DIGITAL-GAME-BASED LANGUAGE LEARNING FOR

CHILDREN: A STUDY IN VOCABULARY DEVELOPMENT

A THESIS

In Partial Fulfillment of the Requirements for

the *Sarjana* Degree Majoring Linguistics in English Department

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Submitted by:

Chandra Nugraha P. P

NIM: 13020116120018

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PRONOUNCEMENT

The writer honestly confirms that he composes this thesis by himself and without taking any results from other researchers in S-1, S-2, S-3 and in diploma degree of any university. The writer ascertains also that he does not quote any material from other publications or someone's paper except from the references mentioned.

Semarang, 14th September, 2020

Chandra Nugraha P.P

MOTTO AND DEDICATION

The LORD himself goes before you and will be with you;

He will never leave you nor forsake you.

Do not be afraid; do not be discouraged.

Deuteronomy 31:8

If you can't get a miracle, become one.

Nick Vujicic

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This paper is dedicated to
the writer's beloved family and friends and
to everyone who had helped the writer accomplish this thesis

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APPROVAL

DIGITAL-GAME-BASED LANGUAGE LEARNING FOR CHILDREN: A STUDY IN

VOCABULARY DEVELOPMENT

Written by:

Chandra Nugraha P.P

NIM: 13020116120018

Is approved by the thesis advisor

On 14th September, 2020

Thesis Advisor

Dr. Catur Kepirianto, M.Hum.
NIP. 196509221992031002

The Head of English Department

Dr. Agus Subiyanto, M.A.
NIP. 196408141990011001

VALIDATION

Approved by

Strata I Thesis Examinator Committee

Faculty of Humanities Diponegoro University

On 17th November 2020

Chair Person

Dr. Oktiva Herry Chandra, M.Hum.
NIP. 196710041993031003

First Member

Mytha Candria, S.S., M.A.
NIP. 197701182009122001

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Finally, the writer hopes that this thesis will be of help for the reader who wishes to learn anything related to this research topic.

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Chandra Nugraha P. P

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LIST OF ABBREVIATIONS

DGBLL : Digital-Game-Based Language Learning

CALL   : Computer-Assisted Language Learning

SLA   : Second Language Acquisition

L1   : First Language

L2   : Second Language

EFL   : English Foreign language

SLL   : Second Language Learning

SLD   : Second Language Development

CA   : Contrastive Analysis

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ABSTRACT

In modern age, people can learn or acquire a second language with the help of technology. The development of technology allows people to create an application called Digital-Based Language Learning (DGBLL). An example of a game application used during research is Studycat's "Fun English". This thesis discusses the use of DGBLL in the learning of English vocabulary as a second language. This research is aimed to identify phonemes that are difficult to be pronounced by Indonesian children, to identify the supporting factors for second language acquisition, and to compare the results of before and after the use of DGBLL in children. The writer uses the purposive sampling method, participant observation or referred as the *Simak Bebas Libat Cakap* technique, and recording technique in collecting data. The recorded data will be analyzed in contrastive analysis method to investigate which phonemes are difficult for children to pronounce. There are three findings of the research. First, the findings show most of the children as subjects find it hard to pronounce the phonemes [ʤ]; [tʃ]; [ð]; [θ]; [æ]; [ʌ]. Second, the findings show that an essential part a second language learning is motivation to learn the language. Third, DGBLL is a useful tool to improve the subjects' English vocabulary.

Keywords: DGBLL, Second Language Acquisition, Contrastive analysis

CHAPTER I

INTRODUCTION

This introductory chapter consists of background of the study, research questions, objectives of the research, previous studies correlated to the subject of this research, scope of the research, significance of the research, and writing organization.

1.1 Background of the Study

In the modern world, there are many kinds of second language learning. We can learn speaking, translating, reading, writing, and many more. However, one of the most popular way of learning the second language in this era is by using digital games. Since many Second Language Acquisition researchers have begun to use traditional methods in psycholinguistics, they want to develop SLA. They, according to White (2003: 54), are more aware that acquiring target language involves second language knowledge (L2) and the ability to place that knowledge for use during real-time processing. This is answered in the evolutionary of Computer Assisted Language Learning (CALL), namely DGBLL. DGBLL is a tool that takes advantage of games as a medium for bringing the learning contents. It is all about influencing the power of digital games to attract and involve player for a specific purpose, such as to expand new knowledge and skills. In this approach, children can interact with online games that are dedicated to the world of education.

Digital-Game-Based-Language Learning is a software that utilizes the features of video and computer games to generate interesting and fascinating learning activities for specific aims, effects, and experiences. DGBLL is widely utilized in higher education, telecommunications, financial, healthcare sectors, manufacturing, energy or utilities, retail, pharmaceutical, public departments, hospitality, construction, computer technology, and computer software. Games are used mainly for entertainment.

Fun English by Studycat is an application that has received several awards, namely The Best Educational App 2017 by Tutora, Best Educational App and Learning Tools by Tutorfair, The Recommended Educational App Store, and many more. Fun English by Studycat is developed by a group of professional tutors who have begun to convert their classroom-tested literature studies to smartphones and tablets. Fun English integrates structured English lessons with interesting and enjoyable games. In each lesson Fun English teaches vocabulary. The example of the vocabulary concludes animals, colors, numbers, parts of the body, fruits, and more. Fun English uses female and male voices with both British and American accents. In Fun English songs are also used in the lessons. The game creates enjoyment and amusement as the motivating factor in language acquisition, mainly because songs can help children improve their pronunciation, listening, and speaking skills.

In the SLA approach, some methods of approach help to utilize the ability that might advance over what people can directly achieve both in speaking and developing vocabulary. Other than staying helpful in evaluating L2 ability, the

approach through online digital media is very important for the efforts of children's development in acquiring a second language. It is because, in this era, technology is one of the most important tools in developing human skills. Furthermore, this research is focused on how DGBLL affects the children while learning English as a second language.

1.2   Research Questions

The writer has formulated the following research questions:

1. What are the phonemes that children are unable to pronounce properly?

2. What are the factors that support children in learning a second language?

3. How do the results of the pre-test (before children learning using DGBLL) differ from those of the post-test (after children learning using DGBLL)?

1.3   Objectives of the Study

The objectives are to learn about the second language acquisition in children. The followings are the intentions of the writer's analysis:

1.   To discover the phonemes that children are unable to pronounce properly;

2.   To discover factors that support children in learning a second language;

3.   To discover the difference between the results of the pre-test (before

children learning using DGBLL) and the post-test (after children learning using DGBLL).

1.4 Previous Studies

The writer discovered some studies that discuss second language learning. The first study is an article "On the Effect of Playing Digital Games on Iranian Intermediate EFL Learners Motivation toward Learning English Vocabularies" by Nahid Shahriarpour and Zahra Kafi (2014). The objective of the study is to measure precisely how digital games can be combined into guided language education settings. The analysis in the study used digital games to increase English vocabulary. The writers used two analyses instruments to assemble data: interview and observation techniques. The writers interviewed twenty-five intermediate students. Fifteen out of twenty-five students were accustomed to the digital game, and the rest of the students were not provided with any information regarding the game. The result is digital games are improving student's motivation toward learning the language. It turns memorization learning to meaningful learning (integrate new knowledge with knowledge which is already in their cognitive structure to complete the task in game). It appears that digital games encourage students to stay motivated and interested in learning English.

The second study is an article entitled "Digital Gaming Trajectories and Second Language Development" written by Kyle W. Scholz and Mathias Schulze (2017). The study examines language learners taking part in the internet role-playing game "World of Warcraft". The aim of the study is to analyze

whether the language learners are able to perceive in-game language as a language that can be used in non-gaming context through the role of extramural digital gaming. The writers focused on the data samples in this observational research. The writers used a complex adaptive system as a technique in analyzing the data. The result is the language observed in the gaming setting is surely transferable to non-gaming meanings, especially if the meaning of the language is transferred exactly to every student within in-game experiences, as in a situation where students can implement their game play activities within the L2 in non-gaming settings.

The third study found is entitled "Digital Game-Based Language Learning in Foreign Language Teacher Education" written by Dr. Yunus Alyaz and Dr. Zubeyde Sinem Genc (2016). This research proposes an investigation in educational digital games in foreign language teaching, analyzing the reasons behind the pitfalls in applications, and finding out some serious game participation to develop pre-service teachers' professional language skills. This research method used a mixed research design. The primary grouping of the study information was used as the quantitative information. The data were collected through the vocabulary data check, including the answers concerning digital games' contribution to pre-service academics' professional development. The qualitative documents were gathered to support quantitative data. This research describes a great development in pre-service teachers' professional language abilities and attitudes against applying these games while teaching in the future.

The fourth study is an article entitled "The Effect of Computer Game-based Learning on FL Vocabulary Transferability" written by Stephan J. Franciosi (2017). This analysis is aimed at reports on two studies to look for PC game-based approaches toward foreign education. The theory of this analysis used computer game-based learning that may encourage many vocabulary learning abilities known in foreign education study. The findings provide information that computer game-based practice to foreign language learning in real classrooms can enhance learned vocabulary transferability.

The fifth study is a thesis entitled "Leveling Up Language Proficiency Through Massive Multiplayer Online Role-Playing Games: Opportunities for English Learners to Receives Input, Modify Output, Negotiate Meaning, and Employ, Language-Learning Strategies" by Daniel Hobson Dixon (2014). This research aims to understand the use of online video games better to improve the second language (L2) acquisition. The thesis uses a quantitative method. The analysis results suggest that MMORPGs are useful to L2 acquisition as a result of supply possibilities for L2 students to provide massive numbers of the outcome. Therefore, the development made with individual players could be one purposeful supply of information for alternative members. Input and output enabled for related communication, within which concentrate toward language kind, will cause modified-output. Moreover, players have the chance to barter feedback as a method to accomplish the game duty. The last game duties are comparable to tasks believed to obtain advantages in the L2 classroom.

In all previous studies shown to the writer that DGBLL is really useful to

help improve learning English as a secondary language for teenagers and adults. Meanwhile, in this research the writer will seek the answer to the question "Is it possible digital game-based language learning will help children in learning English as a secondary language?" It is due to all those participants in previous studies are teen and adult. This research also elaborates the phonology analysis of the children. In addition, this research also investigates other factors in second language learning.

1.5   Scope of the Study

The study is focused on Game-Based Research, which will be useful to educate the children. The contents of the game will be animals, colors, numbers, parts of the body, fruits, and many pictures. All the contents are basic of vocabulary that will be easy to learn and interested in children to play it. The participants of this study are five female children who have turned 8 or 9 years old. Before they learn through digital games tools, they will be given a pre-test. They also will be given another test after they learn digital games tools. After several processes of analysis, the research is then focused on the result.

1.6   Significance of the Study

This research will contribute to the study of the development of children in learning the second language instruments through Digital-Game-Based Language Learning as there are limited numbers of studies which involve children as the participants. This research will contribute to the improvement of

study in psycholinguistic. The writer hopes this research does not only contribute to the academic world locally but also worldwide, specifically in efforts of improving children's abilities in learning the second language through digital games as an instrument.

1.7 Writing Organization

The thesis will be systematically organized within the following five chapter:

CHAPTER I INTRODUCTION

The chapter contains the background of the study, the research questions, the purposes of the study, the previous studies, the scope of the study, the significance of the research, and the writing organization.

CHAPTER II THEORETICAL FRAMEWORK

The chapter elaborates some studies correlated with this thesis. It contains some definitions concerning second language acquisition, the factors involved in second language acquisition, some explanations of DGBLL, various investigations of the use of games for language learning, and the contrastive analysis.

