprehensibly, particularly learning English language.

English is a receptive skill which covers several competencies, in terms of Reading, Listening, Writing and Speaking skills. These skills could be learned by an appropriate language learning strategy. The teachers play a vital role in promoting the students in language instruction. As an educator, the teacher will have to provide an efficient and effective method to bring students with a great learning outcome. In teaching the students, the teacher

⁶ Rajathurai Nishanti, "The Importance of Learning English in Today World", *International Journal of Trend in Scientific Research and Development*, Vol. 3, No. 1, 2018, p. 871-874.

can provide a selective media to make the students are able to acquire the language. Therefore, teaching and learning strategies are main part in second language acquisition. In addition, the teachers who involve in the classroom activities take very important part to manage the students to engage in the language acquisition process.

There are rare researchers exploring second language acquisition (SLA). One of the researches was conducted by Hashim and Yunus who investigated “English as a Second Language (ESL) Learning: Setting the Right Environment for Second Language Acquisition”.⁷ This research aimed at investigating the influence of school setting and routines on ESL learning among secondary students. The study was qualitative research that applied observation and interview to gather data. The result indicates that the school setting and routines have an influence on ESL learning among secondary students.

Based on the discussion above, this study purposed to investigate second language acquisition among secondary school students. Indeed, this research intended to explore the English language acquisition among the students of MTs Al-Madaniyah Jempong. More specifically, this research tended to study how the students of MTs Al-Madaniyah Jempong acquire English language in-and-outside classroom and what perspective students have on the English language acquisition. Therefore, the writer writes the title of research as follows:

⁷ Haida Umiera Hashim and Melor Md Yunus, “English as a Second Language (ESL) Learning: Setting the Right Environment for Second Language Acquisition”, *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 3(2), p. 207-214.

“Analyzing Students’ English Language Acquisition in-and-outside Classroom at MTs Al – Madaniyah Jempong”.

B. The Statement of Problem

Based on the background of research, the researcher formulated the statement of problem such as the followings:

1. How do the students of MTs Al-Madaniyah acquire English language in-and-outside classroom?
2. What perspective do the students of MTs Al-Madaniyah have on the English language acquisition in-and-outside classroom?

C. Objective and Significance of Research

1. Objective of Research

Objective of Research in this study can be formulated as follows:

- a. To describe how the students of MTs Al-Madaniyah acquire English language in-and-outside classroom.
- b. To explain the students’ of MTs Al-Madaniyah perspective on the second language acquisition.

2. Significance of Research

a. Theoretical Benefit

Theoretically, this research can be beneficial for teachers, students, and further researchers as follows:

1) Teachers

This research was expected to be able to introduce teachers about learning strategies which can be adopted for English language teaching.

2) Students

The research was expected to be able to deliver an appropriate English language learning strategy to the students as a model of second language instruction.

3) Further Researchers

This research was expected to be able to show further researchers about the importance of managing an appropriate way of second language acquisition, particularly English as a second language.

b. Practical Benefit

Practically, this research served practical profits for teachers, students, and next researchers such as the followings:

1) Teachers

The result of study was hoped to be able to briefly demonstrate teachers on second language acquisition strategies.

2) Students

Research findings were expected to indicate students about effective stages of second language acquisition.

3) Further Researchers

Research findings were expected to be able to show particular phases of second language acquisition which can be a reference for further researches and cover the weakness in this research.

D. Scope of Research

Generally, this research aimed at exploring how the students acquire English language. In this study, the research identified what approaches, strategies, or ways used by the students in acquiring English as a second language (SLA), and how they assumed the English learning activities both inside and outside the classroom.

There are several skills commonly learned by every English learner, namely speaking, reading, listening, and writing skills. The skills are main part in English language acquisition. But, because English is a language, a language prefers to a collection of words. Hence, this research investigated English vocabulary acquisition. In other words, this research focused on investigating how the students can acquire English vocabulary both inside and outside the classroom.

E. Review of Previous Research

Some previous researches were presented in this study to show a close relationship between the previous researches and the study such as the followings:

1. A research conducted by Amroh Umaemah discussing “Second Language Acquisition in the Students of Post Graduate Program at IAIN Syekh Nurjati Cirebon”.⁸ This study aims at how the post graduate students’ English language acquisition at IAIN Syekh Nurjati Cirebon. This research applied qualitative approach which used observation and interview as data collection technique.

The similarities between previous research and the study were 1) investigating English language acquisition, 2) implementing qualitative research, and 3) using observation and interview as data collecting instrument. Meanwhile, the difference of this research and the study was 1) previous research conducted the research to investigate a learning strategy used by the students in acquiring English language acquisition, included in the benefits and the weaknesses. Meanwhile, this study analyzed how the students of MTs Al-Madaniyah Jempong acquired English language inside and outside the classroom, and find the students’ perception on the learning activities, and 2) previous research selected the students of post graduate program to obtain data while this study attempted to conduct the research at secondary level.

⁸ Amroh Umaemah, “Second Language Acquisition in the Students of Post Graduate Program at IAIN Syekh Nurjati Cirebon”, (*Thesis*, FTK IAIN Syekh Nurjati Cirebon, Cirebon, 2017), p. 1-15.

2. A research published by Sri Sopiani discussing “The Acquisition of Child’s Vocabulary in Second Language Acquisition (A Case Study on 9 Year Bilingual Child at Discovery Conserva Family)”.⁹ This study generally aimed at investigating parents’ strategy to bring the children to be able to acquire second language. This research used qualitative method implementing interview, observation and documentation to gather data. The result indicated that the strategies used by the parent in promoting the children to acquire second language are reading books aloud, dinnertime or mealtime discussion, watching international TV programs, watching cartoon movies, listening to music, playing games, and making conversation.

Similarities of proceeding research and the study consisted of 1) both researches aimed to find out English language learning strategies, and 2) applying qualitative research method. Meanwhile, differences of both researches referred to 1) previous research investigated child’s vocabulary learning in second language acquisition while this study analyzed the students’ English language acquisition management inside and outside the classroom, 2) previous research implemented qualitative method with a case study while this research applied qualitative method with a descriptive study, 3) previous research was conducted for children age while study was conducted in secondary level.

⁹ Sri Sopiani discussing “The Acquisition of Child’s Vocabulary in Second Language Acquisition (A Case Study on 9 Year Bilingual Child at Discovery Conserva Family)”, (*Thesis*, FTK Sultan Maulana Hasanuddin Banten Banten, 2019).

3. A study conducted by Abdul Najib Tuanany conveying “Acquisition of English Vocabulary of A Seven Years Old Child in Non Speaking English Community”, in 2015.¹⁰ This study intended to explore about English vocabulary acquisition in the seven years old child of non-speaking English group. The study used qualitative approach with a descriptive study. The result showed that the students could acquire various terms of vocabulary in couple months using imitating, gaming, and listening or watching TV. The vocabularies cover noun, adjective, verb and adverb words.

Similarities of the previous research and the study were 1) exploring English language acquisition, 2) implementing qualitative research method. However, the differences on both studies refer to 1) previous research explored students’ English vocabulary acquisition while this study analyzed how students could acquire English language acquisition, and how they opined the learning strategies, 2) previous research used recorder and observation to gather data while this research required interview, observation, and questionnaire as data collecting technique, and 3) previous research was conducted at the seven years old child while this research attempted to operate the research in secondary level.

¹⁰ Abdul Najib Tuanany, “Acquisition of English Vocabulary of A Seven Years Old Child in Non Speaking English Community”, (*Thesis*, Adab and Humanity Faculty UIN Alauddin Makasar, Makasar, 2015), p. 1-61.

4. A study written by Ade Ayu Irma Oktavia entitling “Second Language Acquisition in the *Jungle Child* Movie’s Characters” in 2018.¹¹ This study purposed to know about English language acquisition in informal situation. The research was descriptive study which implemented content analysis method. The result indicated that the actors in the movie acquired the second language acquisition from their father and native friends. The second language acquisition also influenced by the age.

Similarities of previous research and the study were 1) investigating second language acquisition, and 2) using descriptive study. Meanwhile, differences on both researches covered 1) proceeding research investigated how students could acquire second language in informal situation and identified factors influenced the second language acquisition while this study focused on analyzing students’ second language acquisition management both inside and outside the classroom, 2) proceeding research applied descriptive study while this study used qualitative research method, 3) proceeding research conducted the research by analyzing second language acquisition in a movie while this research was conducted in the students of MTs Al-Madaniyah Jempong.

5. A research carried out by Destri Wahyuningsih entitling “Second Language Acquisition for Children” in 2018.¹² This research emphasized on the stages to develop second language acquisition among children and

¹¹ Ade Ayu Irma Oktavia entitling “Second Language Acquisition In The *Jungle Child* Movie’s Characters”, (*Thesis*, Faculty of Arts and Humanity UIN Sunan Ampel, 2018), p. 1-67.

¹² Destri Wahyuningsih, “Second Language Acquisition for Children”, *Al-Islah: Jurnal Pendidikan*, Vol. 10, Number. 2, 2018, p. 1-8.

the factors that influenced their processes. The study was conceptual research discussing conceptually the ways of children acquired the second language with the following factors. The result described that there were some stages of the language production among children, in terms of pre-production, early production, speech emergency, and intermediate fluency. In addition, the factors that affected children's process of language acquisition were teacher's strategies in the classroom and mother's speech.

The similarity of the previous research and the present study was that both studies talked about ways of learners to acquire a second language. Otherwise, the differences between the proper research and the present research were 1) previous research conveyed the stages of children's second language development while the present research talked about second language acquisition management inside and outside the classroom, 2) previous research applied conceptual research which referred to an analysis of related documents such as article and book reviews while this research used a qualitative research method to explore the following information, 3) previous research focused on the stages of second language development proceeded by the children while the present research was conducted for investigating secondary students' management of the second language both inside and outside the classroom.

6. A similar research conducted by Amirezza Karami discussing "A Systematic Review of Research in Second Language Acquisition: A

Snapshot of the Past Ten Years (2009-2019)” in 2019.¹³ This research aims at introducing second language acquisition trends during the past ten years. The result describes that some parts of second language acquisition process need to be elaborated with the great interest of the researchers.

The similarity of the previous research and the present study was discussing the process of second language acquisition. Meanwhile, the differences of the previous research and the study were 1) previous research reviewed the process of second language acquisition from several articles while the present research investigated the second language acquisition management perceived by the students both inside and outside the classroom, 2) previous study used a systematic reviews while the present study applied qualitative research to analyze the second language management both inside and outside the classroom, 3) previous study concerned on library research while this stu selected the participants in the field as data collection sources, namely the secondary students.

F. Theoretical Bases

1. Language Acquisition

a. Definition of Language Acquisition

Language is a way of delivering ideas or expressing thoughts with others. It can refer to word collections or gestures.

Typically, a language is used to communicate with other people. G.