CHAPTER III RESEARCH METHOD

The chapter explains the research method used in the research. It involves presenting the type of research, the

data, population, sample, and sampling technique, the method of collecting, and the method of analyzing the data.

CHAPTER IV FINDINGS AND DISCUSSIONS

The chapter consists of the findings and the discussion of the data analysis. It elaborates some phonemes that are difficult to pronounce by Indonesian children, the supporting factors for second language acquisition, and the comparison of the before and after the children learn using DGBLL.

CHAPTER V CONCLUSION

The section is the end chapter, which includes the conclusion of the research.

CHAPTER II

THEORETICAL FRAMEWORK

The chapter will contain theories correlated with the subject of this research. The writer uses the mentioned theories to help in analyzing the data. The chapter also explains the definitions concerning Second Language Acquisition, some factors involved in Second Language Acquisition, some explanations of DGBLL, the kinds of investigating the use of games for language learning, and contrastive analysis.

2.1 Second Language Learning or Acquisition

Language is the manner of expressing opinions and feelings in the pattern of signs, words, and symbols. Three of them are used to interpret the information. In learning language, there are two ways. The first is the language learned through the mother tongue, which is the language learned from what they speak and listen every day. The second type is called the second language. The second language is learned through the surrounding community and the environment. In learning the second language, first language ability is used by second language learners to support their target language (reading, writing, and speaking). This development is called language transfer. Transfer happens consciously while a conscious communication approach, wherever there is a gap in the learner's ability and unconsciously either because the correct form is unknown, however, it has been learned, it has not been wholly automatized (Benson, 2002: 69). According to Lakshmanan (1994: 19),

humans produce language through a deep structure that allows them to generate and transfer their own grammar to any other language. Since humans learn languages, they improve particular abilities. Naturally, they transfer the first language (L1) abilities learned within the second language (L2). O'Malley and Chamot (1990: 18) describe transfer as the use of previous linguistic or prior skills to assist comprehension or production.

There is a significant distinction between learning and acquisition. The word 'acquisition' points out to some progressive improvements of language ability by using it in spoken or informal circumstances between others who understand the language. The word 'learning' refers to a more conscious gathering of knowledge about language features, such as grammar and vocabulary, usually within formal settings. Another example for the case is that physics is learned but not acquired.

The elaboration of second language acquisition and learning explains comprehension, writing, and speaking another language fluently. A second language becomes a fundamental ability to communicate in today society. A child is experienced with acquisition activities, like taking a second language from a long time spent within interactions, regularly using the language, and learning from local language speakers.

2.2 Factors Involved in Second Language Acquisition

According to Ellis (1999: 484), intelligence, age, attitudes, aptitude, personality, motivation, and cognitive style, are categories of elements required in second language acquisition:

2.2.1. Motivation

One of the most influential elements in second language acquisition is motivation. According to Richards (1985: 185), motivation is an element that defines someone's passion for doing something. Students who wish to study are possible to gain more than those who do not. Each aspect of motivation and attitudes in SLA has been analyzed by Gardner and Lambert (1972: 348). Pasty and Ellis explain motivation into words of 'the learner's overall goal or orientation', and attitude as 'the persistence shown by the learner in an attempt for an intention' (Ellis 1985: 117; Patsy Lightbown at.al, 2000: 56). They discover two kinds of motivation:

1. Integrative motivation: A student learns language as a result of being curious about society and history from the target language.

2. Instrumental motivation: One of the student's goal is to study the second language with a certain purpose. As an illustration, people require that language to obtain any higher place, pass examinations, empower someone to understand an international publication, etc.

According to Ellis (1985: 61), motivation may additionally be identified as intrinsic and extrinsic. Intrinsically motivated actions have no visible award besides the exercise itself. Intrinsically motivated acts are arranged to bring specific mentally satisfying outcomes, namely feelings of capability and self-determination (Edward Deci, 1975, as quoted in Brown, 1994: 155). Extrinsically motivated acts expect a form of award, for example money, compliment, or positive feedback. Maslow (1970) and other researchers claim that intrinsic motivation leads to a more significant will to learn a foreign language, particularly in the continued learning

(Brown 1994: 75).

2.2.2. Attitude

Ellis (1985: 292) defines that attitude is a collection of beliefs regarding to factors like target language, history, culture, and schoolroom-only learning, the lecturers, and the learning duty. Language attitudes are the attitude that speakers of various languages have in other languages or their own language. According to Richards (1985: 155), expressions of negative or positive emotions towards a language might follow either difficulties or ease of learning, social status, importance levels, etc.

2.2.3. Age

It is frequently believed that children are more skilled in language attainment than adults. Nevertheless, solely the research conducted within naturalistic learning environments give some proof that encourages the opinion. The hypothesis of the critical period by Lenneberg suggests that during children's growth, there is a period when the language that can be acquired more quickly than that of any other period. Lenneberg stated that the critical period endures until adolescence and because of biological development, learning language can be more difficult after adolescence due to the brain's lack of skill and adaptation (Richards 1985: 68). Different researchers have additionally proven that students who begin learning a foreign language as children attain a more native-like accent than those whom start as adolescents or adults (Oyama, 1976; Asher and Garcia, 1969), and people are more advanced in the acquisition of grammar (Patkowski, 1980: 1990). The studies

regarding age issues which were reviewed by Ellis (1985: 107, Patsy Lightbown: 2000: 60), states that the beginning age of learning a language does not influence the route of SLA. However, there is a correlation within the time of study and the age of the students. Teenagers learn languages quicker than adults and children when structure and vocabulary are concerned.

2.2.4. Intelligence

Ellis (1985: 293) states that intelligence is a common skill to understand educational skills. Intelligence is also described and measured by concerning grammatical and logical-mathematical skills. Prosperity in life and success in education could be related to the results of IQ (Intelligence Quotient) test. This knowledge of intelligence presents a strong correlation between intelligence and acquisition of a foreign language, with educational abilities involved. Students with great IQ attain higher outcomes at language examinations. It is proved that intelligence will predict SLA's rate and success within the formal language schoolroom (Genesee, 1976: 278). "The capability to work well in standard intelligence examinations relates incredibly with school-related second language learning. However, it is irrelevant by teaching a second language for social and informal purposes" (Spolsky, 1989: 103). It is believed that any part of society is talented, and people can learn foreign languages with ease. It was discovered that students acquire a language among varying results even though they were at a similar age and were equally motivated.

2.2.5. Language Aptitude

Aptitude points out the learner's specific skills for studying a second language (Ellis, 1986: 293). Richards (1985: 154) defines that aptitude is a natural skill to study a language. He then adds that language aptitude means a believed mixture of varied skills, like the skills to analyze the tone pattern in an unfamiliar language, and the skill to acknowledge some linguistic uses of words in sentences. Learners are required to increase any particular skills that are important during studying languages. The preliminary experiments that measured aptitude are Carroll and Sapon's Modern Language Aptitude Test (1959) and Pimsleur's Language Aptitude Battery (1966). Carroll represents aptitude as a constant factor that cannot be practiced; this is separated from motivation, intelligence, and achievement. Aptitude means a capability that enables us to discover an L2 quicker and with less effort. He analyzes four elements in language aptitude: phonemic coding ability, grammatical sensitivity, inductive language learning skill, and memorization learning skill. The researcher agrees that it is required to enhance and advance further aptitude examinations, including communicative competence and cognitive skills. An individual with excellent language aptitude will learn a language faster and easier than those who have low language aptitude.

2.2.6. Learning styles

Cognitive style is additionally related to a learning style. This is a special approach within a student's attempts to study something. The distinctive second language learning learners might choose distinct explanations of learning difficulties. Several

students sometimes need to know the description of grammatical rules (audio learners); several can consider lettering sentences and words to help them to memorize (kinesthetic learners). Another can attain to identify things, and they will be enough while they are linked by images (visual learners) (Richards, 1985: 45). Ellis (1986: 299) declares that learning style or strategy accounts are how learners accumulate new L2 rules and modify existing ones. Keefe (1979), as quoted in Ellis 1994: 499) illustrated learning styles as "the individual psychological feature, affective, and physiological adaptations that give comparatively constant indicators regarding how students understand, cooperate by, and also answer the educational setting." Many factors can influence children's learning styles, including their genetics, history, and previous learning knowledge. When lecturers suit their teaching strategies to the students' learning styles, the learning process can be successful and students are more fascinated in the language. Reid (1987: 96) classified four learning modalities: visual (seeing), auditory (listening), kinesthetic (moving), or tactile (touching). Visual students discover by seeing, as they choose to study by visuals: images, wall shows, charts, videos. Auditory students discover by listening. They prefer oral instructions, like talking, playing dramas, discussing, and resolving obstacles through communicating about them and using rhythm and music as aids to memorize. Kinesthetic students study throughout moving and doing, and they study best while they are moving. Tactile students discover by touching, as they are learning while drawing and writing. They study great in hands-on actions like projects and presentations. According to Ellis (1985: 116), "the existing investigation result doesn't convincingly prove that it [cognitive style]

could be an influential factor where achievement is affected." It was observed that students perform distinct types of mistakes, depending on their cognitive style. Learning styles do not appear to conclude second language learning's potential success. However, a student presents numerous impressive approaches to accomplish the optimum outcomes. If learners are conscious of their learning style, they will be extremely motivated and positive attitudes are developed. Furthermore, they will probably to be successful in SLA.

2.2.7. Personality

A set of individual traits is referred as personality. This idea implies the difficulties of determining and measuring one's personality, because of its complex nature. Researches investigating personality traits are based on the belief that students bring the class their cognitive skills, and affective states that influence the method they acquire a language. Several of them have been discovered as advantages, while others are a barrier to achieving a second language. The numerous influential personality elements are empathy, risk-taking, self-esteem, inhibition, anxiety, and introversion or extroversion (Ellis, 1986: 119-121; Patsy Lightbown, 2000: 54).

2.3 DGBLL (Digital Game-Based Language Learning)

According to Kirriemuir & McFarlane (2004: 7), game-based learning is a method which includes gaming in the learning process activities. There is an encouragement towards other correlated exercises in the game-based learning, including learned as a wanted or unexpected result. That's the reason the writer uses

DGBLL as a particular theory. The emersion of the DGBLL is a large package tied to Computer-Assisted Language Learning evolution in comprehensive, marked by essential modifications toward technology, providing various extra steps regarding acquiring a second language technology-mediated means. According to Malone (1981: 334), in the 1970s, games as a platform for studying intrinsic motivation, are focused mainly on what makes games fun, rather than on what makes them educational. Teachers instantly perceived the potential of games as education media, and instructional technologists and educational theorists started analyzing the correlations within learning and playing in detail. According to Kaur & Geetha (2015: 44), 'gamification' should be considered instrumentation from which any approach can be benefited from the application of games in the classroom. Kaur & Geetha (2015: 45) 'gamification' must be regarded as instrumentation that any method can help apply games at the school. Another significant general distinction is that DGBLL only focuses on using digital games for learning goals.

DGBLL was carried from academic social needs and established from existence, including enormous method from the latest technology forms, significantly changing students' contemporary thinking patterns and motivation. According to Prensky (2001: 2), the term 'digital natives' originates from the people born in the 21st century who have begun using digital technology and comparing them with the rest of the people, who have been continuously adding technology to their lives. Consequently, it looks like innovative pedagogical systems and it has similar approaches to the one that are fundamental to educate and motivate modern children, which have been designated as digital natives.

2.4 Analyzing the Role of Games for Language Learning Purpose

Aside from the general explanations about the feature of DGBLL, the added differences should be presented while examining the use of games toward language learning goals. According to Sykes & Reinhardt (2012; 2014: 3), there are three differences in examining the use of games for language learning purpose:

2.4.1. Game-based Research.

In this type of research, game-based research is the one which is always used to analyze DGBLL. The use of this kind is for language learning purposes in educational games. Educative games put the learning ability at the fore, and then encircle it by game components to advance the enjoyable quality. According to Chik (2014: 86), an attractive graphical user interface can enhance students' memory while operating on in-game exercises on its most excellent basic level.

2.4.2. Game-enhanced Research.

In this type of research, game-enhanced research is created for enjoyment objectives. As an outcome, it is researched because the researcher's improvements implement toward the game to get advantageous to Second Language Development. According to Cornillie (2012: 258), commercially available vernacular games do not especially integrate an academic purpose-designed lessons to conduct learners' language learning activity. However, it gives a fascinating atmosphere that can

encourage language learning, mainly when the game is intensely filled with text from the target language.

2.4.3. Game-informed Research.

According to Reinhardt and Sykes (2012; 2014: 3), game-informed analysis combines the activities that are not indeed games, yet employs and strengthens game-like systems. It is not like other traditional game applications. These network applications try to mix the pedagogical realm of games designed for L2 learning with the cultural shift, which is outstanding in today's situations, such as Twitter and Facebook.

2.5 Contrastive Analysis

The critical features of which must be thought while discussing the impact the L1 to study a foreign language are contrastive analysis. According to Johansson (2008: 9), the contrastive analysis may be outlined "the systematic opposition within two or more languages, to describe language similarities and differences." The type regarding research sometimes contains an educational design. Moreover, this is regularly applied better to explain the students' accomplishments and choose better education substances for them. Once somebody acquired a foreign language that is normal to create grammar or pronunciation mistakes due to the first language's interference. This is where contrastive analysis is essential because it enables the lecturers and the students to be conscious regarding the existing distinction within two languages. It is used to study the right application of the foreign one

CHAPTER III

RESEARCH METHOD

Creswell (2003: 3) stated that a comprehensive framework or methodology should be selected to guide all research viewpoints. He also declared that an existing framework also allows researchers to keep their ideas in concepts adequately arranged within the literature and known by the public for further research. Another opinion by Sudaryanto (1993: 9) said that a method is a procedure that should be done when a technique is used to make the method. This chapter shows the research method in this thesis. The chapter consists of explaining the kind of research, data, population, sample, sampling technique, the method of collecting the data, and the method of analyzing the data.

3.1 Type of Research

In this study, the writer conducts a descriptive method, especially in longitudinal or developmental research methods. The developmental research method will require three months to collect the data. The writer uses developmental research because the main data used in this research is an understanding and an acquisition of the second language which take a process to do it.

3.2 Data, Population, Sample and Sampling Technique

The data of the study were obtained from the answers of the pre-test and the final test from 5 children; the writer also inspects the grammar and the pronunciation

of children when they pronounce the vocabulary as the phonology data. The material of the test will be in riddle pictures that are shown in the game. The populations of this research are 5 female children who have turned 8 to 9 years old. This study applies the purposive sampling method which uses 5 female children as the subject of the sampling technique. This is to find out the child's development in language learning before puberty.

3.3 Method of Collecting Data

The data will be taken from the pronunciation, pre-test, and post-test. IThe research applies participant observation or referring technique "Simak Bebas Libat Cakap" technique and recording technique. The writer will directly be involved in the learning process. In learning process the children will listen to a song for every topic of vocabulary, and then they will play a game. The game can be a puzzle, a riddle picture, and a task of composing vocabulary words. If the children cannot pass the game, the writer will explain to the children how to pass the game. It is necessary that the writer will help the subjects in each process since they are only children.

3.4 Method of Analyzing Data

In examining the data, the writer uses the Padan Referential method and Descriptive Qualitative method. The Padan Referential method is used for the part of articulatory phonetic. The Descriptive Qualitative method is applied to composed

data. After the data are composed, the writer will compare the data from the children.

The steps to analyze the data are:

1. Five children will get a riddle picture and they will learn with Digital Game Learning. In using DGBLL the children will hear the native pronunciation of every answer, before they use DGBLL, they get a pre-test to check their ability in knowing the vocabulary. After that, they play a game called "Fun English". After playing and learning in the game, they get another test.

Riddle Picture

2. The writer is involved in the process. The writer will see the development of every child and try to help them if they have some questions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains findings and discussion. The first section is the finding concerning the research. This explains the positive effect from DGBLL in learning a second language; some latter result indicates the mispronunciation of all children in speaking English vocabulary, the results of pre-test and post-test. In the case of mispronunciation, the observation reveals some interferences of those first languages in learning the second language. In the oral examination, this research was done in the concepts of phonology. In the present, the writer's review includes three lines, the error, the report, and the last is the correction for the error. The second section is the study discussion. This shows some description of the outcome of the research report.

4.1 Findings

In the finding, the writer finds three discoveries. First, the positive outcomes of the Digital Game-Based Language Learning, which impact learning a second language. Second, the mispronunciation when the respondent pronounces the vocabulary. The third finding of this research shows the result of pre-test and post-test. The first finding of the study shows that there are positive findings of the Digital-Game-Based Language Learning impact on learning second language.

Table 1. The Positive Findings of the DGBLL Impact on Learning Second
Language.

Positive findings
Increased new vocabulary
Motivation enhanced in learning Second language
Improvement in listening
Positive feedback from all children
Children's feedback shows enthusiasm and satisfaction in learning second language with digital game
The younger learner can learn the vocabulary quickly and easily

The second finding, the mispronunciation by the children. This finding
shows the amount of mispronunciation of children to speak the vocabulary topic.

Table 2. The Number of Mispronunciation word for Children.

Mispronunciation word in topic	Name Of Children				
	Aiko	Alea	Andien	Avara	Fanes
Animal	0	0	1	4	4
Fruit	1	0	0	1	1
School tool	1	1	1	1	4
Vegetable	0	1	0	4	1
Food	0	1	2	3	3
Sea animal	0	0	0	2	1
Clothes	2	0	2	0	2
Part of body	1	4	2	3	0
The house furniture	1	0	1	5	4
Family	0	1	4	2	1
Transportation	0	3	0	3	2
Sport	0	0	1	2	0
Total	6	11	14	30	23
Score : 140 : 14 = 10	134 : 14 = 9,5	129 : 14 = 9,2	126 : 14 = 9	110 : 14 = 7,8	117 : 14 = 8,2

The third finding is the pre-test and post-test scores in writing vocabulary.

Table 3. Pre-Test and Post-Test Scores

Name	Pre-Test score	Post-Test score
Aiko	11	99
Alea	17	92
Andien	23	85
Avara	19	86
Fanes	0,7	79

4.2 Discussion

In the discussion, the writer explains several elements. First, the writer analyzes some of the children's incorrect pronunciation of the vocabulary with contrastive analysis. Second, the writer describes the factors supporting the acquisition of a second language. Lastly, the writer elaborates the analysis of DGBLL in acquiring a second language, therefore answering all the research questions.

4.2.1 Contrastive Analysis

Contrastive analysis is used to describe the speaking skill analysis regarding phonology.

AIKO

Table 4. Aiko's Mispronunciation

No	Vocabulary	Error	Correction
1	*apple*	/ ˈəp əl /	/ ˈæp əl /
2	*rubber*	/ ˈruːb er /	/ ˈrʌb ər /
3	*dress*	/ dris /	/ drɛs /
4	*hat*	/ het /	/ hæt /
5	*head*	/ hid /	/ hɛd /
6	*refrigerator*	/ refrigerator /	/ rɪ ˈfrɪdʒ ə ˌreɪ tər /

Aiko is an 8-year-old child from Juwana, Pati, Central Java. She often speaks Indonesian but sometimes speaks Javanese too. Aiko learns English from English courses and the school. In table 4, it showed that Aiko had difficulties pronouncing the phoneme [æ] in *apple* and *hat* vocabulary. It is because Indonesian people only know a single vowel such as /i, e, ə, ȧ, o, u/. Next, in the phoneme [ʌ] in the *rubber* vocabulary, Aiko replaced it with phoneme [u:]; this is because the phoneme is not in Indonesian phonics, therefore with the habit of using Indonesian, Aiko used the phoneme [u:]. Next, the phoneme [ɛ] in the *dress* and *head* vocabulary; the phoneme in Indonesian can be an allophone phoneme with the condition that the phoneme [e] is pronounced [ɛ]. The phoneme [ɛ] is also close to the phoneme [i], which is an allophone that does not contrast in complementary distribution. In this case, Aiko did not realize that the Indonesian pronunciation that she uses everyday can influence her English pronunciation. Next, Aiko was unable to pronounce the *refrigerator* vocabulary correctly in English pronunciation, this is

because of the many syllables in the word, and therefore Aiko pronounces it using Indonesian sound.

ALEA

Table 5. Alea's Mispronunciation

No	Vocabulary	Error	Correction
1	*rubber*	/ ˈruːb er /	/ ˈrʌb ər /
2	*cabbage*	/ ˈkæb əg /	/ ˈkæb ɪdʒ /
3	*noodle*	/ ˈnud el /	/ ˈnud l /
4	*head*	/ hid /	/ hɛd /
5	*eye*	/ ay /	/ aɪ /
6	*ear*	/ er /	/ ɪər /
7	*finger*	/ ˈfɪn ger /	/ ˈfɪŋ gər /
8	*uncle*	/ uncle /	/ ˈʌŋ kəl /
9	*train*	/ traɪn /	/ treɪn /
10	*airplane*	/ ˈɛərˌplen /	/ ˈɛərˌpleɪn /
11	*bus*	/ bus /	/ bʌs /

Alea is a 9-year-old child from Juwana, Pati, Central Java. She often speaks Indonesian but sometimes speaks Javanese too. Alea learns English from English courses and the school. Alea, Aiko, Andien, Avara, and Fanes had some common mistakes in the pronunciation of *rubber* vocabulary. Furthermore, phoneme [dʒ] like in *cabbage* makes it difficult to pronounce words in which the phoneme is used in English because the phoneme does not exist in the Indonesian language. These difficult phonemes makes Indonesian children tend to replace it with the sound of their existing sound stock, for Alea replaced the phoneme with [g]. In other cases,

phoneme [ɪ] in the word *eye*, Alea unconsciously replaced it with phoneme [y]. This is because the phoneme [y] in Indonesian has a partial vowel sound included all glides from the vowel 'i' to the place of the following vowel. Next, the phoneme [ə] in the word *ear*, Alea replaced it with the phoneme [e] because she did not know the difference. These phonemes in Indonesian are two different phonemes because they contrast in a similar distribution. The phoneme [ŋ] word *finger* in English is a voiced nasal velar sound, which has similarities with the Indonesian phoneme, but because Alea did not realize it, she replaced it with [n] which is voiced nasal alveolar. In the phoneme [ʌ] in the word *uncle*, since it is known that the phoneme does not exist in Indonesian, she used phoneme [u] as a replacement. Next, the phoneme [e] in the word *train*, the phoneme is front, close-mid, half-closed, and unrounded, but Alea replaced it with the phoneme [a] which is an open center, and unrounded vowel. The phoneme [ɪ] in the word *airplane* was accidentally deleted. Furthermore, the phoneme [ʌ] in the word *bus*, Alea replaced it with the phoneme [u]. This is because of her habit of mentioning the word *bus* by using the phoneme [u].