Cook & Seidlhofer describes that a language is “an expression of

¹³ Amirezza Karami discussing “A Systematic Review of Research in Second Language Acquisition: A Snapshot of the Past Ten Years (2009-2019)”, *Preprints*, Number. 8, 2019, p. 1-17.

individual identity, or an expression of cultural identity, or an outcome of dialogic interaction”.¹⁴

Acquisition is natural process of developing communicative language. It is learned and increased without a practical application. Krashen defines that acquisition refers to unconscious process of ability development which increases gradually.¹⁵

Therefore, second Language Acquisition (SLA) can be defined as an acquisition of new linguistic knowledge. More specifically, Long states that SLA refers to internal process of learning, thinking, and remembering.¹⁶ In addition, SLA can be called as language learning.

b. Types of Language

Generally, a language consists of two types such as the followings:¹⁷

- 1) First language: it means a primary language used by a group of people. It also considered as “a mother tongue”.
- 2) Second language: it means an additional language form used by among people to communicate in official.

¹⁴Dwight Atkinson, “Alternative Approaches To Second Language Acquisition”, (USA and Canada: Routledge, 2011), p. 1.

¹⁵ Dominic Castello, “First Language Acquisition and Classroom Language Learning Similarities and Differences”, (*Thesis*, ELAL College of Arts & Law at University of Birmingham Birmingham, 2015), p. 1-19.

¹⁶ *Ibid*

¹⁷ Muriel Saville-Troike, “Introducing Second Language Acquisition”, (USA: Cambridge University Press, 2012), p. 4.

Typically, a language is divided into certain types as follows:¹⁸

- 1) A second language: it typically refers to an official language in among of societies used in education, employment, and other fundamental objectives.
- 2) A foreign language: it closely relates to a language for travel needs or cross cultural communication situations.
- 3) A library language: it can be described as a language which functions on closer to learning tools such as for reading books, journals, and etc.
- 4) An auxiliary language: it can be viewed as a language used to further understanding in certain functions of some official things.

c. Components in Language Knowledge

There are several components of language can be described as follows:¹⁹

- 1) Vocabulary
- 2) Morphology
- 3) Phonology
- 4) Syntax
- 5) Nonverbal structures
- 6) Discourse

¹⁸ *Ibid*, p. 4.

¹⁹ *Ibid*, p. 145.

d. The Use of Language

Use of language varies in some functions such as for academic competence and interpersonal competence:²⁰

1) Academic Competence

In academic competence, a language is required by learners to comprehend certain subjects from several resources. They use language as a primary tool to learn about scholar research and other necessary materials.

2) Interpersonal Competence

In interpersonal competence, L2 learners need language as a tool of daily communication. They adopt the language knowledge in order to be able to use to communicating with other speaker, particularly interacting with different regions.

Based on the function, language is used in the following situations:

- 1) Receptive: the situation where language is required in written mode and oral mode such as for reading and listening.
- 2) Productive: the condition where language is used in written mode and oral mode such as writing and speaking.

²⁰ *Ibid*, p. 143-144.

e. Gradual Process of Language Acquisition

Yang Hong explains the stages of second language acquisition such as the followings:²¹

1) The receptive or Preproduction Stage.

In this stage, the learner can understand the words but cannot use to speak. They do not speak, but they can understand and respond it in many ways, it can be indicating an object, picture, person, or practicing such as standing, gesturing, or responding simply Yes or No.

2) The Early Production Stage

In this stage, the learner can understand and use the words. They can speak and comprehend the materials but only some phrases.

3) The Speech Emergence Stage

In this stage, the learner enriches the words about 3.000 words and can use these into phrases or simple sentences to communicate. They are able to use a dialog, ask and respond simple questions.

4) The intermediate Language Proficiency Stage

In this phase, the learner increases the words about 6.000 words or more. They are able to make a complex statement, deliver opinion, ask for clarification, share ideas, and talk.

²¹ Yang Hong, "On Teaching Strategies In Second Language Acquisition", *US-Chine Education Review*, Vol. 5, Number 1, p. 61-62.

5) The Advance Language Proficiency Stage

In this stage, the learner improved particular parts of vocabulary. They can speak using grammar and vocabulary which is similar with a native speaker.

2. Second Language Acquisition

a. The Study of Second Language Acquisition (SLA)

Second language acquisition refers to the processes of how the second language is studied. Sussan and Larry emphasize that second language acquisition (SLA) is studying the processes of how the second language is learned by people.²² They also mention that the process of SLA concerns with several components such as the followings:²³

- 1) Language Pedagogy
- 2) Cross-cultural Communication and Language Use
- 3) Language Policy and Language Planning

b. Learning Vs Acquisition

1) Language Learning

Husain describes that language learning integrates definite major devices being exploited to gain knowledge of a specific language which consists of subsequent. It cover the following items:²⁴

²² Sussan M. Gas and Slinker, "Second Language Acquisition; An Introductory Course [Third Edition]", (United Kingdom: Taylor and France, 2008), p. 1.

²³ *Ibid*, p.3-5.

²⁴ Imran Husain, "Distinction Between Language Acquisition and Language Learning: A Comparative Study", *Journal of Literature, Languages, and Linguistics*, Vol. 39, 2017, p. 1

- a) Retrieval strategies (To reclaim the subjunctive outline as and when requisite).
- b) Rehearsal strategies (Form-focused practice).
- c) Cover strategies (Activity to generate the notion of having language control which actually isn't).
- d) Communication strategies (To instil evocative information).
- e) Cognitive strategies (Recognition, retrieval and storage of lexemes).
- f) Meta-cognitive strategies (Pre-assessment, scheduling, appraisal and post-review).
- g) Affective strategies dole out to homogenize sentiments, stimulus and attitudes.
- h) Social strategies encompass course of action learners opt to interrelate.
- i) Compensatory strategies (To presume during contexts and clues).
- j) Memorization strategies.

2) Language Acquisition

According to Arung, Language acquisition is the way of human being in obtaining subconsciously his/her first language to produce speech. So, language acquisition usually refers to first language.²⁵ The first language acquisition here is not only to the language s/he acquired in the past for the first time for the first

²⁵ Fernandes Arung, "Language Acquisition and Learning on Children", *Journal of English Education*, Vol. 1, Number. 2, 2016, p. 2.

language but it is to the language s/he acquired and acquires for the first time for any language. What any language s/he acquires in the first time that is called as first language acquisition even though s/he has already had the primary first language. In the other words, s/he can acquire any language as his/her first or second or third language and so forth as long as the language is acquired for the first time. This is what we call as Language acquisition that refers to the first acquisition. Language acquisition or first acquisition or first language acquisition or second language acquisition and so forth slowly develops and in this period, listening skill is faster than speaking skill. The process of language acquisition is always the same and it has a natural order as one acquires his/her first language from fetus to adult.

c. Properties of Inter-language System

There are properties in inter-language system. As cited by Julia Herschenson and Martha Young-Scholten, the properties of inter-language system consist of Lexicon, Semantics, Discourse and Pragmatics, Morphosyntax, and Phonology and Speech.²⁶

1) Lexicon

According to James Milton and Giovanna Donzelli, lexicon discusses the specification of words, including what words is, how words is counted, what it means to know a word, how

²⁶ Julia Herschenson and Martha Young-Scholten, "The Cambridge Handbook of Second Language Acquisition", (United Kingdom: Cambridge University Press, 2013), p. 437-529.

words are acquired (the correlation between input and uptake), and how words are used and taken from.

2) Semantics

Laurent Dedytspotter describes that semantics associates with the ability to infer a concept of individuals, events, situations, and interval. Thus, semantics development can be inferred as the ability of learners to analyze the input and morphosyntax knowledge.

3) Discourse and Pragmatics

Pragmatic here is viewed from the linguistic perspective. According to Roumyana Slabakova, this pragmatics arranges the production and comprehension, for instance, deictic expression, implicatures, and pronouns among other linguistic structures.

4) Morphosyntax

SLA of morphosyntax in this part refers to the ability of learners to acquire new terms which are not stated in their native languages. Tania Ionin defines that morphosyntax here emphasize on acquirer's capability to acquire new feature marks which are not taught in their native languages.

5) Phonology and Speech

Phonology refers to the internal system of language that abstracts rules to make a possible sound of language. Ellen

Broselow and Yoonjung Kang illustrate that phonology in this term is major issues in second language acquisition that include internal-language system emphasizing on making possible sound of languages.

d. Characteristics of Optimal Input for Language Acquisition

There are several important requirements that should be included in any activities of language acquisitions. Stephen D Krashen mentions that the set of characteristics in second language acquisition such as the followings:²⁷

1) Optimal input is comprehensible

Comprehensibility is the most essential characteristics that should be met in the second language acquisition. It is because when language learners cannot understand the message, it would not be an acquisition process. As a result, when this characteristic is not available during the language acquisition, the speakers speak as just talking or free conversation (there is no language teaching).

2) Optimal input is interesting and relevant

Interesting and relevant are important characteristics that should be enclosed in the second language acquisition. The process for optimal input can be passed by the acquirer when the contents are interesting and relevant as they focus on understanding message

²⁷ Stephen D Karshen, "Principles and Practices in Second Language Acquisition", (University of California: Pergamon Press Inc., 2009), p. 62-73.

rather than knowing the form. As a result, acquirer can easily understand message when they are interesting and relevant.

3) Optimal input is not grammatically matter

Grammatical issues frequently occur in the process of communications. Thus, to optimize the input among the language acquirer, it should not be always sequenced by grammatical uses. It is because the grammar can be obtained gradually in the process. As a consequent, the language acquirers are not supposed to worry about this matter.

4) Optimal input must be in sufficient quantity

Optimal input can be resulted in efficient quantity of periods. It is essential to consider the planning of times and inputs about the learners' process in the language acquisition such as how much input needed by the students to end the silent period, how much times and input needed by the students to be able to communicate using the acquired competence, and many others. It is useful to make the process of the second language acquisition to be effective and efficient.

e. Learning Strategies for Second Language Acquisition

There are some ways how to acquire second language effectively. These ways can be strategies, approaches, and techniques. According to Rubin, there are several strategies which can immediately influence learning, including clarification/verification, monitoring,

memorization, guessing/inductive reasoning, deductive reasoning, and practice.²⁸ He also adds that there some strategies that indirectly influence the learning, including using practice opportunities and applying production tips such as communicative language approach.²⁹ Meanwhile, Naiman et. al describes that there are some techniques for second language learning as follows:³⁰

1) Sound Acquisition

Sound acquisition relates to the activities of repetitions after the instructor loudly, listening carefully, speaking aloud, and having role play.

2) Grammar

Grammar consists of activities in following rules as stated in the text, concluding the rules of grammar obtained from the text, distinguishing first and second language types, mastering the structures of the text and applying it in daily communication.

3) Vocabulary

Vocabulary technique in this part refers to the process of learning language, in terms of building a chart with the memorization, knowing words in in context, learning interconnected words, practicing words in phrases, searching words in the dictionary if it is necessary and take note for new terms.

²⁸ J. Michael O'Malley and Anna Uhl Chamot, "Learning Strategies in Second Language Learning", (USA: the Press Syndicate of the University of Combridge, 1995), p. 3.

²⁹ *Ibid*, p. 3

³⁰ *Ibid*, p. 6

4) Listening Comprehension

Listening comprehension includes the activities of hearing audio, video, recordings, Tv, and differentiates the accents, cultures, and etc.