ANDIEN

Table 6. Andien's Mispronunciation

No	Vocabulary	Error	Correction
1	*bird*	/ bɪrd /	/ bɜrd /
2	*rubber*	/ ˈruːb er /	/ ˈrʌb ər /
3	*rice*	/ raɪs /	/ raɪs /
4	*noodle*	/ ˈnud el /	/ ˈnud l /
5	*shirt*	/ ʃɪrt /	/ ʃɜrt /
6	*pant*	/ pant /	/ pænt /
7	*ear*	/ er /	/ ɪər /
8	*finger*	/ ˈfɪn ger /	/ ˈfɪŋ gər /
9	*chair*	/ car /	/ tʃɛər /
10	*grandmother*	/ ˈgren ˌmɔːð ər /	/ ˈgræn ˌmʌð ər /
11	*mother*	/ ˈmɔð ər /	/ ˈmʌð ər /
12	*aunt*	/ ant /	/ ænt /
13	*brother*	/ borter /	/ ˈbrʌð ər /
14	*archery*	/ arher /	/ ˈar tʃə ri /

Andien is a 9-year-old child from Juwana, Pati, Central Java. She often speaks Indonesian but sometimes speaks Javanese too. Andien learns English from English courses and the school. Andien had difficulties pronouncing phoneme [ɜ] in the word bird, phoneme [ɜ] in English is a front, open middle, unrounded vowel. At the same time, she replaced it with Indonesian phoneme [ɪ], which is front, middle high, unrounded vowel; in this pronunciation, Andien did not realize her mistake. Next, in the pronunciation of the phoneme [ɪ] in the word rice, Andien could not distinguish the English phonemes [ɪ] and [i] from the Indonesian phonemes, both of which are separate phonemes. The English phoneme [ɪ] is front,

near close, unrounded vowel, while [i] in Indonesian is front, close, an unrounded vowel. Once again, Andien had difficulty pronouncing phoneme [ɜ] in the word *shirt*, the phoneme [ɜ] was replaced by phoneme [i], which in Indonesia language is front, close, an unrounded vowel. Next is the pronunciation of phoneme [æ] in the word *pant*. As what happened with Aiko, Andien also had difficulty pronouncing the phoneme because the phoneme [æ] was unknown in the Indonesian language system. In English, the phoneme [tʃ] in words like *chair* and *archery* is voiceless palato-alveolar affricate. In Indonesian language, the phoneme is unknown. Therefore, Andien changed it to the sound of her sound stock by transferring the phoneme to phoneme [c] and [h], which are the palatal voiceless affricates and glottal voiceless fricatives. Next, Andien had difficulties pronouncing the phoneme [ʌ] because the phoneme is unknown in the Indonesian phonological system, Andien shifted the phoneme to phoneme [ɔ] which is back, open mid, rounded vowel. Finally, the phoneme which Andien had a difficulty to pronounce is phoneme [ð]. This phoneme is unknown in the Indonesian phonological sound and writing system, and this caused Andien to struggle in pronouncing it and made Andien divert the phoneme to phoneme [t], which is a voiceless alveolar plosive.

AVARA

Table 7. Avara's Mispronunciation

No	Vocabulary	Error	Correction
1	*bird*	/ bɪrd /	/ bɜrd /
2	*cat*	/ kat /	/ kæt /
3	*mouse*	/ mus /	/ maʊs /
4	*monkey*	/ ˈmʌŋ kɛy /	/ ˈmʌŋ ki /
5	*coconut*	/ ˈkoʊ kəˌnut /	/ ˈkoʊ kəˌnʌt /
6	*rubber*	/ ˈruːb er /	/ ˈrʌb ər /
7	*tomato*	/ tomato /	/ təˈmeɪ toʊ /
8	*potato*	/ potato /	/ pəˈteɪ toʊ/
9	*celery*	/ ˈkɛl ə ri /	/ ˈsɛl ə ri /
10	*cabbage*	/ ˈcab ɪdʒ /	/ ˈkæb ɪdʒ /
11	*noodle*	/ ˈnud el /	/ ˈnud l /
12	*cheese*	/ tʃize /	/ tʃiz /
13	*bread*	/ bred /	/ brɛd /
14	*crab*	/ crəb /	/ kræb /
15	*shark*	/ ʃerk /	/ ʃark /
16	*hair*	/ hair /	/ hɛər /
17	*mouth*	/ mous /	/ maʊθ /
18	*finger*	/ ˈfɪn ger /	/ ˈfɪŋ gər /
19	*chair*	/ cair /	/ tʃɛər /
20	*table*	/ ˈta bəl /	/ ˈteɪ bəl /
21	*refrigerator*	/ refrigerator /	/ rɪˈfrɪdʒ əˌreɪ tər /
22	*bathtub*	/ bet tub /	/ ˈbæθˌtʌb /
23	*lamp*	/ lamp /	/ læmp /
24	*aunt*	/ aut /	/ ænt /
25	*brother*	/ broter /	/ ˈbrʌð ər /
26	*car*	/ car /	/ kar /

27	*train*	*/ traɪn /*	*/ treɪn /*
28	*truck*	*/ truk /*	*/ trʌk /*
29	*baseball*	*/ ˈbasˌbɔl /*	*/ ˈbeɪsˌbɔl /*
30	*archery*	*/ ˈar cri /*	*/ ˈar tʃə ri /*

Avara is a 9-year-old child from Juwana, Pati, Central Java. She often speaks Indonesian but sometimes speaks Javanese too. Avara learns English only from school. In saying phoneme [ɜ] on the word *bird*, Avara had difficulties in pronouncing it. The phoneme [ɜ], which is the front, open middle, unrounded vowel was accidentally replaced with Indonesian phoneme [ɪ], which is front, middle high, an unrounded vowel. In the pronunciation of phoneme [æ], Avara did the same error as Andien and Aiko. Avara had difficulties to pronounce phoneme [æ] in words like *cat, cabbage, bathtub, lamp, and aunt*. Because the phoneme is unknown in the Indonesian language system, Avara accidentally shifted it with phoneme [a], which is a front, open, unrounded vowel. Next, in the pronunciation of the word *mouse*, Avara removed the phoneme [a]. In contrast, in phoneme [ʊ], Avara replaced it with phoneme [u]; this is because Avara could not distinguish the two phonemes and was familiar with phoneme [u] in Indonesian. Next, in the pronunciation of *monkey*, Avara accidentally shifted the phoneme [i] with the Indonesian phoneme diphthong [ɛy]. In the pronunciation of *coconut* and *rubber*, Avara accidentally replaced phoneme [ʌ] with phoneme [u]. It is because phoneme [ʌ] is unknown in Indonesian phonological system. Next, in the vocabulary pronunciation of *tomato* and *potato* Avara only used the phonemes available in Indonesian phonemes. In the pronunciation of the word *celery*, Avara shifted the phoneme [s], which is voiceless

fricative alveolar to Indonesian phoneme [k], voiceless plosives velar, this is because Avara did not know the correct pronunciation of *celery*. Next, in the pronunciation of *noodles*, Avara accidentally added phoneme [e] between phoneme [d] and [l] this to make it easier for her to pronounce *noodles*. In the pronunciation of *cheese*, Avara added phoneme [e], Avara considered it like the pronunciation in Indonesian, which says the final letter of *cheese*. Next, in the pronunciation of phoneme [ɛ] in the word *bread*, she shifted it with phoneme [e]; this is because phoneme [e] in Indonesian is a front, close-mid, unrounded vowel. In contrast, phoneme [ɛ] in English is a front, open mid unrounded vowel, the two sounds are almost similar, and Avara did not know the difference between the two phonemes. Next, Avara had difficulties pronouncing phoneme [k] in the word *crab*, and she replaced it with phoneme [c]. This is due to her ignorance in pronouncing the word *crab* correctly. Next, in the pronunciation of phoneme [ɑ] on the word *shark*, which is back, open, rounded vowel, Avara accidentally replaced it with the letter [e] which is front, a close-mid, unrounded vowel. Next, Avara had difficulty pronouncing two phonemes [ɛ] and [ə] in the word *hair*; this is because she rarely speaks English and has made Avara replace it with the Indonesian phonemes [e] and [i]. Next, similar to the pronunciation of phoneme [ʊ] in a *mouse*, Avara could not distinguish phoneme [ʊ] in *mouth* and she used the phoneme [u] instead. Avara also had difficulties in pronouncing phoneme [θ] in the word *mouth and bathtub*; this is because the phoneme does not appear in the Indonesian language system. Avara replaced it with phoneme [s] in the word *mouth* and [t] in the word *bathtub*. In the phoneme [ŋ] word *finger* in English is voiced nasal velar sound, which has

similarities with the Indonesian phoneme. Still, Avara did not realize it, and she replaced it with [n], which is voiced nasal alveolar. Next, in the pronunciation of the phoneme [tʃ] in words *chair and archery* is voiceless palato-alveolar affricate. Still, in the Indonesia language, the phoneme is unknown. Therefore, as Andien did, Avara also changed it to the sound of her sound stock, where she shifted the phoneme [tʃ] to phoneme [c] which is a palatal voiceless affricate. Furthermore, in the pronunciation of the word *table and baseball*, Avara did not know that the pronunciation of the word contained phoneme diphthong [eɪ]. She replaced it with phoneme [a], which is a front, open, unrounded vowel. Avara had difficulties pronouncing the word *refrigerator* properly due to the many syllables that she pronounced. Avara used the sound of Indonesian pronunciation to make it easier for her to pronounce the word. Next, Avara also had difficulties in pronouncing phoneme [ð] in the word *brother*. This phoneme is unknown in the Indonesian phonological sound and writing system. This phoneme caused Avara to struggle in pronouncing it and she diverted the phoneme [ð] to phoneme [t], which is a voiceless plosive alveolar. Next, in the pronunciation of phoneme [k] in the word *car*, which is voiceless plosives velar, Avara accidentally replaced it with Indonesian phoneme [c], a palatal voiceless affricate. Next, in the pronunciation of the word *train*, Avara replaced phoneme [e], which is front, close-mid, and unrounded vowel to phoneme [a], which is an open, central, and unrounded vowel. Avara changed it because she did not know. The phoneme [ʌ] in the word *truck* is back, open mid, rounded vowel, Avara replaced it with the phoneme [u], which is

a back close rounded vowel. This is because of her habit of mentioning the word

truck by using the phoneme [u].

FANES

Table 8. Fanes's Mispronunciation

No	Vocabulary	Error	Correction
1	*bird*	/ bɪrd /	/ bɜrd /
2	*lion*	/ ˈli ən /	/ ˈlaɪ ən /
3	*tiger*	/ ˈti gər /	/ ˈtaɪ gər /
4	*cat*	/ ket /	/ kæt /
5	*grape*	/ grep /	/ greɪp /
6	*book*	/ bɔk /	/ bʊk /
7	*rubber*	/ ˈruːb er /	/ ˈrʌb ər /
8	*paper*	/ ˈpa pər /	/ ˈpeɪ pər /
9	*crayon*	/ ˈkrayon /	/ ˈkreɪ ɒn /
10	*tomato*	/ tomato /	/ tə ˈmeɪ toʊ /
11	*noodle*	/ ˈnod el /	/ ˈnud l /
12	*cheese*	/ ches/	/ tʃiz /
13	*bread*	/ brəd /	/ brɛd /
14	*dolphin*	/ dol fin /	/ ˈdɒl fɪn /
15	*skirt*	/ skirt /	/ skɜrt /
16	*dress*	/ dris /	/ drɛs /
17	*chair*	/ cair /	/ tʃɛər /
18	*computer*	/ komputer /	/ kəm ˈpyu tər /
19	*refrigerator*	/ refrigerator /	/ rɪ ˈfrɪdʒ ə ˌreɪ tər /
20	*bathtub*	/ bath tub /	/ ˈbæθ ˌtʌb /
21	*brother*	/ brater /	/ ˈbrʌð ər /
22	*bus*	/ bus /	/ bʌs /
23	*truck*	/ truk /	/ trʌk /

Fanes is a 9-year-old child from Juwana, Pati, Central Java. She often uses Indonesian but sometimes uses Javanese too. Fanes learns English only in school. Fanes had the same difficulty as Andien and Avara, in pronouncing phoneme [ɜ] on the word *bird*. The phoneme [ɜ], which is front, open middle, unrounded vowel, was accidentally shifted to Indonesian phoneme [ɪ], which is front, middle high, an unrounded vowel. Next, in the pronunciation of *lion* and *tiger*, which should be pronounced using diphthong [aɪ] Fanes unintentionally shifted the diphthong with monophthong [i]. It was because Fanes could not recognize the differences in diphthongs that she heard in English and Indonesia language. Next, the phoneme pronunciation [æ] of the word *cat* and *bathtub* Fanes had the same errors as Andien, Avara, and Aiko. Fanes struggled in phoneme to pronounce [æ] in the word *cat*. It is because the phoneme is unknown in the Indonesian language system; therefore, Fanes shifted it with phoneme [e], which is front, close middle, an unrounded vowel. Next, in the pronunciation of *grape*, *paper*, and *crayon* Fanes had the same error as the pronunciation of *lion*, which caused Fanes to not recognize the diphthongs [eɪ] in the *grape*, *paper*, *crayon* vocabulary and unintentionally switched them with monophthong [e] on *grape* and [a] on *paper* and *crayon*. Next, Fanes had difficulties with the pronunciation of phoneme [ʊ] in the word *book*, which is near back, near close, rounded vowel. Fanes unintentionally switched it to the Indonesian phoneme [ɔ], which is back, open mid, rounded vowel. Next, in pronouncing the word *rubber*, Fanes accidentally shifted phoneme [ʌ] with phoneme [u]. It is because phoneme [ʌ] is unknown in the Indonesia language. Next, Fanes had two difficulties in pronouncing the word *crayons*. First, due to

diphthong [eɪ] and second due to phoneme [ɒ]. In Indonesia, language phoneme [ɒ] is an allophone phoneme [o], Fanes could not distinguish the phoneme [ɒ] and [o]. It caused Fanes shifted to phoneme [o]. This pronunciation of *crayons* in Indonesian is also not much different, and for Fanes, this is familiar with pronunciation in the Indonesian language. In the vocabulary pronunciation of *tomato*, Fanes pronounced it in Indonesian speaking style in which all phonemes used are Indonesian phoneme. Next, in the word, *noodle* Fanes added phoneme [e] before phoneme [l], and she unconsciously replaced phoneme [u] with phoneme [o]. Next, English phoneme [tʃ] in the words *cheese* and *chair* are voiceless palato-alveolar affricate, but in Indonesian, the phoneme is unknown. Therefore, Fanes changed it to the sound of her sound stock. She transferred it to phoneme [c] and [h] which are the palatal voiceless affricates and glottal voiceless fricatives. Next, in the pronunciation of phoneme [ɛ] in the word *bread*, Fanes shifted to phoneme [ə]. It is because phoneme [ə] in Indonesian is neutral, mid vowel, whereas phoneme [ɛ] in English is front, open mid, unrounded vowel. The two sounds are almost similar, and Fanes did not know the difference between the two phonemes. Next, Fanes had difficulties pronouncing phoneme [ɒ] on the *dolphin* word. In Indonesian, phoneme [ɒ] is an allophone phoneme [o], and Fanes could not distinguish the phoneme. Instead, she shifted the phoneme [ɒ] to the Indonesian phoneme [o]. Next, Fanes had the same errors as Andien and Avara. Fanes had difficulties in pronouncing [ɜ] on the word *skirt*. Phoneme [ɜ], which is front, open middle, unrounded vowel was accidentally shifted to the Indonesian phoneme [i] which is the front, close, an unrounded vowel. Next, in the pronunciation of *computer*, Fanes used Indonesian pronunciation. In

Indonesia, the translated word for *computer* is available, with which Fanes was already familiar. Next, Fanes had difficulties pronouncing the word *refrigerator* correctly because of the many syllables in the word. Fanes used the sound of Indonesian pronunciation to make it easier for her to pronounce the word. Next, Fanes had one more difficulty with phoneme [θ] in the pronunciation of the word *bathtub*. Fanes had the same error as Avara, and this is because the phoneme does not appear in the Indonesian language system, making Fanes shift it with phoneme [t]. Next, the phoneme that caused Fanes struggled to pronounce is phoneme [ð] in the word *brother* because this phoneme is not in the Indonesian phonological sound and writing system, and caused Fanes to shift it into the phoneme [t], which is voiceless plosives alveolar. Next, the phoneme [ʌ] in the word *bus* and *truck* is back, open mid, rounded vowel, and Fanes shifted it with the phoneme [u] which is back, close, rounded vowel. This is because of her habit of mentioning the word *bus* and *truck* by using the phoneme [u] in the Indonesian Language.

4.2.2 Description of Supporting Elements in the Acquisition of a Second Language

There are several essential supporting elements in acquiring a second language, like language attitude, motivation, age, intelligence, language aptitude, personality, and learning styles. The writer will describe one by one of the supporting factors of children in acquiring a second language.

4.2.2.1. Motivation

In this research, motivation is an important key in acquiring second language vocabulary. During the three months of research, the writer perceives motivation as the main factor that enables the children to absorb and understand English vocabulary. Motivation itself determines the level of active involvement of children in the acquisition of L2. According to Oxford & Shearin (1994: 23), many analyses show that motivation instantly controls how frequent people practice L2 learning approaches, how many people communicate with a native speaker, and how many people continue to keep L2 abilities when the language education process is over. On the contrary, in the case of learning without sufficient motivation, even people studying in the most reputable colleges cannot fulfill long-term intentions. There is no appropriate curricula and excellent guidance which is suitable for each personality to establish the scholars' accomplishments (Dörnyei & Csizér, 1998: 203).

There are several types of motivation to achieve goals, and one of which is instrumental motivation that arises in children during three months of research. This happens because children are curious to know the meaning of the vocabulary displayed in the game, which is required for them to reach the next level. Motivation can also be identified whether it is intrinsic or extrinsic (Ellis, 1999: 514). The writer identifies that in the case of acquiring the second language, children's motivation is extrinsic. The motivation comes from the writer because the writer gives praise to children who have completed the game levels. All children get praised, as an action of reward makes children happier in the process of acquiring

a second language. Besides the praise, the children also agree to continue contributing to the research because the writer is friendly and has patience while teaching them, as children need extra time to understand the lessons.

4.2.2.2. Attitudes

Based on an analysis of children's attitudes towards language learning, it was found that all children had positive attitudes and achieved high scores on the writing vocabulary post-test. It is clear that children's attitudes towards language learning greatly influence writing vocabulary comprehension. Concerning the finding, attitude toward language acquisition is among the most essential in second language acquisition that establish students' progress. The factor also leads toward each achievement or failure within these language studies, including understanding vocabulary. It is because of the learners' attitudes through the knowledge condition contribute over the children progress work against their present-ability including more entering greater education levels.

Learner's attitudes against the learning condition actually could be obtained within their assessment subject, lecturer, the text, and the education setting. To improve these children's attitudes over language knowledge, the writer must provide a comfortable, supportive, and delightful atmosphere while studying. It is crucial to consider this factor to create children's confident attitude towards the English language acquisition process.

It is not only the writer's effort to create a comfortable atmosphere in learning languages that is required, but in-game applications are also suggested to provide entertaining content. It can add some values in improving children's attitudes in learning a second language. If the enhancement of learning languages has been achieved by children's attitude, they will find it comfortable to enforce themselves among the material. It is stated that learner's attitudes to language learning impacts second language success (Ellis, 2008: 287).

4.2.2.3. Age

In acquiring a second language, age becomes one factor of children in terms of the speed of learning and absorbing second language vocabulary. It naturally happens because if we talk about age, we will also talk about brain nerve development.

In this study, there are five children observed and one of them is younger than the other four children. The name is Aiko. She is eight years old while the other children are nine years old. Even though she is only one year younger than other children, Aiko achieved the best result in the post-test with the score of 99. In the process of acquiring a second language for three months, Aiko quickly absorbed the new vocabulary that she did not know about, which was due to the critical period before puberty. According to Fromkin, Rodman, & Hyams (1983: 67), a critical period is assigned to a special period from individual growth, allowing characters to obtain a language in general surroundings, quicker and more comfortable without external interruption and set education. Besides that, Lenneberg said language

acquisition could be caused by "maturational processes," Lenneberg implies the adjustment or shift that appears or develops is because of changes inside the person, not because of their nearby environment. (Lenneberg, 1967: 125). Lenneberg statement interspersed with four characters as the basis for maturation processes that is "gradual unfolding of capacities," "connection of the environment to the age of onset," "the role of utility in the onset of speech," and "the importance of practice for the onset of speech." Those four characters occur to all children, but four maturational processes in 3 children, namely Aiko, Andien, and Alea, are more often done. They learn English more often in tutoring and school environments and even more in game applications, while the two children, namely Avara and Fanes, only study at school.

Therefore, in this study, it can be seen that age can be a factor in how quickly children are in learning a second language, with the supporting amount of exposure to the language.

4.2.2.4. Intelligence

Intelligence and language aptitude almost have the same definition. Every individual human has a unique profile of intelligence. Intelligence is the ability to think, solve problems, adapt to new environments, and observe from experience. Intelligence is influential in acquiring a second language because it affects a system of communication that frequently uses symbols to form meaning. Language offers

us the skill to communicate our intelligence to others by writing, talking, and reading. Intelligence can be enhanced by education.

According to Howard Gardner, there are eight specific intelligences, that is "Musical Intelligence," "Spatial/visual intelligence," "Logical-mathematical intelligence," "Bodily-kinesthetic intelligence," "Intrapersonal intelligence," "Interpersonal intelligence," "Naturalistic intelligence," and the last "Linguistic intelligence". In this study, the writers observed at children's intelligence from linguistic intelligence, which in this study needed the ability to speak and write the English language vocabulary correctly.

In the findings of the research score presented in Table 2 and 3, the writers assume that children's intelligence in correct vocabulary writing is already excellent. It is because there is a significant increase in post-test scores that they are quite good at learning new vocabulary which has not been taught in their school environment. The pronunciation skills of some children, such as Aiko, Alea, and Andien had been excellent even though there were some mispronunciations, and their mistakes could be corrected by continuous repetition. While some children, such as Avara and Fanes, got only enough scores from the writer. This was because they were having quite a difficult time to say some vocabularies; this could be provoked by numerous circumstances, like not enough exposure to second language. In this research study, the writer states that intelligence plays an important role because without this factor, the writers will have difficulties in assessing the subjects.

4.2.2.5. Language Aptitude

Language aptitude assigns to the talent that an individual has for learning languages. This talent is usually evaluated using formal aptitude tests that predict the candidate's success rate when learning a new language. The native nature of aptitude is in distinction to intelligence, which represents an ability that is gained. Aptitude means a natural capacity, talent, or ability to do something. Having a high aptitude means that an individual has the capacity to do greatly at something.

When mastering second language acquisition, aptitude points to predictions of how accomplished an individual is in learning a second language in a specific time and condition. It means that talent is not considered conclusive on the success of students in learning the target language but it describes why some children can learn faster than others.