5) Learning to Talk

The technique of learning to talk in this part refers to trying self to not be scare of making a mistake, building a contact with fluent speakers, asking for correction, and memorizing conversation.

6) Learning to write

This process includes in writing fluently, accurately, and coherently. To do this, learners need to read more to be able to write in appropriate ways.

7) Learning to read

Learning to read means that learners conduct a reading every day, carry out a familiar reading, start reading by beginning levels, and identifying meanings contextually without dictionary helps.

f. Common Problems in Second Language Acquisition

In the process of second language acquisition, learners face some troubles. Muriel Saville-Troike considers that there are

logical problems can happen among children during second language process that include the following problems:³¹

- 1) Learner's insight goes beyond what can be learned from the information that they obtain

In this part, the learners frequently hear incomplete sentences or ungrammatical words from the speakers during trying to understand the structure of the text. As a result, the learner can speak freely about certain idea using the grammar rules that they know in general to speak up which are sometime be contrast with the accordingly rules of grammar. In other words, learners conclude their understanding on the grammar by themselves and apply it to speak up.

- 2) Imposition and principles cannot be learned

In this type of process, learners cannot be taught with inappropriate levels and the lessons. Materials received by the learners importantly to be sufficient with their levels. It cannot be forced to contribute language knowledge with insufficient subjects and ages of the students. As a result, the learners only can receive some materials.

³¹ *Ibid*, p. 21

- 3) The Common Terms of Development cannot be delivered by using specific language

In this process, learners find it difficult to understand the explanation due to the instructor communicates with their own language. The problem is an instructor should avoid the specific language or own language to deliver the materials. They have to speak using universal term in order to make the listener such as the learners know and understand their explanations. Indeed, they are better to apply the common word to convey the materials among students to help them understanding the language.

g. Personality Factors and Second Language Acquisition

There are some factors occur in the second language acquisition. According to Norfazlika Abd. Karim, et. al, there are several factors cause differences on the second language acquisition, including personality factors such as the followings:³²

1) Motivation

Motivation is someone interest in certain things. In this part, motivation refers to the concept of intention where it becomes a factor that supports people's understanding and involvement in such behaviorism to achieve those outcomes.

³² Norfazlika Abd. Karim, et. al., "Personal Factors and Second Language Acquisition: An Islamic Viewpoint", *International Business, Economics, and Law*, Vol. 11, Number. 5, 2016, p. 1-8.

2) Attitude

Attitude is the essential thing when it relates to second language acquisition process. Attitude refers to the set of beliefs that a learner holds towards members of the TL group (L2 community) and also towards his/her own culture. Therefore, a learner's attitude is more than just the attitude towards the native speakers of the TL but the attitude towards the language as a whole, the language learning process, the person who is teaching the language, the country where the language is entirely spoken and even the learner's fellow classmates who are at the same time learning the same language.

3) Acculturation

Acculturation is not a new area of study and it has been the focus of L2 pedagogy in the last few decades as the culture of the educational environment when the L2 occurs, is believed to have some effects on a learner's motivation either positively or negatively.

4) Self-esteem

Self-Esteem and Foreign Language Learning, it is stated that self-esteem can be considered as “a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally

stable but is still open to variation depending on personal circumstances.

5) Sociability

In learning a L2, it is often suggested that irrespective of the actual learning ability, learners with an outgoing personality may enjoy certain advantages. For instance, they become more involved in social interaction, attract more attention from their teachers and being less inhibited when they are asked to display their proficiency. At the same time, they may perform more confidently in communication situations with whichever language that they are using. A person with these kinds of attitudes is known as the extroverted learner. Otherwise, introverted learners, on the other hand, do not talk much, more reserved, prefer learning alone, avoid social contact and face difficulties when getting involved in the communicative activities. In language classrooms, quiet and reserved personalities are often treated as problems.

6) Risk-taking

Risk-taking behavior refers to the development trait that consists of moving towards something without thinking of the consequences. Indeed, risk-taking here means that a situation where an individual has to make decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure.

7) Perseverance

A persevere learner is likely to take the opportunities to discuss the lesson material with other learners, read sufficient materials such as newspaper, seek personal contacts and complete written exercises because he/she is fully aware that a teacher's role is only limited at the learning institution. When a learner is outside the classroom, he/she has to work on his/her own. Therefore, perseverance can be considered as a positive personality factor because the difference between ordinary and extraordinary is the little extra. So, the L2 learners are required to be extra hard working in order to get extraordinary results in learning the L2.

h. Learning Styles in Second Language Acquisition

In second language acquisition, the acquirers acquire their language with various learning styles. According to Knowles as cited in Shahila Zafar and K. Meenakshi, there are several cognitive styles in second language learning such as the followings:³³

1) Concrete learning style

Learners with a concrete learning style use active and direct means of taking in and processing information. They are interested in information that has immediate value. They are curious, spontaneous, and willing to take risks. They like variety

³³ Shahila Zafar and K. Meenakshi, "Individual Learner Differences and Second Language Acquisition: A Review", *Journal of Language Teaching and Research*, Vol. 3, Number 4, 2012, p.11-8.

and a constant change of pace. They dislike routine learning and written work, and prefer verbal or visual experiences. They like to be entertained, and like to be physically involved in learning.

2) Analytical learning style

Learners with an analytical style are independent, like to solve problems, and enjoy tracking down ideas and developing principles on their own. Such learners prefer a logical, systematic presentation of new learning material with opportunities for learners to follow up on their own. Analytical learners are serious, push themselves hard, and are vulnerable to failure.

3) Communicative learning style

Learners with a communicative learning style prefer a social approach to learning. They need personal feedback and interaction, and learn well from discussion and group activities.

They thrive in a democratically run class.

4) Authority-oriented learning style

Learners with an authority-oriented style are said to be responsible and dependable. They like and need structure and sequential progression. They relate well to a traditional classroom. They prefer the teacher as an authority figure. They like to have clear instructions and to know exactly what they are doing; they are not comfortable with consensus-building discussion.

3. Second Language Approach

a Method vs Approach

1) Method

Method is the term of pedagogy; main focus is on effective presentation of subject matter to have mastery over it. It is step by step scientific way of presenting the subject matter. It is overall plan for systematic presentation based on a selected approach means method is the practical. Teaching method is what kind of activity we use in order to teach. According to Gill, a method refers to the procedure within an approach.³⁴ We use method depends on a scientific than an approach and has step by step procedure to solve problem. It is nothing but an scientific way of presenting the subject keeping in mind the psychology and physical requirements of the children. It is a process or procedure whose successful completion results in learning or as a means through which teaching becomes effective. It is the formal structure of the sequence of acts.

2) Approach

Approach is a broader term then method. It is approach is a view of looking at things. It has no scientific logic. It is a set of ideas. It is overall view or ideas to face a problem. Gill states that approach is a personal philosophy of teaching.³⁵ It can also have

³⁴ Arvind Kr. Gill, and Kusum, "Teaching Methods, Approaches, and Strategy", *Scholarly Research Journal for Interdisciplinary Studies*, 2016, p. 6692-6694.

³⁵ *Ibid.*

many methods. Teaching approach is like the form or the way we teach or how we do it.

b Second Language Acquisition Approach

In maintaining a particular way or managing second language acquisition, there several approaches and models toward second language instructions. Jenny X. Montaña-González classifies several approaches and models to second language instruction such as the followings.³⁶

- 1) Grammatical Approach: it can refer to language learning as mental discipline. This approach concentrates on the teaching of language grammar structures.
- 2) Communicative Approach: it means the principle on communication, or social interaction. The learner will develop various competences.
- 3) Cognitive Approach: it refers to learning function, memory, and cognition.

Indeed, Stephen D Krashen believes there are several approaches of language teaching for the second language acquisition which such as the followings:³⁷

- 1) Grammar-Translation
- 2) Audio-Lingualism
- 3) Cognitive-Code
- 4) The Direct Method
- 5) The Natural Approach

³⁶ Jenny X. Montaña-González, Learning Strategies in Second Language Acquisition, *US-China Foreign Language*, Vol. 15, Number 8, 2017, p. 481-482.

³⁷ *Ibid*, 127-146.

6) Total Physical Response

7) Suggestopedia

According to Çakıroğlu, there are three types of approach whereby the children acquire language skills, in terms of the behaviorist the linguistic, and interactionist approaches:³⁸

1) Behaviorist Approach

The behaviorists assert that, the subject of psychology is behaviors and they can be measured and evaluated only by objective methods. In this context, no behavior that is not objective, can be proved, objectively measured and evaluated is worth investigating. The reason why the behaviorists refused internal experiences is that they believe they could not be measured by scientific methods. These theorists who are also known as stimulus-response psychologists have primarily focused on the examination of the responses occurring in the organism as a result of the stimuli. The behaviorists who assumed and treated the human mind as the black box are interested in stimulus and response, not what is happening in the black box.

The behaviorist approach claims that children are passive and the environment is active in language learning process. Every child comes into the world with an empty language tank and as the time progresses he/she lives with language models he/she sees around,

³⁸ Ahmet Çakıroğlu, "The Language Acquisition Approaches and the Development of Literacy Skills in Children", *International Electronic Journal of Elementary Education*, Vol. 8, Number 2, 2018, p. 201-206.

he/she fills this tabula rasa through the experiences and the child becomes a user of the language.

Children start to use the phonemes they are exposed to the surroundings by imitating them. Sounds and syllables that are not repeated and used or not adequately reinforced tend to get lost over time. In the behaviorist approach, they fade away. Words made up of sounds that are reinforced and frequently repeated with the help of parents or adults around are added to the vocabulary of the child; on the contrary, those which are not reinforced or repeated tend to disappear. In brief, the words that are modelled through conditioned stimuli are learned by the child.

Although there are many criticisms on the behaviorist theories, predominantly levelled by linguistic approaches, the idea that the language is learned in the environment in which the child was born has then affected many scientists advocating socio-cultural view of language like The adaptation of the behaviorist approach to teaching of reading and writing has occurred in the form of children's voicing the written units they have seen under the guidance of the teacher and disintegrating the sentence into its units (words/syllables) to make sense of it. This method called "Tag Method" was employed as a way in the initial teaching of reading and writing in Turkey until recently and many adults in today learned reading and writing through this method.

2) The Linguistic Approach

The behaviorists' argument projecting that language is not an innate but a learned phenomenon was opposed by researchers having the linguistic view of language also known as the innatist levelling serious criticisms against it. N. Chomsky, one of the linguistic theorists whose ideas have been widely adopted, and many other linguist scientists adopted the opinion that language is a human-specific fact and cannot be learned by other creatures. Language is claimed to be a biological-based phenomenon for humans and humans are regarded to have an innate readiness and competence to learn language.

This process as Language Acquisition Device (LAD) which is also called "the black box" in the literature. According to this approach, the child's words are passed through a neural structure called the language mechanism and the child, who is constantly exposed to the same process with the effect of the environment, will gain grammatical competence as a result. Children bring out their potential on biological language through trial and error learning. In other words, by taking the structures they are exposed to from their parents and environment as an example, they create structures from simple sentences in the "subject-verb-object" order. In the context of language acquisition of children, the two structures that compose the sentences are deep and surface structures.