In this research, children can absorb English vocabulary as a second language very well because of motivation from within themselves, praises, and fun learning through digital game applications. This is also supported by the sound of the digital game application, which can help to practice the children's listening skill in understanding how to speak English correctly. It is because, according to Pimsleur (1996: 182), there are three aptitude components, namely verbal intelligence, motivation in learning languages, and auditory ability.

4.2.2.6. Learning style

Learning style can be interpreted as the concept that each individual is different in terms of the preferred method of learning instruction or learning method that is most effective for them. Learning style is a way for children to respond and use stimuli in the context of learning continuously and consistently. According to Kinsella (1995, quoted by Wong and Nunan 2011: 145) style is a personal character, habitual, chosen method of understanding, processing, and maintaining current knowledge and abilities.

Before the 3-month research, the writers observed the children's learning styles in learning new things using reading and writing styles. This is because they were familiar with the methods they always used at school or at home. With reading and writing methods, they sometimes felt bored. Therefore writers tried to manifest new learning style for the children by adding second language vocabulary through a digital game application called "Fun English", where they can learn language vocabulary from audio and visuals. In learning through digital applications, they can see visual images from the meaning of vocabulary. Also, they can practice to correct pronunciation through sounds that comes out of the game application. During three months, they used the learning method through digital game applications, and the result, there were developments in the acquisition of a second language. This enables digital games to become a new way to learn in more exciting and innovative ways to absorb and develop knowledge.

4.2.2.7. Personality

Personality has an impact on second language learning. It is considered that an individual's personality is important in the process of delivering and receiving messages through language. According to Allport (1937: 48), personality indicates the dynamic system inside each distinctiveness of the psychophysical systems that define characteristic personal habits and studied processes. During the 3-month observation, the writer looked at several personality elements that emerged in children when learning a second language, such as the tendencies of extroverted or introverted personalities, risk-taking, inhibition, self-esteem, and anxiety.

The writers see that some children, such as Alea, Andien, Avara, and Fanes are extroverted. This is because they are more active in learning and easily communicate with each other. Meanwhile, the writer see Aiko as introverted. Aiko is quieter, and only speaks when the writers tries to ask questions. However, in the final results of the post-test, Aiko was excellent in speaking and writing. According to Kayaoğlu (2013: 819), introverts are described as working more extra in cognitive approaches (like examining appearance, applying logarithms and patterns, replicating), and formally exercising more with tones and lettering practices than the extrovert learners.

Self-esteem refers to how individuals can be confident in themself that they can use a second language. Brown (1994: 137) defines self-esteem as an attitude regarding support or rejection, and designates that degree to which a character

believes themself to be able, meaningful, prosperous, and excellent. Self-esteem itself can be assessed from oral production which, according to Table 2, three children are more confident when saying vocabulary, while the other two children are still doubtful.

Inhibition points to the level that a person enables their ego boundary to be open to a new set of ability and value systems. Inhibition occurs when the writers make children speak vocabulary, almost all children do not want to say, because they are afraid of being wrong. In dealing with this, the writer sees motivation as the best thing to make children can learn and acquire a second language.

Risk-taking is a quick action where the individual does not have much time to look at the dictionary to see how to pronounce the vocabulary accurately or see the correct vocabulary writing. In this study, risk-taking is assessed from the post-test results, which only takes 10-15 minutes. The children's result in risk-taking is perfect for they are able to get good scores despite not knowing the materials before.

If self-esteem is a form of self-confidence, anxiety is the reverse of self-esteem which cause an individual to be anxious. Horwitz, et al. (1986:125) states, "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". During this research, the writers took the anxiety seen around the children's environment into account. This is because the competitive environment can form anxiety. Pressures from the learning environment can frustrate children.

4.2.3. Analysis of DGBLL in Acquiring a Second Language

DGBLL in the context of this study is a game-based research which targets games that aims to educate children by increasing vocabulary. There were five children involved in the research. Previously, they were given a pre-test by the writer to measure their abilities before using DGBLL. In this study, the test is about writing skills in vocabulary words. The writers assessed the children's results on the pre-test and post-test, and the scores are taken from the number of correct answers in writing the English vocabulary words. Every subject has to follow the pre-test and post-test. The outcome of each tested student can range from 1 to 100 points. The writer uses vocabulary words as the materials for the test because vocabulary is very influential in writing, speaking, listening, and reading in second language. Another reason is that without vocabulary, we cannot make a sentence, as vocabulary can be organized to become meaningful sentences. Vocabulary is a fundamental element of English lessons. According to Richard and Renandya (2000: 225), "Vocabulary is an essential element of language ability who also gives complete foundation concerning how properly students speak, listen, read and write." The writer will see how many range of scores are obtained before and after the learning. The results collected will be used to measure the learners' improvement after receiving treatment.

The result of the test is quite impressive. The writer stated that DGBLL had many positive effects related to the acquisition of second language vocabulary. It is supported by the results obtained along three months of observation, which shows that the pre-test is valued at 15,4% meanwhile the post-test score is valued 88,2%.

It means that the range of scores increases by 72.8%. It is because the impact of learning effects using DGBLL is significant in increasing learning motivation. The motivation comes from the application of DGBLL. By providing fun English learning, DGBLL makes children very happy to learn English, it is because in using DGBLL they like the animation, the animation looks real, and the game is played so variedly.

The writer stated that before the children learn with DGBLL, they only acquire a little number of vocabularies. After they learn with DGBLL, they can acquire many vocabularies. It is because the children enjoy the animation, and in the "Fun English" application, children also practice listening. They practice by listening to a song that already exists in each topic. The song helps the children understand the correct pronunciation of words. According to Džanić (2016: 42) a song's rhyming words encourage children to sharpen their skills of pronouncing them accurately, it is means rhythm that verses of a song include advantages to the improvement of children's language fluency. Meanwhile, Maess et al. in Setia (2012: 271) stated that neurologist have also discovered that music and language processing happen within the similar brain area. There are similarities found in how linguistic syntax and music are processed. Therefore, besides being helpful for learning the correct pronunciation of words, songs make it easier to memorize vocabulary. It means that this study proves that children can learn many more vocabulary by the help of DGBLL.

The writer sees the digital game as an entertainment and learning tool. In this case, the writer sees that before children learn with the DGBLL, they often use

traditional methods such as learning with books or listening to their teacher. It tends to cause children to get easily bored. One of the essential findings of this research is that children had a huge motivation and enjoyment during the learning process with DGBLL, and it significantly affected students' learning performance. It means that learning with DGBLL makes it fun for children in learning a second language. Children perceived the digital game utilized in our study as fun to play, and it is worth to play again as it is helpful in measuring their progress in language learning without harming their sense of enjoyment. In this study, it is concluded that DGBLL also helps younger children to obtain and remember vocabulary quicker and easier. It is advised that school teachers use DGBLL as a teaching media and use it as a reference to create more creative and fun learning methods in learning activities.

CHAPTER V

CONCLUSION

In this chapter, the writer concludes the analysis outcomes, which have been presented in the earlier section. The conclusion will be divided into three parts. First, the results of the contrastive analysis, second, the results of the second language acquisition supporting factors, and third, the results of DGBLL.

First, after doing a contrastive analysis, the writer discovers several certain English phonemes which are very difficult to pronounce by Aiko, Alea, Andien Avara and Fanes. The phonemes are [ʤ]; [tʃ]; [ð]; [θ]; [æ]; [ʌ]. Children will tend to replace these phonemes with the phonemes of their sound stock.

Second, there are several supporting factors in acquiring a second language, namely motivation, language attitude, age, intelligence, language aptitude, learning styles, and personality. From these seven supporting factors, motivation has such a significant impact. Motivation can improve a child's mood and make children more engaged in second language acquisition.

Finally, in this three-month research, DGBLL gave impressive results. The average score of children after using DGBLL is increased by 72.8%. It proves that DGBLL is very useful in improving children's English vocabulary. It is because DGBLL increases children's learning motivation, leading the children to be delighted to learn English.

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APPENDIX

Data Pre-Test:

ANIMALS (Hewan)

ANIMALS (Hewan)

Alea (Katalan)

gajah	babi	burung
Singa	Harimau	kucing
ikan	tikus	beruang
monyet	kelinci	anjing

ANIMALS (Hewan)

Name : Aurora Zamanda Putri (Silahkan)

Gajah	Babi	Burung
Singa	Harimau	Kucing
Monyet	Kelinci	Anjing

ANIMALS (Hewan)

Anim (whatever)

gajah	babi	burung
singa	harimau	beruang
ikan	kadal	kucing
monyet	kelinci	anjing

FRUITS (Buah-buahan)

Nama Lain (sebelum)

Air	Jambu Biji	Semangka
Anggur	Apel	Pisang
Mangga	Strawberi	Kelapa
Belimbing	Nenas	Leci

FRUITS (Buah-buahan)

Jeruk	Pepaya	Semangka

FRUTTS (Buah-buahan) Fanel (Sebelum)

Pir	Jambu biji	Semangka
anggur	Apel	Pisang
Mangga	Strobuci	Pepaya
Kiwi	nanas	teri

FRUTTS (Buah-buahan)

Jeruk	Pepaya	Semangka

FRUITS (Buah-bnahan)   Alko (Sebelum)

	jambu biji	Semangka
anggur	epal	pisang
mangga	strawberi	kelapa
belimbing	nanas	tebu

FRUITS (Buah-buahan)

buah	mangga	Semangka

FRUTTS (Buah-buahan)   Name - Aime Zairote Asri

B	Jems Beli	Semple
Anggur	Apl	Pear
		(buah kepal)
Mangga	Salatan	Kepala
Bintang	Nenas	Lori

FRUTTS (Buah-buahan)

Jet bet	Pepaya	Semangka

FRUITS (Buah-buahan)   / Fridise (video)

pir	jambu biji	Semangka
anggur	apel	pisang
mangga	strawberi	kelapa
blueberry	nanas	leci

FRUITS (Buah-buahan)

Jeruk	Pepaya	Semangka

School Tools (Peralatan Sekolah) *Andian (teaching)*

buku	pensil	pengasah
gunting	pengaris	kertas
gam	buku tulis	krayon
kalpen		

School Tools (Peralatan Sekolah)

	Hma Anna Zanda Petr (dddd)	
Bosu	Pensi	Pengharps
Garting	Propens	Pera
Len	Rua Jari	Pengu
Pengu		

Aku (Sekolah

School Tools (Peralatan Sekolah)

Buku	Pensil	Penghapus
gunting	penggaris	krayon
Lem	Kuas lukis	Kapur
Bolpoin		

Eng (sebelum)

School Tools (Peralatan Sekolah)

buku	Pensil	Penghapus
gunting	Penggaris	kertas
lem	kotak pensil	krayon
Pulpen		

School Tools (Peralatan Sekolah)

Mind - Leaf (sekolah)

Buku	Pensil	Penghapus
Gunting	Penjepit	Versay
	Kotak Pinsil	Krayon
Lem		
Pulpen		

Vegetable (Sayuran)

	Name Nama	Zumle Rer

| Onan | Bean | Carrot |
| Bawang puh | Senra | Wortel |

Tomato	(potato)	Paul aic
Tomat	Potato	Eplang
	Kpn tang	Vela S?

| Chili | Cucumber | Cabbage |
| Cabai | Timun | Kubis |

| Paprika | | |
| Paprika | | |

Vegetable (Sayuran)

bawang Putih		waceri
Tomat	kentang	Seledri
cabur	timun	kol
kobis		

7 identific transaction   andan sebelum

bawang		*carrot*
bawang putih	*buncis*	
tomato *tomat*	*potato* *kentang*	*seledri*
chili *cabe*	*timun*	*kubis*
terong		