The linguistic approach advocating the exactly opposing view of the behaviorist approach defends the idea that children have a language at birth, bring out their potentials over time and form their language skills in a process. Since they overlooked the cognitive, social, and environmental factors they have been widely criticized. In a similar manner, this approach has been most severely criticized as it does not focus on the meaning rather on the sentence structure. This view, which does not have any aspect that can influence initial reading and writing processes or cannot add anything to instructional attempts, has mostly focused on the subjects of the adult language.

3) Interactionist Approach

The interactionist approaches comprise Developmental Cognitive Theory associated with Piaget's Information Processing Theory, and Competitive Model. In addition, many other models and views along with the socio-cultural view of Vygotsky, have an important place in language acquisition. Here, mostly the ideas of Piaget and Vygotsky have been promoted as they have instructional applications for the inculcation of initial reading and writing skills in children.

The aforementioned linguistic and behaviorist views put forward opposite ideas in language acquisition., Even though they are opposed to each other, they both have strengths and weaknesses. They also put forward views that have been adopted as instructional methods

in language learning. Interactionists have followed a conciliatory path by emphasizing the common and strong sides and suggestions of both behaviorists and linguists. The interactionists argue that several factors such as social, linguistic, biological, and cognitive elements affect the development process and they influence and foster each other. Cognitive and social factors improve language acquisition, in turn, language acquisition improves social and cognitive skills.

c. Second Language Acquisition Strategies

Besides, many other experts discuss ways of the second language acquisition. According to Rubin, strategies are the techniques or devices that a learner may use to acquire knowledge.³⁹ Rubin who allocated a great deal of effort in the field of language learning strategies, made a distinction between strategies contributing directly to learning and those contributing indirectly to learning. Direct strategies include metacognitive and cognitive strategies and indirect strategies include communicative and social strategies. According to Rubin, there are three types of strategies used by learners that contribute either directly or indirectly to language learning such as the followings:⁴⁰

1) Learning Strategies

Learning strategies which are divided into two main types
(Cognitive Learning Strategies and Metacognitive Learning Strategies)

³⁹ Saranraj L, Shahila Zafar, & Zaved Ahmed Khan, Language Learning Strategies – A Reappraisal, *IJELLS*, Vol. 4, Number, 4, 2016, p. 134.

⁴⁰ Pezhman Zare, Language Learning Strategies Among EFL/ESL Learners: A Review of Literature, *International Journal of Humanities and Social Science*, Vol. 2, Number, 5, 2012, p. 164-165.

contribute directly to the development of the language system created by the language learner. Cognitive strategies refer to the steps or measures which are taken in learning or problem-solving that involves direct analysis, transformation, or synthesis of learning materials Rubin's (1987). Six major cognitive learning strategies contributing directly to language learning are identified by Rubin as: Clarification / Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, Monitoring. Metacognitive strategies are used to supervise, control or self-direct language learning. They involve different procedures as planning, prioritizing, setting goals, and self-management.

2) Communication Strategies

Communication strategies are not as much of directly related to language learning since their emphasis is on the process of communication through conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are exploited by speakers when they are faced with some troubles regarding their communication and conversation or when confronted with misunderstanding by a co-speaker. An usual communication strategy is to make use of one's linguistic or communicative knowledge to remain in the conversation.

3) Social Strategies

Social strategies are activities in which learners are exposed to the opportunities that can be a great help to practice their knowledge. Even though these strategies offer exposure to the target language, they contribute to learning indirectly since they do not lead directly to the obtaining, storing, retrieving, and using of language.

d. Cognitive Learning Style

Meanwhile, describe cognitive learning styles in second language acquisition process such as the followings:⁴¹

1) Cognitive Style

Cognitive style is a term used in cognitive psychology. It deals with the „form“ of cognitive activity (i.e. thinking, perceiving, remembering), not its content. Descriptions of cognitive style include: a person's preferred and habitual approach to organizing and representing information; relatively stable indicators of how learners perceive and interpret information, and respond to learning environments; variations in individual information processing; the styles as personality dimensions that influence how an individual collects, analyses, evaluates and interprets information, the information processing habits of individual learners, a person's typical modes of perceiving, remembering, thinking and problem solving and an individuals preferred mode of information processing, particularly field independency.

⁴¹ Napaporn Srichanyachon, “Cognitive Learning Styles Of EFL Students”, *Journal of College Teaching & Learning*, Vol. 8, Number.2, 2011, p. 15-16.

2) Learning Style

Learning styles are described by different researchers as: a coherent whole of learning activities that students usually employ, their learning orientation and their mental model of learning; a description of the attitudes and behavior which determine an individual's preferred way of learning; preferences for one mode of adaptation over the others; but these preferences do not operate to the exclusion of other adaptive modes and will vary from time to time and situation to situation; and cognitive, affective and physiological traits that are relatively stable indicators of how learner perceive, interact with, and respond to the learning environment.

G. Research Method

1. Approach and Type of Research

This research applied qualitative research method. Qualitative research means seeking information, or identifying phenomena, and exploring evidences to organize narrative or descriptive information. McMillan Schumacher defines qualitative research refers to activities of exploring and identifying the phenomena to find the relationships.⁴² Therefore, the use of qualitative research method can helps the researcher to dig information about the research problems in this study. This research method is an appropriate method to collect data of the study.

⁴² Dr. Prashant Kumar Astalin, "Qualitative Research Designs: A Conceptual Framework", *International Journal of Social Science & Interdisciplinary Research*, Vol. 2, Number 1, 2013, p. 118.

This study explored second language acquisition on the students of class IIA at MTs Al-Madaniyah Jempong. The study was descriptive study which aimed at describing how the students could acquire English as second language in-and-outside classroom. More specifically, this research analyzed how students of MTs Al-Madaniyah acquired English language and found their perception on the learning activities. The participants of the study were selected using purposive sampling. Triangulation was used as technique of data collection. Data analysis was inductive and analyzed using interactive model.

2. The Presence of Researcher

In this study, the researcher took very important role to conduct a successful research. The writer in this study took a part as a researcher who conducted the research. More specifically, in this study, the researcher played a role as interviewer, observer and questionnaire checker based on the instrument of research to gain data.

3. Setting of Research

This study took place at MTs Al-Madaniyah jempong. This school is located at Jln. H. Na'im, West Jempong, Mataram. The school is an islamic education institution for junior high school student who is led by Drs. H. Sukir at this time. The school has been established since 04-12-1993.

MTs Al-Madaniyah Jempong has good facilities which provide eight rooms, namely mosque, six classes, one library, field, trainings room

for Al-Qur'an, teachers' room, canteen/cafeteria, two toilets for student, and two toilets for teacher. this school requited fifteen teachers who were Drs. H. Sukir, Hj. Nursehan, S.Pd, Haeruniah, S.Ag, Herlina, SE, Siti Idrus S.Pd, Ahmad Efendi, S.pd, Aswadi, S.Pd, Ida Ratna Susanti, S.Hi, Ahmad juaini, S.Pd, Zuhairatul Anwariyah, S.Pd, Eli sumiati, S.Pd, Suhaimi, S.Pd, Husnus Sawab, S.Pd, Armawan, S.Pd, Sajudin.

The reason for choosing the location was because referring to the prior observations of the researcher at the school, there were still obstacles faced by the teacher in improving English speaking, and the results of the researchers' interviews with the English subject teacher MTs Al-Madaniyah jempong, the vocabulary learning method that had been used so far was felt to be very strong. Boring so that learning becomes passive and students are less enthusiastic participating in English learning activities in class.

This research was carried out at MTs Al-Madaniyah Jempong on August, 2021. The research was conducted in second semester at class IIA consisting of thirty students by sixteen males and fourteen females.

4. Source of Data

Douglas classifies a data sources into two classifications, namely primary and secondary resources. This research required only primary data as a source of data. To gather primary data, the researcher involved the students of the secondary schools at MTs Al-Madaniyah. The study required the students of class IIA at MTs Al-Madaniyah. The

researcher in this study assumed that the sources of data were suited with the research to gain information about the research problems.

5. Procedures of Data Collection

In this study, the researcher implemented the following procedures to gain data:

a. Interview

Interview means exploring some phenomena to gain deep information of certain issues. In this study, the researcher searched information of students' management in acquiring English language both inside and outside the classroom. The note of interview was used to gather the data to analyze students' English language acquisition management and view the students' assumption on the learning strategies. The note of interview was assisted by the first supervisor of this research.

b. Observation

Observation can be called as monitoring. It can refer to taking note to what happen at the right time. In this observation, the researcher monitored the right evidence inside and outside the classroom and took some important notes of the instructions. In other words, this part involved the researcher in gathering data from real learning. This observation sheets was used to gather accurate data. The instrument was assisted by the first supervisor of this research.

6. Technique of Data Analysis

Data Analysis is a process of identifying and organizing data which are gained from the research instruments such as the note of interview, observation sheet, questionnaire, and etc. Matthe B. Miles and A. Michael Huberman add that analysis is finding coherent description.⁴³ This research applied interview, observation, and questionnaire as data collection techniques. Data gathered using the instruments above were analyzed by the following techniques:⁴⁴

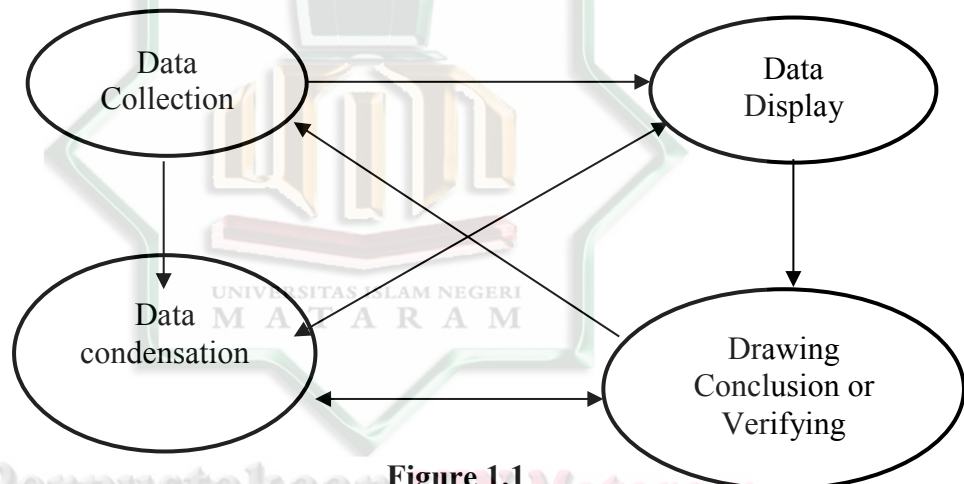


Figure 1.1
Interactive Model of Data Analysis by Miles dan Huberman

a. Data Condensation

The first step in analyzing data was data condensation. Data condensation means to select, focus, simplify, abstract or transform information from notes of field. In this stage, the researcher selected data gained from field notes such as interview notes, observation sheets, and questionnaire.