Vegetable (Sayuran)   Gtsum   Aiko

Bawang putih	Buncis	Wortel
Tomat	Kentang	Seledri
Cabe	Timun	Kelapa
Pepaya		

Food and Drink (Makanan dan Minuman)

hot dog	four	pizza
roti sosis	?	pizza
candy	hamburger	rice
permen	burger	nasi
chicken egg	noodle	donut
telur	mie	donat
chicken	cheese	
ayam	keju	

Food and Drink (Makanan dan Minuman)

Hot ...	Sup	Pizza
Lolipop	Burger	Nasi
Telur	Milk	Donut
Ayam goreng	Keju	Kek /kerabi

Food and Drink (Makanan dan Minuman)

hotdog	donut	pizza
lollipop	burger	sushi
egg	drink	donut
chicken	kfc	bread

Food and Drink (Makanan dan Minuman)

hot dog	soup	pizza
lollipop	burger	rice
donut	drink	donut
ayam goreng	kek	roti

Food and Drink (Makanan dan Minuman)

Nasi Lemak

Hotdog Tak Sey	Sup	Pizza Pizza
	Sohaya Herbar	Fan Nes
milk Pie		Doghti Donut
Tied Chicken Ayam Goreng	Cheese Keju	

Sea Animals (Hewan Laut) Alke (sebelum)

Gurita	ubur-ubur	Penguin
Udang	Kura-kura	Kepiting
Paus	Hiu	Anjing laut
Lobster	Lumba-lumba	Ikan

Sea Animals (Hewan Laut)

Sea Animals (Hewan Laut)

Sea Animals (Hewan Laut)

	Jelly	pingu
Jelly		pingut
	hura-hata	
		seal
whale		anjing laut
	ikan	
lobster	adalah	Fish
	lumba-lumba	ikan

Sea Animals (Hewan Laut)

Clothes (Pakaian) Aike (Sebelum)

kemeja	celana pendek	Sepatu
baju	kaos kaki	sweater
rok	celana	jaket
baju	kaca mata	topi

Clothes (Pakaian)

Clothes (Pakaian)

Name: Alex/Levi ctt. Christi 2

kemeja	Celana pendek	Sepatu
kemeja	Celana pendek	Sepatu
kaos	kaos kaki	Sweater
kaos	kaos kaki	Sweater
rok	celana panjang	Jaket
rok	overall panjang	Jaket
Gaun	kaca mata	topi
Gaun	kaca mata	topi

Clothes (Pakaian)

Clothes (Pakaian) fanes sebelum

hapgix	celanapendke	sepatu
baju	kaos kaki	sweater
rok	celana	jaket
gaun	kacamata	copi

Part Of Body (Bagian Tubuh)

Part Of Body (Bagian Tubuh)

long hair / rambut panjang	kepala	mata
kuping / telinga	hidung	mulut
gigi	jari kaki	jari / kuku
tangan	kaki	

Aloo   (Sakkiun)

Part Of Body (Bagian Tubuh)

Rambut	Kepala	Mata
Telinga	Hidung	Mulut
Gigi	Jari kaki	Jari tangan
Tangan	Kaki	

Part Of Body (Bagian Tubuh) FUNES Sebelum

rambut	Kepala belok	
kuping	hidung	mulut
gigi	kaki	tangan
tangan	kaki	

Part Of Body (Bagian Tubuh)

(pilihan)

The House Furniture (Perlengkapan Rumah) Nama: Nu 2 Lm

Chair	sofa	rak buku
kursi	sofa	
wc	tvtv.si	komputer
table	lelkas	batu mandi
meja		
lamp		
lampu		

Aiko (sepdun)

The House Furniture (Perlengkapan **Rumah**)

Chair	sofa	book shelf
wc	tv	komputer
table	trolley cupboard	buk rindi

lampu

tanes sebelum

The House Furniture (Perlengkapan **Rumah)**

kursi	sofa	rak buku
kertes	tv	computer
meja	welkas	karpet manel
lampu		

The House Furniture (Perlengkapan Rumah)

chair / kursi	～ / bench / ?	?
?	TV	? / set DP
? / meja	?	?
?		
?		

The House Furniture (Perlengkapan Rumah)

  (chair)	 	
Chair	_Sofa_	_Book Shelf_
Sofa	_Television_	_Computer_
  (table)	 	 _(desk lamp)_
Table	_Kulkas_ _(refrigerator)_	_Bedside cupboard_
  Lamp		
Lampu		

Family (Keluarga)

Family (Keluarga)

Sebelum
Axa   Zazuke   Ber.

Kakak	Nenek	Ibu
Kakek	Nenek	Ibu
Ayah	Papua	Adik
	Nenek	Adik
(ku tu)		
Saudara laki-laki	Saudara perempuan	
Saudara laki-laki	Saudara perempuan	

Family (Keluarga)

kakek	nenek/bu	
		bibi (aunt)
saudara	saudara	
laki-laki	perempuan	

Family (Keluarga)

(Sebelum)   Poln. 3

Family (Keluarga)

Nama: Lea

kakek kakek	Nenek Nenek	Ibu Ibu
Ayah Ayah	paman paman	bibi bibi
Saudara laki laki Saudara laki laki	Saudara perempuan Saudara perempuan	

Transportation (Transportasi)

Transportation (Transportasi)

Mobil	Sepeda	Motor
Kereta	Pesawat	Bus
Truk	Perahu	Helikopter
Kapal		

Transcription (Transportasi)   *Shahan*   Fanes

Mobil	Sepeda	Motor
Kereta api	Pesawat	Bus
Kapal	Perahu	Helikopter
Helikopter		

Transportation (Transportasi)

car mobil	*sepeda*	*motor*
train kereta	*pesawat*	*bus*
truk	*perahu*	*helikopter*
kapal		

Transportation (Transportasi)

Mbl. mobil	Sepeda sepeda	Motor, kntor Motor motor
kereta Kereta	plane pesawat	bus bus
truk truk	perahu perahu	helikopter helikopter
kapal kapal		

(Olahraga)

Sport (Olahraga)

Namalan

hacki	sepan bola	~~inguepinn~~ ~~beshegimen~~
~~Tenis~~ tens meja	tenis	bola basket
bola basket	basa pali	glf
padarg		

Andien

Sport (Olahraga)   sebelum

hokey	sepakbola	kasti
tenis meja	boxer	badminton
baseball	voli	golf
panah	soccer	

Sport (Olahraga)

Fion

hoki	sepak bola	LASER
tetis meja	tefar	voli metir
baseuet	voli 1	gur
Panan		

Sport (Olahraga)

Hokey	Sepak bola	Baseball /wiskit/
Tenis meja	Tenis	Bulu tangkis
Basket	Voli	Golf
Panahan /ærəri/		

Sport (Olahraga)

Data Post-test :

Aikb (so sudoh)

FRUITS (Buah-buahan)

Pear	Grapes	Watermelon
Pir	buah anggur	Semangka
Grapes	Apple	Banana
Anggur	Apel	Pisang
Manga	Strawberry	Coconut
Mangga	Strawberry	Kelapa
Star fruit	Pineapple	Lychee
Belimbing	Nanas	Leci

FRUITS (Buah-buahan)

Orange	Papaya	Watermelon
Jeruk	Pepaya	Semangka

School Tools (Peralatan Sekolah)

Buku	Pensil	eraser
Buku	Pensil	Penghapus
Gunting		Buku
		Contoh
glue	Pensil cair	Crayon
lem	tidak Pensil	Pensil warna
Pen		
Pulpen		

Vegetable (Sayuran)

Onion Bawang Putih	Bean Bonus	Carrot Wortel
Tomato Tomat	Potato Kentang	Celery Salad
Chili Cabai	Cucumber Timun	Cabbage Kubis
Paprika Paprika		

Food and Drink (Makanan dan Minuman) Air (Sesudah)

Hotdog Roti isi	Soup Sup	Pizza Pizza
Gulung permen	Hamburger burger	Rice Nasi
Egg telur	Drink Minuman	Doughnut donat
chicken ayam	cheese keju	bread Roti

Sea Animals (Hewan Laut) Aji ko (Segbakek?)

Octopus / Gurita	Jellyfish / Ubur-ubur	Pinguin / Pinguin
Shrimp / Udang	Turtle / Kura-kura	Crab / Kepiting
Whale / Paus	Shark / Hiu	Seal / Anjing laut
Lobster / Lobster	Dolphin / Lumba-lumba	Fish / Ikan

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Clothes (Pakaian)

Aiko (Sesuai)

Shirt Kemeja	Short Celana pendek	Shoes Sepatu
T-shirt Baju	Sock Kaos kaki	Sweater Sweater
Skirt Rok	Pant Celana panjang	Jacket Jaket
Dress Gaun	Glasses Kacamata	Hat Topi

Ako   (sebuah)

Part Of Body (Bagian Tubuh)

Hair	Head	Eyes
Rambut	Kepala	Mata
Ear	Nose	mouth
Telinga	Hidung	Bibir
Teeth	toes	Finger
Gigi	Jari kaki	Jari tangan
Hand	Leg	
tangan	Kaki	

Toko (grosshih)

The House Furniture (Perlengkapan Rumah)

Chair / Kursi	Sofa / Sofa	Bookshelf / Rak buku
toilet / toilet	Television / Televisi	Computer / Komputer
table / Meja	Refrigerator / Kulkas	Bookshelf / Rak meja
Lampu		

Aku (Sosokh)

Transportation (Transportasi)

Car Mobil	Bicycle Sepeda	Mengendarai Sepeda motor
Train Kereta api	Air Plane Pesawat terbang	Bus Bus
Truck Truk	Boat Perahu	Helicopter Helikopter
Ship Kapal		

Alat (Sesudah)

Sport (Olahraga)

Hockey Hoki	Football Sepak bola	Baseball Basbol
Table Tennis Tennis meja	Tennis Tenis	Badminton Bulutangkis
Basketball Basket	Volleyball Voli	Golf Golf
Archery Panahan		

Family (Keluarga)

Me (Somsit)

Grandfather	Grandmother	mother
Piniak	Nirot	Ibu
Father	Uncle	Aunt
		Bibi
Brother	Sister	
Saudara lelaki	Saudara perempuan	

Nama: Leo

ANIMALS (Hewan)

Elephant Gajah	Pig Babi	Bird Burung
Lion Singa	Tiger Harimau	Cat Kucing
Fish Ikan	Mouse Tikus	Bear Beruang
Monkey Monyet	Rabbit Kelinci	Dog Anjing

Name : Lea

FRUITS (Buah-buahan)

Pear / Pir	Guava / Jambu biji	Water melon / Semangka
Grape / Anggur	Apple / Apel	Banana / Pisang
Mango / Mangga	Strawberry / Stroberi	Coconut / Kelapa
Starfruit / Belimbing	Pineapple / Nenas	Lychee / Leci

FRUITS (Buah-buahan)

Orange Jeruk	Papaya Pepaya	Water melon Semangka

L 6a

School Tools (Peralatan Sekolah)

Book	Pencil	Rubber / Eraser
Buku	Pensil	Penghapus
Scissor	Ruler	Paper
Gunting	Penggaris	Kertas
Glue	Pencil case	Crayon
Lem	Kotak Pensil	Pensil Warna
Pen		
Balpoin		

(sesudah)

Vegetable (Sayuran)

Nama lain

Onion Bawang putih	Bean Buncis	Carrot Wortel
Tomato Tomat	Potatoe Kentang	Celadry Seledri
Chili Cabe	Cucumber x Timun	Cabbage kubis
Paprika Paprika		