⁴³ Matthew B. Miles, A. Michael Huberman, and Jhonny Saldana, "Qualitative Method; A Method Source Book," (Arizona State University: SAGE, 2014), p. 29.

⁴⁴ *Ibid*, p. 31-33..

b. Data Display

This was the second part of data analysis. Data display refers to arranging and compressing the gather to able to summary. In other meanings, the researcher regulated the information which were gathered and compress those to start concluding.

c. Conclusion Drawing/Verification

This was the final part of data analysis. Conclusion Drawing/Verification means configuring data for findings based on analysis' mind. In this part, verification involved the researcher in summing up data for findings.

7. Trustworthiness

This research applied triangulation to examine trustworthiness of data. Triangulation in examining trustworthiness is checking data which are gathered from various resources, methods, and variety of time. Matthe B. Miles and A. Michael Huberman define triangulation means a method to confirm data findings.⁴⁵

As stated by Matthe B. Miles and A. Michael Huberman, there are particular triangulations types to examine the data trustworthiness, namely Triangulation by Data Sources, Triangulation by Technique, and Triangulation by time.⁴⁶ This research used triangulation by technique to examine trustworthiness of data. Triangulation by technique means a particular technique of examining data trustworthiness by checking data

⁴⁵ Matthe B. Miles and A. Michael Huberman, "Qualitative Data Analysis (Second Edition)", (London: SAGE Publication, 1994), p. 166.

⁴⁶ *Ibid*, p. 267.

with same respondent in different ways. It means that the researcher had to collect data using interview and examined data trustworthiness using other techniques such as observation and questionnaire. The process of examining trustworthiness of data using triangulation by technique can be described as follows:⁴⁷

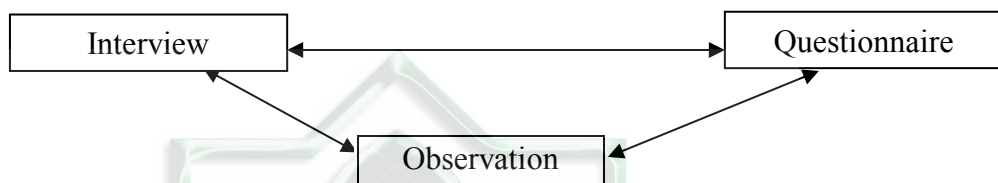


Figure 1.2
Examining Trustworthiness Process

H. Organization of Discussion

Organizations of the discussion of this study were arranged as follows:

CHAPTER I INTRODUCTION

A. Background of Research

B. The Statement of Problem

C. Objective and Significance of Research

1. Objective of Research
2. Significance of Research
 - a. Theoretical Benefits
 - b. Practical Benefits

D. Scope and Setting of Research

1. Scope of Research
2. Setting of Research

⁴⁷ *Ibid*

E. Review of Previous Research

F. Theoretical Bases

1. Language Acquisition
2. Second Language Acquisition
3. Second Language Acquisition Approach

G. Research Method

1. Approach and Type of Research
2. The Presence of Research
3. Setting of Research
4. Source of Data
5. Procedure of Data Collection
6. Technique of Data Analysis
7. Trustworthiness

H. Organization of Discussion

CHAPTER II DATA DISPLAY AND FINDINGS

C. The Students' Strategies of Acquiring English Language in-and-outside Classroom

D. The Students' Perception toward the English language Acquisition in-and-outside Classroom

CHAPTER III DISCUSSION

C. The English Language Acquisition in-and-outside Classroom

D. Students' Perception toward English Language Acquisition in-and-outside Classroom

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion

B. Suggestion



Perpustakaan **UIN Mataram**

CHAPTER II

DATA DISPLAY AND FINDINGS

This chapter discusses the data display and research findings based on the statement of problems stated in chapter one. The research problem discovers how the students of MTs Al-Madaniyah Jempong acquire English language both in-and-out classroom and what students' perception have on the learning activities. The data display and research findings can be elaborated as follows:

A. The Students' Ways of Acquiring English Language in-and-out Classroom

This research employed a triangulation by technique to collect data, in terms of interview notes and observation sheets. To analyze data, this study applied inductive analysis with interactive model, including data collection, data condensation, data display, and conclusion drawing. The results of analysis were explained below:

1. Interview

The interview was the first procedure to gather data of the study. The data of interview could be seen as follows:

Table 1.1
The Students' English Language Acquisition

No	Item	Description
1	Learning vocabulary	- Yes. The students learn vocabulary
2	Times to learn vocabulary	- The students learn vocabulary twice in a week
3	Acquiring language from reading a book.	- The students do not acquire language from reading a book.
4	Ways to acquire vocabulary in the classroom	- The students acquire vocabulary through games and media.
5	Ways to acquire vocabulary	- The students recall the vocabulary

	beyond the classroom	<p>with their friends (Repetition).</p> <ul style="list-style-type: none"> - The students carry out English speaking program (weekly speech).
6	The English language acquisition in the classroom	<ul style="list-style-type: none"> - Game was employed by the student to acquire language (Vocabulary) as provided by the English teacher. The students were given a card containing 5 kinds of vocabulary in each. They were showed related vocabulary by the teacher on the white board which was the opponent of the words written in the cards then they can pronounce and repeat the meaning of the word accordingly. - Media is the second learning technique used by the students in the vocabulary acquisition in the classroom. The media was teaching projector who displayed the students about certain topics to discuss.
7	The English language acquisition beyond the classroom	<ul style="list-style-type: none"> - Recalling (repeating) is the students' way to acquire vocabulary outside the classroom. In this activity, the students try to recall the vocabulary derived from the class with their friends. They ask one another about their vocabulary taught in the class. - Participating in English speaking program is the second way of the students to acquire vocabulary beyond the classroom. In this part, students are assigned to have public speech with the given topics. This program regularly is conducted on Monday in the morning with all teachers, staffs, and the students.
8	The strengths and weaknesses of the language class management	<ul style="list-style-type: none"> - The benefit of the language strategy was the class became more interactive and interesting. - The weakness of the language strategy was the strategy could not be completely well implemented as the time of teaching was very limited amid the pandemic Covid-

		19.
9	Difficulties in the implementation of the language class management	- There is no difficulty when implementing the learning activities.

Based on the Table 1.1, it describes the processes of the language acquisition management both inside and outside the classroom perceived by the students of MTs Al-Madaniyah Jempong. The Data of the interview were analyzed and displayed such as the followings:

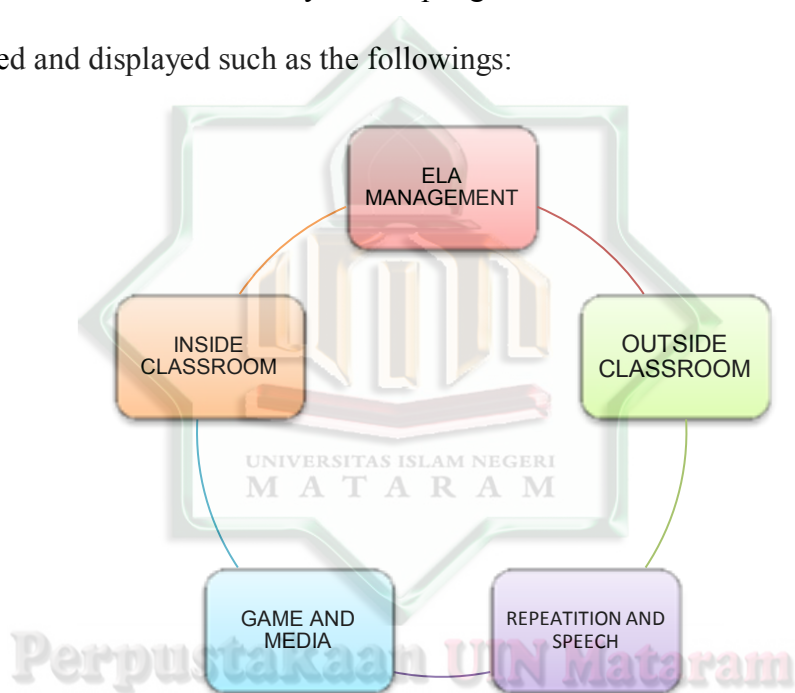


Figure 1.3
ELA at MTs Al-Madaniyah Jempong

2. Observation

Observation is the second step of this study to observe the English language acquisition in-and-out classroom at MTs Al-Madaniyah Jempong. The data of the observation gathered from the research fields can be shown as follows:

Table 1.2
English Language Acquisition through Games

No	Activity	Description
1	Initial Activities	<ul style="list-style-type: none"> - Students responded the greetings from the teacher - Students reviewed and repeated previous lesson with the teacher - Students were introduced about new materials (Playing Cards) by the teacher - Students were explained the game of playing cards - Students were given example how to play the cards by the teacher
2	Core Activities	<ul style="list-style-type: none"> - Students were explained the rules to begin the game - Students were given card containing 5 words - Students were displayed a word in the white board by the teacher - Students were asked to answer the word on the white board which is the opponent of the words in the card - Students compete to answer the opponent word on the board as what stated in their card to achieve values from the teacher
3	Closing Activities	<ul style="list-style-type: none"> - Students were asked the entire vocabularies and repeated in many times - Students were give motivation to study English - Students were asked to recall the vocabularies at home - Students closed the learning

Table 1.3
English Language Acquisition through Media

No	Activity	Description
1	Initial Activities	<ul style="list-style-type: none"> - Students responded the greetings from the teacher. - Students reviewed and repeated vocabularies with the teacher. - Students were explained the storytelling about daily activities by the teacher.
2	Core Activities	<ul style="list-style-type: none"> - Some students were asked to tell how they came to the school and chose the pictures on the LCD projector which display buildings that they passed. - With teachers' direction to the pictures, the students told the way where they come from and arrived at the school while other students listened to their stories and wrote some important notes - Students were asked to work together to find out the meanings of the pictures chosen just now - Students were asked to connect word by word and arrange it in paragraphs based on the story. - Students were asked to tell the story that they arranged in front of the class randomly.
3	Closing Activities	<ul style="list-style-type: none"> - The rest of students were asked to tell their story next meeting. - Students were given motivation to study English. - Students closed the learning with the teacher.

B. The Students' Perception toward the Second Language in-and-outside Classroom

This research carried out the triangulation by technique to assemble data of the research. The data were gathered to explore the students'

perception toward second language management both inside and outside the classroom. The data collection procedures include three instruments, in terms of interview notes and observation sheets such as the followings:

1. Interview

Interview is the first procedure to collect data of the study. The interview was conducted to gather information regarding their perceptions on the second language management inside and outside the classroom. The data of interview could be listed as follows:

Table 1.5
Interview Notes of Students' Perception

No	Item	Description
1	The importance of learning vocabulary	- The students perceive vocabulary is very important as it is main tool of communication to interact with foreigners.
2	Second language acquisition management	- The students were taught vocabulary around him through media and games
3	The process of second language management	- The students like the language learning management both inside and outside classroom as they are helpful, enjoyable, and interesting
4	Sufficiency of the second language management	- The students consider the language learning management is sufficient as it facilities them to acquire the vocabularies and allow them to speak
5	Easiness of the second language management	- Yes. The students feels easy to acquire the language through the strategy as it is very interactive
6	The benefits of the second language management	- The students think the language learning management is very more interesting than other learning strategies which motivates them to study
7	The weaknesses of the second language management	- Students feel satisfying with the second language management and

		did not find any weaknesses.
8	The perception of the second language acquisition management	- Students find it easy to acquire language through the strategy.

In the Table 1.5, it demonstrates the perceptions of the students of MTs Al-Madaniyah regarding the second language management both inside and outside the classroom. The data of interview were analyzed and displayed such as the followings:

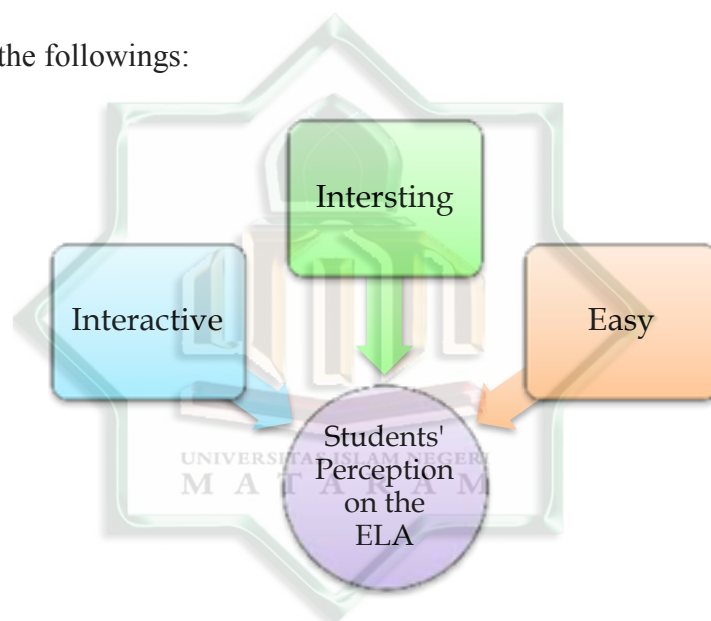


Figure 1.4
Interview Notes of Students' Perception

CHAPTER III

DISCUSSION

This chapter serves discussions of the research findings based on the research objectives as stated in the chapter 1, including to know second language management both inside and outside the classroom and to assist the students perceptions on the language learning activities at MTs Al-Madaniyah Jempong. The data of research were collected from the students of MTs Al-Madaniyah using triangulation by technique, in terms of interview, observation, and questionnaire. The result of data analysis could be described such as the followings:

A. The English Language Acquisition in-and-outside Classroom

In this part, the data of the study were collected and analyzed from triangulation techniques, including interview and observation. The result of data analysis could be discussed such as the followings:

1. The English Language Acquisition in the Classroom

Based on the data findings, the students of MTs Al-Madaniyah Jempong employed Games and Media to acquire vocabulary inside the classroom. These learning techniques were illustrated such as the followings:

a Game

Game was a learning strategy used by the students of MTs Al-Madaniyah Jempong to acquire the vocabularies in the classroom. The game which was implemented by the students was playing cards.

In each cards, there are 5 vocabularies that should be understood by the students to be able to play the game.

Firstly, Students were explained the game of playing cards, including rules of game, steps, and example. Secondly, the students were given the cards containing 5 words. Thirdly, students were written the opponent words of the word stated in the card on the white board by the teacher. Fourthly, students competed to answer the opponent words on the white board to receive values from the teacher. Fifthly, students and teacher repeated the entire vocabularies obtained in the class and closed the learning activities.

b Media

Media is another technique of the students of MTs Al-Madaniyah Jempong to acquire vocabularies in the classroom. In this language learning, media refer to pictures displaying streets include in buildings such as mosque, market, shops, and others shown by LCD projector. This learning is related to telling stories regarding daily activities, particularly how the students come to school.

Firstly, students were explained the storytelling. Secondly, some students were asked to tell the ways they come from while indicating buildings that they passed shown in the teaching projector. Meanwhile, the rest of students wrote important notes of their stories. Thirdly, students work together to find out the meanings of the building pictures that were chosen. Fourthly, students were asked to

arrange word by word provided by the teacher to include in paragraph. Fifthly, students came in front to tell the notes of their stories randomly and recalled the words which they received in the class at home.

2. English Language Acquisition beyond the Classroom

Based on the data findings, the students of MTs Al-Madaniyah Jempong carried out repetition and English speaking program as techniques to acquire vocabulary beyond the classroom. These learning techniques were described such as the followings:

a. Repetition

Repetition is the common way used by the students to recall words that they have known. In this language learning, word repetition was conducted with their friends simultaneously to remember vocabularies that they obtained in the class. In this stage, students repeated words with their friends by asking one another and recalled the words. This repetition was carried out by the students in their boarding house with their friends when they went home from the school. This activity facilitated the students to record their vocabularies which they achieved from the class.

b. English Speech

Speech is another way of the students to acquire English vocabulary beyond the school. In this stage, the students were asked to

convey knowledge (public speaking) based on the given topic. This activity was conducted on Monday. The students were provided such topics by the teacher to present it in Indonesian Flag ceremony. As a result, the students prepared their texts based on the chosen topic before the day. Through this activity, the students acquire many unfamiliar vocabularies by arranging the texts of the speech and allow them to perform in public area.

B. Students' Perception toward English Language Acquisition in-and-outside Classroom

Based on the research findings, the perspective of the students of MTs Al-Madaniyah Jempong showed positive responses. Based on the notes of interview and questionnaire, it indicates that the students were satisfying with the vocabulary acquisition in-and-outside classroom. The students' perception on the English language acquisition at MTs Al-Madaniyah Jempong could be described such as the followings:

1. Interactive

The students perceived that second language management both inside and outside the classroom were interactive. The study was interactive and communicative as it allowed the students to practice more English language. The teacher could employ communicative language approach in terms of games, media, and English speaking program that gave large opportunities for the students to enjoy and improve their speaking abilities both inside and outside the classroom.

2. Interesting

The students considered the second language management at MTs Al-Madaniyah Jempong was interesting. The learning activities were very interesting perceived the students as they were fun and enjoyable. By implementing the games, media, and English speech, the students enjoy the language learning both inside and outside the classroom. The students felt that the class was alive and not boring as they played many interesting activities and benefited them in English language development.

3. Easiness

The students of MTs Al-Madaniyah Jempong perceived that the English language acquisition in-and-out classroom were helpful. The language learning activities could facilitate the students to acquire many vocabularies. The students were helped to know English words around them through the English language acquisition ways. Not only in acquiring vocabulary easily, but also English language acquisition ways at MTs Al-Madaniyah Jempong perceived by the students was very easy to conduct.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter serves conclusion and suggestion of the study. The conclusion was referred to the research findings as stated in chapter two. Otherwise, the suggestions were arranged for students, teachers, and further researchers.

A. Conclusion

Based on the research findings, it can be concluded that the students of MTs Al-Madaniyah Jempong employ the following ways to acquire English language in-and-outside classroom. In the classroom activities, Games and Media are ways adopted by the students in acquiring the English language. Meanwhile, Word Repetition and English Speech are the students' methods in acquiring English language beyond the classroom.

The result of study also reveals that the students contribute positive responses on the English language acquisition in-and-out classroom. They assume that the English language acquisition provided by the English teacher both inside and outside the classroom are interactive, interesting, helpful, and easy. It means that the students are satisfying with the English language acquisition in-and-out classroom.

B. Suggestion

This suggestion is contributed for English teachers, students, and future researchers. Based on the research findings, the suggestions can be formulated as follows:

1. English Teacher

English teacher can employ better language learning strategies for second language management amid the pandemic Covid-19 as it limits all activities, including times of teaching and teaching styles.

2. Students

Students can carry out self-learning (Independent Learning) at home in the middle of Covid-19 to help the teacher as the limited time of learning activities in the classroom.

3. Future Researcher

Future researcher can explore further investigations about appropriate teaching strategies as SLA management both inside and outside the classroom during pandemic Covid-19.

UNIVERSITAS ISLAM NEGERI
M A T A R A M

Perpustakaan UIN Mataram

REFERENCES

- Abdul Najib Tuanany, "Acquisition of English Vocabulary of A Seven Years Old Child in Non Speaking English Community", *Thesis*, Adab and Humanity Faculty UIN Alauddin Makasar, Makasar, 2015, p. 1-61.
- Ade Ayu Irma Oktavia entitling "Second Language Acquisition In The *Jungle Child* Movie's Characters", *Thesis*, Faculty of Arts and Humanity UIN Sunan Ampel, 2018, p. 1-67.
- Amroh Umaemah, "Second Language Acquisition in the Students of Post Graduate Program at IAIN Syekh Nurjati Cirebon", *Thesis*, FTK IAIN Syekh Nurjati Cirebon, Cirebon, 2017, p. 1-15.
- Arvind Kr. Gill, and Kusum, "Teaching Methods, Approaches, and Strategy", *Scholarly Research Journal for Interdisciplinary Studies*, 2016, p. 6692-6694.
- Destri Wahyuningsih, "Second Language Acquisition for Children", *Al-Islah: Jurnal Pendidikan*, Vol. 10, Number 2, 2018, p. 209.
- Dian Gustia, "Teaching and Learning Reading Comprehension Through Question-Answer-Relationship (QAR) Strategy To The Second Semester of Eighth Grade Students Of MTs Assalam Tanjung Sari Lampung Selatan In The Academic Year of 2017/2018", *Thesis*, FTK UIN Raden Intant Lampung, 2018, 1-154.
- Dominic Castello, "First Language Acquisition and Classroom Language Learning Similarities and Differences", *Thesis*, ELAL College of Arts & Law at University of Birmingham Birmingham, 2015, p. 1-19.
- Dr. Prashant Kumar Astalin, "Qualitative Research Designs: A Conceptual Framework", *International Journal of Social Science & Interdisciplinary Research*, Vol. 2, Number 1, 2013, p.
- Dwight Atkinson, "Alternative Approaches To Second Language Acquisition", USA and Canada: Routledge, 2011, p. 1.
- Fernandes Arung, "Language Acquisition and Learning on Children", *Journal of English Education*, Vol. 1, Number. 2, 2016, p. 2.
- Gonca Altmisdort, "Assessment of Language Learners' Strategies: Do They Prefer Learning or Acquisition Strategies?", *Educational Research and Review*, Vol. 11, No. 11, 2016, p. 1-15.

- Haida Umiera Hashim and Melor Md Yunus, "English as a Second Language (ESL) Learning: Setting the Right Environment for Second Language Acquisition", *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 3(2), p. 207-214.
- Imran Husain, "Distinction Between Language Acquisition and Language Learning: A Comparative Study", *Journal of Literature, Languages, and Linguistics*, Vol. 39, 2017, p. 1.
- J. Michael O'Malley and Anna Uhl Chamot, "Learning Strategies in Second Language Learning", (USA: the Press Syndicate of the University of Cambridge, 1995), p. 3.
- Julia Herschenson and Martha Young-Scholten, "The Cambridge Handbook of Second Language Acquisition", (United Kingdom: Cambridge University Press, 2013), p. 437-529
- Jenny X. Montaña-González, Learning Strategies in Second Language Acquisition, *US-China Foreign Language*, Vol. 15, Number 8, 2017, p. 481-482.
- Kalbin Salim, "Pengenalan Data Kualitatif", Universiti Teknologi Malaysia: ResearchGate, 2018, p. 16.
- Laurene L. Christensen, James D. Mitchell, and Indira E. Ceylan, "ALTELLA Teacher Interview Protocol", University of Wisconsin–Madison: ALTELLA Alternate English Language Learning Assessment Project, 2018, p. 1-12.
- Lilit Tonoian, "English Language Learning in side and outside the Classroom in Portugal", *Thesis*, Faculty of Science at University of Nova De Lesboa Portugal, 2014, p. 1-94.
- Matthe B. Miles and A. Michael Huberman, "Qualitative Data Analysis (Second Edition)", London: SAGE Publication, 1994, p. 166.
- Muriel Saville-Troike, "Introducing Second Language Acquisition", USA: Cambridge University Press, 2012, p. 4.
- Napaporn Srichanyachon, "Cognitive Learning Styles Of EFL Students", *Journal of College Teaching & Learning*, Vol. 8, Number.2, 2011, p. 15-16.
- Nigel Mathers, Nick Fox, and Amanda Hunn, "Survey and Questionnaire", (University of Nottingham: NHS (National Institute for Health Research), 2009), p. 1-48.

- Norfazlika Abd. Karim, et. al., "Personal Factors and Second Language Acquisition: An Islamic Viewpoint", *International Business, Economics, and Law*, Vol. 11, Number. 5, 2016, p. 1-8.
- Rajathurai Nishanti, "The Importance of Learning English in Today World", *International Journal of Trend in Scientific Research and Development*, Vol. 3, No. 1, 2018, p. 871-874.
- Ritu Chandra, "Classroom Management for Effective Teaching", *International Journal of Education and Psychological Research (IJEPR)*, Vol. 4, Number 4, 2015, p.13.
- Saranraj L, "Shahila Zafar, & Zaved Ahmed Khan, Language Learning Strategies – A Reappraisal", *IJELLS*, Vol. 4, Number, 4, 2016, p. 134.
- Siti Nurhamidah, Syahid Muamar Pulungan, Eka Sustris Harida, " The Analysis of Teachers' Strategy in Teaching Reading Comprehension at SMAN 2 Padang Bolak", *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial dan Keislaman*, Vol. 4, No. 2, 2018, p. 302.
- Shahila Zafar and K. Meenakshi, " Individual Learner Differences and Second Language Acquisition: A Review", *Journal of Language Teaching and Research*, Vol. 3, Number 4, 2012, p.11-8.
- Sri Sopiani discussing "The Acquisition of Child's Vocabulary in Second Language Acquisition (A Case Study on 9 Year Bilingual Child at Discovery Conserva Family", *Thesis*, FTK Sultan Maulana Hasanuddin Banten Banten, 2019.
- Stephen D Karshen, "Principles and Practices in Second Language Acquisition", (University of California: Pergamon Press Inc., 2009), p. 62-73.
- Sussan M. Gas and Slinker, "Second Language Acquisition; An Introductory Course [Third Edition]", (United Kingdom: Taylor and France, 2008), p. 1.
- Pezhman Zare, "Language Learning Strategies Among EFL/ESL Learners: A Review of Literature", *International Journal of Humanities and Social Science*, Vol. 2, Number, 5, 2012, p. 164-165.
- Yang Hong, "On Teaching Strategies In Second Language Acquisition", *US-Chine Education Review*, Vol. 5, Number 1, p. 61-62.



Perpustakaan **UIN Mataram**

Appendix 1: Interview Questions⁴⁸

INTERVIEW QUESTIONS

Date: _____ Interview Start and End Time: _____

Interviewer: _____

School: _____

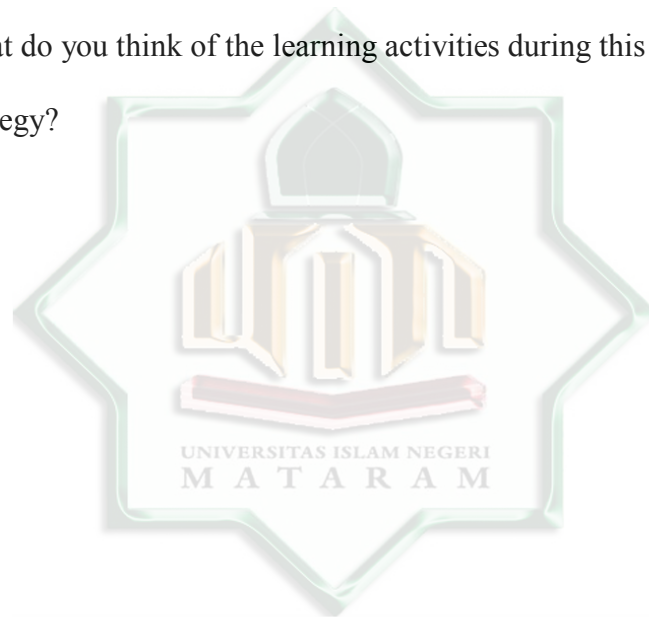
Classroom/Teacher ID: _____

Questions:

1. Here we would like to know students' English language acquisition management
 - a. Students
 - 1) Do you learn vocabulary?
 - 2) How many times do you study vocabulary in a week?
 - 3) Do you read a book to acquire a vocabulary?
 - 4) How do you acquire a vocabulary?
 - 5) Do you learn English vocabulary only in English classes?
 - 6) How do you learn vocabulary beyond the classroom?
 - 7) How do you use a strategy?
 - 8) What are the strengths and weaknesses of the strategies?
 - 9) What are difficulties of using a strategy?
2. Here we would like to know the students' perception on the language learning activities
 - 1) How important is vocabulary learning to you?

⁴⁸ Gonca Altmisdort, "Assessment of Language Learners' Strategies: Do They Prefer Learning or Acquisition Strategies?", *Educational Research and Review*, Vol. 11, No. 11, 2016, p. 1-15.

- 2) In what way does teacher teach you English vocabulary?
- 3) Do you prefer to use the strategy to acquire vocabulary? Why?
- 4) Is the strategy sufficient for your English vocabulary acquisition? How?
- 5) Do you feel easier to acquire vocabulary using the strategy?
- 6) What are the strengths and weaknesses of learning strategy according to you?
- 7) What do you think of the learning activities during this period using a strategy?



Perpustakaan UIN Mataram

Appendix 2: Observation Sheet⁴⁹

STEP	ACTIVITIES	YES	NO	COMMENTS
Initial Activities	<ol style="list-style-type: none"> 1. Teacher greets students 2. Teacher checks attendance list 3. Teacher review material 			
During Activities	<ol style="list-style-type: none"> 1. Teacher serves information about new items (new vocabulary) 2. Students are asked to restate the words, and put it into example 3. Students try to draw a picture or symbol of the items 4. Students are divided into small group and discuss new items 5. Students compare with other groups 			
Closing Activities	<ol style="list-style-type: none"> 1. Students conduct a role play (involving in a game) 2. Teacher summaries the material today 3. Teacher closes the meeting 			

Appendix 3: Transcription I

TRANSCRIPTION I

⁴⁹ Dian Gustia, "Teaching and Learning Reading Comprehension Through Question-Answer-Relationship (QAR) Strategy To The Second Semester of Eighth Grade Students Of MTs Assalam Tanjung Sari Lampung Selatan In The Academic Year of 2017/2018", (*Thesis*, FTK UIN Raden Intant Lampung, 2018), 1-154.

(Interview Notes)

Interviewer : Hi! How are you?

Student : Hi! I am fine, thank you.

Interviewer : Do you study English?

Student : Yes. I do.

Interviewer : Do you learn vocabulary?

Student : Yes. I do.

Interviewer : How many times do you study vocabulary in a week?

Student : I study vocabulary for twice in a week.

Interviewer : Do you read a book to memorize a vocabulary?

Student : Yes. I do.

Interviewer : How do you memorize your vocabulary?

Student : I use a game and card media from the teacher with my friends.

Interviewer : Do you study vocabulary only in the classroom?

Student : No, I don't. I also study vocabulary beyond the classroom with my friends.

Interviewer : How do you study vocabulary beyond the classroom?

Student : My friend and I repeat what is learned in the classroom.

Interviewer : How do you use the strategy?

Student : My friend and I follow what the teacher asks to.

Interviewer : What are the strengths and weaknesses of the strategy?

Student : The advantage is the game can increase the vocabulary.
Meanwhile, the weakness is the small study hour because of Covid-19.

Interviewer : What are difficulties of using the strategy?

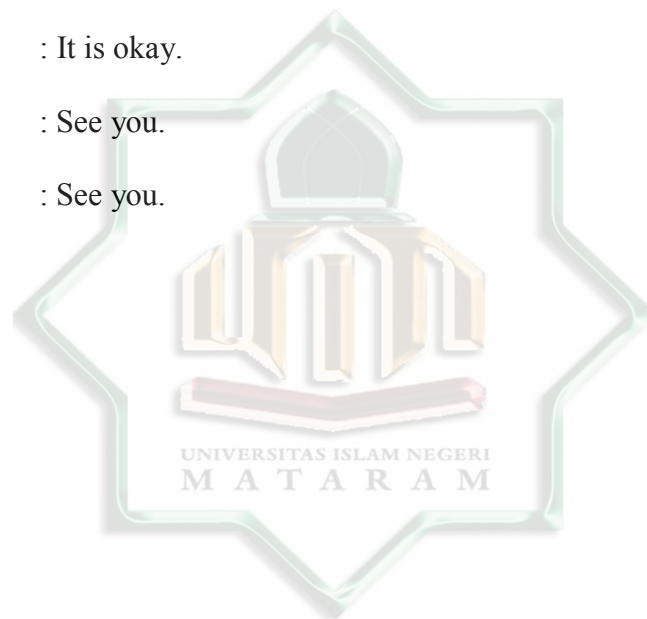
Student : Nothing. There are many games to use and I feel not boring.

Interviewer : Well, thank you very much for your answers.

Student : It is okay.

Interviewer : See you.

Student : See you.



Perpustakaan UIN Mataram

Appendix 4: Transcription

TRANSCRIPTION II (Interview Notes)

- Interviewer : Hello! How are you?
- Student : Hello! I am fine, thank you.
- Interviewer : Do you study vocabulary?
- Student : Yes. I do.
- Interviewer : How important is vocabulary to you?
- Student : It is very important.
- Interviewer : In what way does teacher teach you the vocabulary?
- Student : The teacher teaches us in many ways such as game, stories, word repetition, card media and playing word toss.
- Interviewer : Do you often use the strategy to improve your vocabulary? Why?
- Student : Yes. It is because the strategy helps to understand vocabulary easily.
- Interviewer : Is strategy sufficient to improve your vocabulary? How?
- Student : Yes. It helps me and friends understanding vocabulary better and more interesting.
- Interviewer : Do you feel easier to master vocabulary using the strategy?
- Student : Yes. It is easier to understand the vocabulary using the strategy because it takes more active and repetition to remember.
- Interviewer : What are the strengths and weaknesses of the strategy according to you?

Student : The advantage is the strategy ease me and friends to understand the vocabulary and remember it. Meanwhile, the weakness is the strategy cannot fully be conducted as the time allocation for learning is limited in the middle of Covid-19.

Interviewer : What do you think of the learning activities during this period using the strategy?

Student : The strategy is very good. It helps to understand the materials. The effect of the strategy is making the teacher and the students are enthusiastic.

Interviewer : Thank you very much for your answer.

Student : You are welcome.

Interviewer : See you.

Student : See you.



Perpustakaan UIN Mataram

OBSERVATION CHECKLIST

STEP	ACTIVITIES	YES	NO	COMMENTS
Initial Activities	<ol style="list-style-type: none"> 1. Teacher greets students 2. Teacher checks attendance list 3. Teacher review material 	✓ ✓ ✓		
During Activities	<ol style="list-style-type: none"> 1. Teacher serves information about new items (new vocabulary) 2. Students are asked to restate the words, and put it into example 3. Students try to draw a picture or symbol of the items 4. Students are divided into small group and discuss new items 5. Students compare with other groups 	✓ ✓ ✓ ✓ ✓		Yes. By using card media containing vocabulary. Yes. Ex: House -The house is very big
Closing Activities	<ol style="list-style-type: none"> 1. Students conduct a role play (involving in a game) 2. Teacher summaries the material today 3. Teacher closes the meeting 	✓ ✓ ✓		



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBİYAH DAN KEGURUAN

Jalan Gajah Mada No. 100 Jempong Baru Mataram Telp. (0370) 620783 Fax (0370) 620784

Nomor 663/Un.12/FTK/PP.00.9/09/2021 Mataram, 03 September 2021
Lamp 1 (Satu) Berkas Proposal
Hal Permohonan Rekomendasi Penelitian

Kepada
Yth. Kepala Bakesbangpol Kota Mataram
di
Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Triyaartysyah
NIM : 160107130
Fakultas : Tarbiyah dan Keguruan
Jurusan : TBI
Tujuan : Penelitian
Lokasi Penelitian : MTs AL-MADANIYAH JEMPONG
Judul Skripsi : ANALYZING STUDENTS' ENGLISH LANGUAGE ACQUISITION MANAGEMENT INSIDE AND OUTSIDE THE CLASSROOM AT MTs. AL-MADANIYAH JEMPONG.

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Perpustakaan UIN Mataram

An. Dekan

Wakil Dekan Bidang Akademik



Dr. Achmad Qudus, MA
NID. 197811112005011009



PEMERINTAH KOTA MATARAM
BADAN PENELITIAN DAN PENGEMBANGAN
GEDUNG SELATAN LANTAI 3 KOMPLEK KANTOR WALIKOTA
JL. PEJANGGIK NO. 16 MATARAM 83121

SURAT IZIN PENELITIAN

Nomor : 070/594/Balitbang-Kt/IX/2021

TENTANG

KEGIATAN PENELITIAN DI KOTA MATARAM

- Dasar :
- Peraturan Daerah Nomor 15 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Mataram;
 - Peraturan Walikota Mataram Nomor 59 Tahun 2016 Tentang Kedudukan, Susunan Organisasi Tugas Fungsi Serta Tata Kerja Badan Penelitian dan Pengembangan Kota Mataram;
 - Surat Permisohonan Ijin Survei dan Penelitian dari Universitas Islam Negeri Mataram Fakultas Tarbiyah dan Keguruan Nomor : 663/Un. 12/FTK/PP.00.9/09/2021 Tanggal 13 Maret 0009.
 - Rekomendasi Penelitian dari Kepala Bakesbangpol Kota Mataram Nomor : 070/580/Bks-Pol/IX/2021 Tanggal 15 September 2021.

MENGIJINKAN

- Kepada
- Nama : Triyaartysyah
- Fakultas : Tarbiyah dan Keguruan
- Judul Penelitian : "Analyzing Students' English Language Acquisition Management Inside And Outside The Classroom At MTs. Al-Madaniyah Jempong"
- Lokasi : MTs. Al-Madaniyah Jempong
- Untuk : Melaksanakan Izin Survei dan Penelitian dari Tanggal 17 September 2021 s/d 17 Desember 2021.

Setelah Survei dan Penelitian Selesai, diharapkan Untuk Menyerahkan 1 (satu) Eksemplar Laporan Hasil Penelitian dimaksud kepada Balitbang Kota Mataram.

Demikian surat izin ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Mataram, 16 September 2021

KEPALA BADAN PENELITIAN DAN
PENGEMBANGAN KOTA MATARAM



Dr. MANSUR, SH.,MH
Pembina Tk.I (IV/b)
NIP. 19701231 200212 1 035

Tembusan ditayangkan kepada Yth :

- Walikota Mataram di Mataram;
- Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Mataram di Mataram;
- Kepala Kantor Kementerian Agama Kota Mataram di Mataram;
- Kepal MTs. Al-Madaniyah Jempong di Mataram;
- Yang Berangkutan;



**YAYASAN PESANTREN AL-MADANIYAH
MTs AL-MADANIYAH**

Jl. H. Nu'aim Jempong Baru Sekarbela Kota Mataram Telp. (08376) 620655

SURAT KETERANGAN

Nomor : 23 / MTs-AMX/2021

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Al-Madaniyah Jempong Baru Kecamatan Sekarbela Kota Mataram, menerangkan dengan sebenarnya bahwa yang tersebut namanya dibawah ini:

Nama : TRIYAARTYSYAH
NIM : 160107130
Prodi/ Jurusan : Pendidikan Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Mataram

Memang benar telah melaksanakan penelitian selama satu bulan di MTs Al-Madaniyah dari tanggal 17 September 2021 s/d 17 Oktober 2021 . Dengan judul Penelitian : *"Analyzing Students English Language Acquisition Managemuent Inside And Outside The Classroom At MTs. Al-Madaniyah Jempong "*

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya

Mataram, 18 Oktober 2021

Kepala MTs. Al-Madaniyah



Perpustakaan UIN

BIOGRAPHY

A. Self-Identity

Name : Triyaartysyah
Date of Birth : 22 desember 1998
Address : Sumbawa besar
Father's Name : Syarifuddin
Mother's Name : Sri Hartini

B. Educational Background

1. Elementary School : SDN 02 Utan
2. Junior High School : SMP Muhammadiyah Utan
3. Senior High School : SMKN 01 Plampang
4. University : UIN Mataram

C. Employment History

1. -
2. -
3. -

D. Achievement/Appreciation

1. Juara 1 pidato bahasa Indonesia tingkat SMP
2. Juara 1 tari tunggal tingkat SMA
3. -

E. Organizational Experience

1. Osis SMP Muhammadiyah Utan
2. Osis SMKN 01 Plampang
3. HMJ TBI UIN Mataram

Mataram,

Triyaartysyah



UPT PERPUSTAKAAN UIN MATARAM Sertifikat Bebas Pinjam

No.2520/Un.12/Perpus/sertifikat/BP/08/2023

Sertifikat Ini Diberikan Kepada :

TRIYAARTYSYAH
160107130

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.

Sertifikat ini diberikan sebagai syarat **UJIAN DISERTASI**.

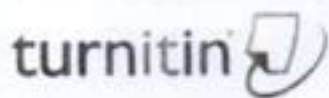
Perpustakaan UIN



UPT Perpustakaan
UIN Mataram

Alwaty, M.Hum

197808282006042001



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	Triyaartysyah 160107130
Assignment title:	BAHASA INGGRIIS
Submission title:	ANALYZING STUDENTS' ENGLISH LANGUAGE ACQUISITION M...
File name:	Thesis_Triyaartysyah.docx
File size:	133.52K
Page count:	53
Word count:	8,478
Character count:	47,281
Submission date:	04-Nov-2021 10:41AM (UTC+0800)
Submission ID:	1692563534

UNIVERSITAS ISLAM NEGERI
M A T A R A M

Perpustakaan UIN Mataram

ANALYZING STUDENTS' ENGLISH LANGUAGE ACQUISITION MANAGEMENT INSIDE AND OUTSIDE THE CLASSROOM AT MTS

ORIGINALITY REPORT

5%	5%	0%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.radenintan.ac.id Internet Source	1%
2	Submitted to UIN Maulana Malik Ibrahim Malang Student Paper	<1%
3	digilib.uinsby.ac.id Internet Source	<1%
4	repository.uin-suska.ac.id Internet Source	<1%
5	etheses.uinmataram.ac.id Internet Source	<1%
6	eprints.iain-surakarta.ac.id Internet Source	<1%
7	repository.uinbanten.ac.id Internet Source	<1%
8	repositori.uin-alauddin.ac.id Internet Source	<1%



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN

Kampus II : Jln. Gajahmada No.- Telp. (0370) 620783-620784 Fax. 620784 Jempong-Mataram

KARTU KONSULTASI

Nama : TRIYAARTYSYAH
Nim : 160107130
Pembimbing I : Prof. Dr. H. Muhammad, M.Pd, MS
Pembimbing II : Najamuddin, S.Pd., M.Hum
Judul : Analyzing Students' English Acquisition Management
Inside and Outside The Classroom at MTs.Al-Madaniyah
Jempong

No	Tanggal	Materi Konsultasi	Paraf
1	1/11/2021	Revisi sepuluh by terakhir grammar, menulis dan buku pedoman	
2	11/11/2021	Carabulun lefransi on by grammar by karyanya Kris	
3	9/11/2021	Langhaya sepuluh by by revisi karyanya dan Carabulun kullai Grammar	
4	19/11/2021	Carabulun on revisi on kullai Langhaya kullai ke Paul I	

Mataram, 19 - 11 - 2021

Pembimbing II

Najamuddin, S.Pd., M.Hum
NIP. 197401032007101001



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Gajah Mada No. 160 Jempang Baru Mataram Telp. (0370) 620783, 620784 Fax. 620784

KARTU KONSULTASI SKRIPSI

Nama : Triyaartysyah
NIM : 160107130
Pembimbing I : Prof. Dr. H. Muhammad, M.Pd, MS
Pembimbing II : Najamuddin, S.Pd., M.Hum
Judul Skripsi : Analyzing Students' English Language Acquisition Management Inside and Outside the Classroom at MTs Al-Madaniyah

NO	TANGGAL	MATERI KONSULTASI	PARAF
1	22/11/2021	perbaiki kesimpulan / sesuaikan problem statement perbaiki tulisan, punctuation, notasi perbaiki grammar lengkapi semua isi skripsi	
2	14/12/2021	perbaiki tulisan yang eror	
3	20-12-21	Skripsi AA/PA Disjika	

Mataram, 20-12-2021
Pembimbing I

Prof. Dr. H. Muhammad, M.Pd, MS
NIP. 196801051994031003