Food and Drink (Makanan dan Minuman)

Nm. Lea

Hotdog Foti sosis	Sop Sop	Pizza Pizza
Candy Pmenf/ _____	Hamburger Burger	Rice Nasi
Egg Tue	Noodle Mie	doughnut donat
Chicken Ayam	Cheese keju	Bread Roti

Sea Animals (Hewan Laut)

Name: Ina (Sesudah)		
octopus: Gurita	Jellyfish: Ubur-ubur	Penguin: Pinguin
Shrimp: Udang	Turtle: kura-kura	Crab: piting
Whale: Paus	Shark: Hiu	Seal: Anjing laut
Lobster: Lobster	Dolpin: x Lumba-Lumba	Fish: Ikan

Clothes (Pakaian)

	Nama = Nesi/Leaf prah y Ceroti)	
kemeja Shirt	celana pendek Short	Sepatu Shoe
kaos t-shirt	kaos kaki Sock	Sweater Sweater
rok Skirt	celana Pant ✗	Jaket Jacket ✗
Gown dress	kaca mata glasses	topi hat

(mulut)

Part Of Body (Bagian Tubuh)

Nama: [illegible]

Hair	Head	eyes
Rambut	kepala	Mata
ears	nose	mouth
telinga	hidung	mulut
teeth	toes	fingers
gigi	Jari kaki	Jari tangan
hands	Legs	
tangan	kaki	

(Sewah)

The House Furniture (Perlengkapan Rumah)

Nama: Lu

Chair Kursi	Sofa Sofa	Book shelf Rak buku
Toilet Toilet	Television Tanik	Computer x Komputer
Table Meja	Refrigerator x Kulkas	Bathtub Bak Mandi
Lamp Lampu		

(sesuai)

Transportation (Transportasi)

Nama Leo

Car	Bicycle	Motor cycle
Mobil	Sepeda	Sepeda Motor
Train	Airplane	bus
kereta	pesawat	bis
Truck	Boat	Helicopter
Truk	Perahu	Heli kopter
Ship		
kapal		

(sesukuh)

Sport (Olahraga)

NamaAlfa

Hockey	Foot ball	Base ball
Holei	Sepak bola	kasti
table tennis	Tennis	badminton
tenis meja	Tenis	bulu tangkis
basket ball	Volley ball	golf
basket	bola	glof
Archery		
panahan		

(Sekolah)

Family (Keluarga)

	Nenek Lea	
Grand Father	Grand mother	Mother
Kakek	Nenek	Ibu
Father	Uncle	Aunt
Ayah	Paman	Bibi
Brother	Sister	
Saudara laki-laki	Saudara perempuan	

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Andien

ANIMALS (Hewan)

elephant	pig	bird
gajah	babi	burung
lion	Tiger	cat
singa	harimau	kucing
fish	mouse	bear
ikan	tikus	beruang
monkey	rabbit	dog
monyet	kelinci	anjing

Andon

FRUITS (Buah-buahan)

Pear per	guava jambu biji	watermelon semangka
grape anggur	apple apel	banana pisang
mangis manggis	strawberry di what?	cocanos kelapa
starfruit belimbing	pineaple nanas	iychee leci

FRUITS (Buah-buahan)

orange jeruk	mango mangga	watermelon semangka

School Tools (Peralatan Sekolah)

Andien

Book Buku	Pencil Pencil	eraser Penghapus
		Paper kertas
scissor gunting	ruller penggaris	
glue lem	pencil case kotak pensil	crayon pensil warna
pen bolpoin		

Vegetable (Sayuran)

onion bawang putih	bean kacang	carrot wortel
tomato tomat	potato kentang	celedri x seledri
chili cambai	cucuber x timun	cabas x kubis
prika x paprika		

Anden

Food and Drink (Makanan dan Minuman) Sekolah

Hot dog sosis / roti	Soup sup	Pizza pizza
candy permen/lolipop	hamburger burger	rice nasi
egg telur	noodle mie	doughnut X donut
chicken X ayam	cheese keju	bread roti

Sea Animals (Hewan Laut) *Andra (indh)*

octopus gurita	jelly fish ubur-ubur	penguin pinguin
shrimp udang	turtle kura-kura	crab kepiting
whale paus	shark hiu	seal anjing laut
dolphin lumba-lumba	dolphin lumba-lumba	fish ikan

clothes (Pakaian)

sesudah
mandien

t-shirt kemeja	shirt celana pendih	shoes x sepatu
shirt kaus	sock x kaos kaki	sweater sweater
skirt rok	pants x celana panjang	jacket v jaket
dress gaun	glass x kacamata	hat topi

Part Of Body (Bagian Tubuh)

hair	head	eyes
rambut	kepala	mata
ear	nose	mouth
telinga	hidung	mulut
teeth	toes	Fingers
gigi	jari kaki	jari tangan
hand	legs	
tangan	kaki	

dalam
rendah

The House Furniture (Perlengkapan Rumah)

chair *kursi*	*sofa* *sofa*	*book shelf* *rak buku*
toilet *jamban*	*television* *televisi*	*computer* *komputer*
table *meja*	*refrigerator* *kulkas*	*bathtub* X *bak mandi*
lampu *lamp*		

Index

Transportation (Transportasi) Sentuh

cat	sepeda	motorcycle
mobil	sepeda	motor
train	air line	bus
kereta api	plane	bis
truck	boat	helicopter
truk	perahu	helikopter
ship		
kapal		

sport (Olahraga)   Andien
beruni

hoky X hocky	football sepak bola	baseball beisbi
table tennis tenis meja	tennis tenis	badminton bulu tangkis
basketball basket	volley voli	golf X golf
archery panahan		

Family (Keluarga)

Sesudah

Andian

Grandfather Kakek	Grandmother nenek	mother ibu
father ayah	uncle Paman	aunt bibi
brother Saudara laki-laki	sister Saudara perempuan	

ANIMALS (Hewan)

FRUITS (Buah-buahan)

Anta Zirola Bir

School Tools (Peralatan Sekolah)

Book Buku	Pencil Pensil	Eraser Penghapus
Scissors Gunting	Ruler Penggaris	Paper Kertas
Glue Lem	Pencil case Kotak pensil	Crayon Krayon
Pen Bolpoin		

Vegetable (Sayuran)

| | Sesudah | |
Acara	2 unali	Putri
Onion	Bean	Carrot
Bawang putih	Beans	wortel
Tomato	Potato	Celery x
Tomat	Kentang	Seledri
Chili	Cucumber	C
Cabai	Timun	Kubis
Papeilau		
Paprika		

Food and Drink (Makanan dan Minuman)

Sea Animals (Hewan Laut) & Studah

Nama : Anara Zuanda Fian

Gurita	Ubur-ubur	penguin
udang Shrimp	kura-kura turtle	kepiting X crab
Paus WHALE	Hiu Shark	Anjing laut Seal
Lobster Lobster	lumba-lumba Dolpin	Ikan Fish

Clothes (Pakaian)

Shirt	Short	Shoes
Kemeja	Seluar pendek	Kasut
T-shirt	Socks	Sweater
Kaos	Kaus kaki	Sweter
Skirt	Pant	Jacket
Rok	Seluar panjang	Jaket
Dress	Glasses	Hat
Gaun	Kaca mata	Topi

Part Of Body (Bagian Tubuh)

Hair	Head	Eyes
Rambut	Kepala	Mata
Ear	Nose	Mouth
Telinga	Hidung	Mulut
Tooth	Toes	Finger
Gigi	Jari kaki	Jari tangan
Hand	Leg	
Tangan	Kaki	

Nama : Aura Zacrela Putri

The House Furniture (Perlengkapan Rumah)

Sekolah

Chair Kursi	Sofa Sofa	Bok Shelf Rak buku
Toilet Toilet	Television Televisi	Computer Komputer
Table Meja	Refrigerator AC Kulkas	Bathtub Bak mandi
Lamp Lampu		

Transportation (Transportasi)

Sekolah
Acara Zanda Putri

Car Mobil	Bycycle Sepeda	Motorcycle Motor
Train Kereta	Airplane Pesawat Terbang	Bus Bus
Truck Truk	Boat Perahu	Helicopter Helikopter
Capp Kapal		

Sport (Olahraga)

Family (Keluarga)

Sinelah

Aara Pacuula Pati

Grandfather Kakek	Grandmother Nenek	Mother Ibu
Father Ayah	Uncle Paman	Aunt Bibi
Brother Saudara laki-laki	Sister Saudara perempuan	

ANIMALS (Hewan) *tones*

Elephant X Gajah	Pig babi	Bird X Burung
Lion Singa	Tiger harimau	Cat kucing
Fish Ikan	Mouse tikus	Bear beruang
monkey X monyet	rabbit kelinci	duck X bebek

FRUITS (Buah-buahan) *fares*

Pear Pir	fruit jerby hiji	watermelon water melon
grape	Apple epal	Banana pisang
mango mega	strawberry, Stawberry	Cocanut coconut
Star fruit belibing	pineapple nenas	lychee lyshee

School Tools (Peralatan Sekolah) forer

Book Buku	Pencil Pensil	Eraser ✗ Penghapus
Sciser Gunting	Ruler penggaris	Paper ✗ kertas
glu ✗ lem	Pencil Case kotak pensil	crayen Pensil warna
pen Bolpoin		

Vegetable (Sayuran)

Onion	Bean	Carrot
bawang putih	buncis	wortel
tomato	potato	Celery
tomat	kentang	Seledri
Chili	Cucumber	Cabbage
Cabai	timun	kol
Brinjal		
terong		

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Food and Drink (Makanan dan Minuman)

lunes sesudah

hotdog	Sup X	plate pizza
candy choose	hamburger burger	rice nasi
egg telur	pundk milk	doughnut donut
Chicken ayam	chts keju	steak roti

Sea Animals (Hewan Laut)

Fanes

sesudah

octope gurita cumi	Jelly fish ubur-ubur	Pinguin Pinguin
Shrimp udab	turtle kura-kura	crab X kepiting
whale Paus	shark hiu	Seal anjing laut
lobster X	delphin lumba-lumba	fish

Clothes (Pakaian)

~~Titis~~ Fones. sesudah

Shirt kemeju	Shurt / jelanapendek	shoes Sepatu
t-shirt kaos	Sock kaus kaki	swater × sueter
Skrit × rok	Pant celana panjang	jakleb × jaket
Dres / gaun	glasser kacamata	hiab topi

Part Of Body (Bagian Tubuh)

FANG
Sesu...

hair	head	eye
rambut	kepala	mata
ear	nose	mouth
telinga	hidung	mulut
teeth	toes	finger
gigi	jari kaki	jari tangan
hand	leg	
tangan	kaki	

Selamat

The House Furniture (Perlengkapan Rumah)

chir kursi	So	So are So are
teliuk teliuk	window tievi	Comput komuter
toule maeja amp ampu	reatigeratur - weltues	Deure x bola masi

Transportation (Transportasi)

sesudah
PANES

Car	Bicycle	motorcycle
mobil	sepeda	sepeda motor
train	airplane	bus
kereta	pesawat terbang	Bis
truck	boat	helicopter
truk	perahu	helikopter
ship		
kapal		

Sport (Olahraga)

| baseball | football X | baseball X |
| hasey bat | Sepak bola | bas bat |

| telice tenen | Teanis | badminton |
| tenis meja | Tenis | bulu tangkis |

| basket ball | volly ball | golf |
| bola basket | voli | grip |

| archery | |
| panahan | |

Sesudah
Fun:

Sesudah
Fun pas

Family (Keluarga)

Sebuah
Fones

Picture of Learning Process: