

A SEVEN-YEAR-OLD CHILD WITH HER ENGLISH VOCABULARY ACQUISITION: A CASE STUDY ON NISRINA Wafa Adlina

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Abstract: English has become one of the most-frequently used languages at an international level. As a matter of fact English is learned by many people, both adults and young learners. With regard to young learners of English in particular, they are learning English because they want (or they are encouraged) to master English when they are still in their early childhood. Compared to adults, young learners are more likely to achieve automaticity in producing English as a second language (ESL). This research was aimed to see a seven-year-old girl's English vocabulary acquisition process that she got from her mother, as the researcher. This research was also aimed to see her English vocabulary production that she produced for almost three months.

Keywords: *Second Language Acquisition, vocabulary production, ESL young learner*

INTRODUCTION

Nowadays, English becomes one of the international languages in the world. In Indonesian context, English has unique position because of five reasons. First, English has unique position in formal education. It is considered as the longest subject taught in Indonesia. Some students starts to learn English when they are in elementary schools, and some others learn it in kindergarten schools. Second, English is also considered as the massively subject taught in the area of non-formal education. Many English courses are spread massively in every area that becomes a must extra subject to be learned after the school time. Third, English is one of subject that is tested in the UN, National Examination. It has its standard for the score. Next, it used to be as one of standard in most every entrance tests. English is considered as a skill that has to be fulfilled properly. At last, English is must to be mastered in the job seeking recruitment. If there is open job recruitment, there must be English proficiency as one of the criterion.

Because of the unique position of English in Indonesia, it finally emerges phenomenon and paradigm for parents in Indonesia, mostly in big cities. Parents in big cities massively take their children being in both formal and non-formal English learning situation. Even, they invite private English teacher to come to their home teaching English. They try to let them listen to English through many Medias. This phenomenon is done by the parents while speaking Bahasa Indonesia, as the National Language or as a second language. They hopefully their children will be grown in the situation of bilingual (berdwibahasa: Indonesia-Inggris), furthermore the children are expected to speak both in Bahasa and English.

I myself and my husband do not plan to let our daughters (Nisrina Wafa Adlina and Razita Anati Syazwina) learn English in an English courses. We also do not speak English with them. I and my husband has different first language and a bit different culture; therefore, we decided to speak Bahasa Indonesia

with our daughters. As a result, the first language of our daughters is Bahasa Indonesia. In the field of psycholinguistics, Darjowijoyo (2000: 48-49; 2005: 242) called this with “*bahasa sang ibu*”, as the terms in English as *motherese*, *parentese*, or *child-directed speech*.

A few months ago, my first daughter, NisrinaWafaAdlina(Wafa) said to me: “*Umi, aku mau belajar Bahasa Inggris seperti teteh Binda. Umi ajarin aku dong. Aku mau les Bahasa Inggris di Kumon seperti teteh Binda. Aku mau bisa Bahasa Inggris seperti teteh Binda.*”. At the same time, she showed an English book published by Kumon that she borrowed from Binda. I got surprised when she said that. Wafa is my first daughter. She is 7 years old. Binda is in 5th grade of SDN Kencana 3 Bogor. Wafa saw Binda reading an English Book and pronouncing some words of English. Binda usually invites Wafa to come to her house to learn English and to sing English song together. I realized then that *Wafa* started to like learning English. Based on that situation, I started to speak a bit English with *Wafa* at the last week of October 2013, and design the situation of English acquisition process. I gave some English daily instruction and expression to *Wafa*; besides, I started to speak in “code-switching” and “code-mixing”.

LITERATURE REVIEW

Language Acquisition

Language acquisition is the process by which humans acquire the capacity to perceive, produce, and use words to understand and communicate. Language acquisition refers to both first language acquisition, which deals with

infants’ acquisition of their native language, and second language, which deals with acquisition (in both children and adults) of additional languages.

According to Krashen (1981), language acquisition is subconscious process, in which it is different from the concept of “learning”. Learning, on the other hand, is a conscious process resulting into “knowing about language”. Learning, which usually takes place in formal education setting, cannot automatically change into acquisition because acquisition occurs in in-formal education or non-education situation. New knowledge or language forms are represented consciously in the learner’s mind, frequently in the form of language “rules” and “grammar” and the process often involves error correction. Language learning involves formal instruction, and according to Krashen (1981), is less effective than acquisition.

Second Language Acquisition

Second Language Acquisition (SLA) is a branch of language study that focuses on the examination of second/foreign language learning, especially how and why it occurs. The term *second language* in SLA also refers to the third language, the fourth language, and so forth. Ellis (1994: 11) defined “second language” as “any language other than first language.” The terms “second language” and “foreign language” are used to refer to the context in which these languages are used or learned. For example, Australia, England, and the United States, English is used as lingua franca as well as an official language.

In other words, Crystal (1993:345) states “*Second language is a language which is not a person’s mother tongue, but which is learned in order to meet a communicative need. Immigrants commonly learn the language of their host nation as a second language. Often a country chooses to give a language official status as a second language, using it as a medium of government, law, education, on the media—a role played, for example, by English or French in many countries of Africa.*”

In his earlier book discussing the nature of SLA, Ellis (1985: 275-277) stated that SLA contains a number of components, namely situational factors, the linguistic input, learner differences, learner processes, and linguistic output.

According to Ellis, “situational factor” which are also referred to as sociocultural factors” (Brown, 1994:163-191) (e.g., acculturation, social distance, and sociopolitical considerations) and learner differences which are also called “personality factors (Brown, 1994:134-162) (e.g. anxiety, inhibition, motivation, and self-esteem) affect both linguistic input and the use of learner processes.

“Linguistic input” (i.e., various features of language system) is processed to produce linguistic output as well as to enhance input. The *how* of SLA is explained by “learner processes”, also called “cognitive processes” (Schumann, 1976 cited by Ellis, 1985:249) or “assembly mechanism” (Ellis, 1984

cited by Ellis, 1985:249), whereas the *why* of SLA is explained by “the initiating factors” (Schumann, 1976 cited by Ellis, 1985:249) or “power mechanism” (Ellis, 1984 cited by Ellis, 1985: 249), covering the situational factors and learner differences.

Second Language Vocabulary Acquisition and Learning

One of fundamental issues in second language vocabulary acquisition is the understanding of the concept of words. A notable expert who contributes a great deal in the understanding of word is Nation (1983). Nation took “word” to mean a word family. Researchers (e.g. Laufer, 1992) agree with the notion of word as defined by Nation. Accordingly, the knowledge of *observe*, for instance, subsumes the knowledge of *observation*, *observable*, *observant*, *observance* and all their inflections. On the other hand, different meanings of the same form, e.g., *pupil*, which can mean “student” or „the pupil of the eye“ would be different words. Thus, meaning of a word is determined from its morphological relation, and not from its semantic interpretation.

Laufer (1997) explored the relationship between passive vocabulary size and the comprehension of academic texts. Ninety-two subjects took part in the study. Two sets of reading comprehension tests and vocabulary-size tests were assigned to the subjects to gain a reading score and a vocabulary size score, respectively. The results indicated that there were significant correlations between reading and vocabulary scores. Although the correlation did not

imply a causal relationship, it was believed that vocabulary size could be predictor of reading comprehension. In addition, reading texts contribute to the increasing number of students' vocabulary items. As stated by Krashen (1989), that the best way for second-language learners to develop their L2 vocabulary is through reading.

Lev Vygotsky (1962), the Russian theorist, contributes a view that gives much more importance to language and to the role of others in the child's world and learning. He sees the child's learning as developing through interaction with more knowledgeable others, who mediate learning by talking while playing, reading stories, and asking questions. With the help of adults, children can do more than they can do on their own. He developed a concept called the *zone of proximal development* (ZPD), which is what the child can nearly do, but cannot do alone. Mediation gradually moves this ZPD as the learner is able to do more and more independently.

Imitation, Meaning, and Production

Traditionally, many people have assumed that children learn language by *Imitating* what adults say. For imitation to provide a mechanism for the acquisition of language, children must imitate structures that are more complex than those they can already produce. These imitations would be *innovations* from the child's point of view and could therefore provide the next step to be taken in acquisition. However, studies of acquisition have found that children's imitations show no evidence of innovation (Clark: 1977).

There are several issues to be kept in mind while studying the acquisition of meaning. First, very young children often seem to understand much more than they themselves can say, and they respond appropriately to many words before they even begin to talk. Do they really understand what is said to them? Here one has to be very cautious because young children are very good interpreting at the adults gestures used along with words. As several people have shown, children rely on these gestures to direct their attention and then do what seems most plausible in context. (Clark: 2007).

A second problem is that children begin to use words as soon as they have worked out *some* meaning for them. But this meaning is not necessarily the same as the adult one. What children say can often mislead because adults assume that children use their words with adult meanings. The mistakes children do make provide insight into the process of mapping concepts onto words.

In the production of speech sounds, children produce their first recognizable words around the age of one. At first their mastery of different segments is very unsure and some words may be pronounced in several different ways. As they master more segments and oppositions and start to build up more complicated syllables and words, their words begin to sound more like the adult's and are therefore more easily identified.

Young Learners and Their Characteristics

Experts define young learners in different perspectives. The definition of young learner does not merely tell about the age-based grading but it is associated with the general characteristics and language development. According to Scott and Ytreberg (1990), young learners are between five to ten or eleven years old. In addition, they divide children into two main groups: from five to seven years old and from eight to ten years old. We are assuming that five to the five to seven years olds are all at level one, the beginner stage. The eight to ten years olds may also be beginners but they may have been learning the foreign language for some time. In Indonesian context, however, the category of young learner is referred to the National System of Education Act No.20/2003 item (1) of article 6. All Indonesian citizens between seven to fifteen years old are obliged to enter the basic education. Students who are between seven to twelve are classified into elementary school level. Meanwhile, those who are thirteen to fifteen are included in Junior High School Level.

Scott and Ytreberg (1990) clearly explain that each level of students has different characteristics. General characteristics of five to seven years old that they can talk about what they are doing; tell about what they have done or heard; play activities; argue for something and tell you why they think what they think; use their logical reasoning; use their vivid imaginations; use a wide range intonation patterns in their mother tongue; and understand direct human interaction. In terms of their

language development, they know that the world is governed by the rules; they understand situations more quickly than they understand the language used; their understanding of the world comes through hands and eyes and ears; they are very logical; they have a very short attention and concentration span; they sometimes have difficulty in knowing what is fact and what is fiction; they do not always understand what adults are talking about and do not ask; they will seldom admit that they do not know something; they cannot decide for themselves what to learn; they love to play, and learn the best when they enjoy themselves; and they are enthusiastic and positive about learning.

For the students of eight to ten years old, their general characteristics are that their basic concepts are formed; they have very decided views of the world; they can tell the difference between fact and fiction; they ask questions all the time; they rely on the spoken words as well as physical world to convey and understand meaning; they can make some decision about their own learning; they have definite views about what they like and do not like doing; they have developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.; they are able to work with others and learn from others. At this level they can understand abstract things. They can also understand symbols (beginning with words) and generalize and systematize.

METHODOLOGY

Qualitative method was used on this study. A case study in this research

was to provide deeper understanding regarding Wafa's English vocabulary acquisition process that she got from her mother, Maulidia Rachmawati Nur as the researcher, and Wafa's English vocabulary production that she produced for almost three months.

Subject of Research

Wafa is 7 years old child. Now, she is in the first grade of elementary school student at SDIT Ummul Quro Bogor. She likes to read books, singing, and cycling. Wafa is also good at memorizing Holy Qur'an. Her teacher said that Wafa showed her interest in learning and socializing with friends.

Procedures of Data Collection

The data collection was gathered on this the research done. The researcher obtained the data from the kind of natural observation which is in natural setting of home and other places. Furthermore, the researcher had in-depth interview with Wafa, which was recorded for some time. To sum up, this research used three instruments: observation, in-depth interview and recording.

RESEARCH FINDINGS

Things that influence Wafa's Vocabulary Acquisition and Learning

In the discussion of research methodology, there is a term "variable bebas"/ "free variable".

Mackey and Grass (2005) states that free variable is something believed as a "cause" of the research findings. In other words, free variable is something influences the research findings. Here are some that

influences Wafa's English vocabulary acquisition.

The Occupation of Wafa's Parents

A profession of Wafa's mother is an English teacher, has influenced Wafa's English vocabulary. My feeling, Sometimes, I express my feeling to my husband using English. Wafa listened to these expression, such as *I love you, my dear, honey, sweetheart, etc.* Wafa often listened to me talking in English by phone. Sometimes, I personally speak English automatically and spontaneously to Wafa to express feelings. Wafa's father is a lecturer too, spending much time in front of computer. There are some vocabularies that Wafa acquired dealing with what Wafa's father's profession, such as *computer, error, data, survey, etc.*

The condition of Parents' Language

My educational background and experience in teaching English brings me to give "English Exposure" to Wafa easily. I let Wafa listened to English while I was talking to my friends on phone. I let Wafa listened to English when my students came to our house and when I typed something in English on my computer. Wafa seemed to show her interest to English while it is totally different with her father. Wafa's father never speaks English at home.

Sex and Wafa's characteristics.

Wafa is our first daughter. Psychologically and sociologically she has good interaction with parents, teachers and friends. She is easy to get along with people, even someone that she does not know first. Wafa is

really active to talk, cheerful, and friendly. Wafa is also creative doing something different with her friends. Wafa showed his critical statement what she has seen before and ask everything that she heard and saw. Wafa can easily set her bedroom, books, and toys by herself.

Wafa's friends and Neighborhood.

Wafa spends her time at home being with her younger sister, Zita. Furthermore, Wafa is very close to her some neighbors. Tete Binda is her closest friend at home. Tete Binda's house is front of our house.

She often comes to our house to play with Wafa and Zita. She is the fifth grade of elementary school of SDN Kencana 3 Bogor. Now, she is taking an English course at Kumon. Tete Binda likes to sing English song. On the end of October, Wafa said to me:

"Umi, aku mau belajar Bahasa Inggris seperti teteh Binda. Umi ajarin aku dong. Aku mau les Bahasa Inggris di Kumon seperti teteh Binda. Aku mau bisa Bahasa Inggris seperti teteh Binda."

At the same time, she showed an English book published by Kumon that she borrowed from Binda. I got surprised when she said that. She showed her interest to learn English. Wafa often sees Binda reading an English Book and pronouncing some words of English. Binda usually invites wafa to come to her house to learn English and to sing English song together.

Mother's English Exposure to Wafa

Wafa has showed her interest learning English; consequently, I started to give her some English exposure through English daily conversation,

English songs, English bedtime stories, and YouTube English stories. I intentionally give English exposure to Wafa which is categorized by these semantics aspects: People, Animals, Vehicles, Parts of Body, Clothing, Toys, Parts of House, House-utensils (*peralatan rumah tangga*) and things at home, Learning related things (*benda yang terkait dengan kegiatan belajar*), Food and drink, Fruits, Toiletries (*perlengkapan mandi*), Routines (*kegiatan sehari-hari*), Public places, Things in nature (*benda alam*)

FINDING

Findings and interpretation are considered to answer the research questions, namely how Wafa acquired the English vocabulary acquisition and what the English vocabulary acquisition she could produce. On the findings, the researcher will be stated as "M (Maulidia), W (Wafa) as the subject of research.

M : What are you going to wear?
(Gesturing my hand, pointing the head)

W : *Jilbab*

M : Why are you wearing jilbab? Why?

W : *Kan mau ngaji di masjid.* October 27th, Wafa got ready to go to TPA

M : Look at the TV, Wafa. What are the people doing?

W : [*ə:fubol*]

M : Yes! That's right! Football.

October 27th, Wafa's father was watching football match

M : Wafa, where is your doll?
W : *Apa umi?*
M : Your doll. The dolphin. The pink one.
W : oh? Lulu?
M : Yes. That's your doll.
M : Er, what's your father's name?
W : *namaabi?*
M : Yes. Your father's name?
W : Pak Indra.
M : hmmm. What's your mother's name?
W : Lidia
M : excellent!
M : Are you already to get sleep?
W : Sleeping umi.
M : Yes. Sleeping. Let's go to bed.
M : Wafa, what is mbah in English?
W : er..er...er..
M : grandpa. Repeat after me!
Grandpa!
W : [em.emm...]
M : Look at the man. What is she holding?
W : em..emm...(silent)
M : baby... repeat after me.
W : bebi..
M : Who is tetehBinda?
W : em..emm..
M : TetehBinda is your friend.
W : [fen]
November 5th, at home
we saw teteh Binda
M : What is boy doing?
W : [apaumi?javid?]
M : [Showing gesture of "crying"]
W : [nangis]
M : the boy is crying
W : [boyboy]
M : Is Javid a boy or a girl?
W : [boyboy]
M : Is *TetehBinda* a boy or a girl?
W : [gel]
M : a girl
M : Do You know SBY, Wafa?

W : *Iya*
M : Who is SBY?
W : Bapak SBY
M : Hmm..Who is SBY?
W : [silent]
M: SBY is our.... You don't know? SBY is our pre...pre...
W: [cid,n]
M: Okay. Who is SBY?
W: [pe:cid,n]
M : What animals are they?
W : [kucing]
M : hmm? In English, please!
W : [ket]
M : What is that?
W : [fawes]
M : no, it is not a flowers.
W : *em.em.em...[butefay]*
M : Yes, that's a butterfly
M : What picture is it?
W : *Lumba-lumba*
M : Yes. What is it in English?
W : [er..er..er...]
M : you don't know? W :
[em..em...em...[M :
Dol...
W : [fin]
M : What is tetehBinda doing, Wafa?
W : naiksepeda
M : yes..cycling..
W : [cycling]
M : Wafa, Umi is going to campus now.
W : [umimaungajar di kampusya?]
M : *Ya*, at campus.
November 28th, after I
dropped
M : What building is that, Wafa?
W : em..em..em..
M : That's a mosque!
W : [mos]
M: Wafa, take a bath, please!
W: [mandiya mi?]
M: ya, take a bath!
M : Wafa, let's go to bed!

W : [*tidurya mi?*]
 M : ya, let's go to bed!
 M : I read a bilingual story book.
 Hupi is the Hudhud bird.
 He is clever, mischievous, but
 kind-hearted
 Hupa is the Hudhud bird too
 Hupa is Hupi's twin brother.
 He is smart and careful.
 I am Moly.
 I am Hupi and Hupa's friend
 My name is Kimo
 I am their friend too.

.....

M : Wafa, show me Hupa!

W : [Wafa pointed the picture of
 Hupa]

M : good!then, show me Hupi!

W : [Wafa pointed the picture of Hupi]

M : Good!now, tell me two friends of
 Hupa and Hupi

W : [aku tau umi, Moly and Kimo] M

: yes, that's right! Moly and Kimo
 are their friends.

M :

M : Wafa,drink your milk!

W : [apa umi?]

M : drink you milk! (pointing the
 glass of milk)

December 9th, at home

M : Do you want to eat
 strawberry?(pointing the
 strawberry)

W : [ya,]

M : ask Abi for permission.

W : *abi...abi...maumakan*
 strawberry.

December 9th, at home

M : Wafa, take the book,
 please!(pointing the book)

W : [*yaumi*]

December 9th, at home

M : You see with your..... (pointing
 my eyes)

W : [*mata*]

M : eyes!! (pointing the eyes)

December 9th, at home

M : Wafa, touch your nose!(pointing
 my nose)

W : [*hidungya mi?*]

M : nose!your nose!

December, 14th, at home

M : Wafa, show me your
 fingers!(pointing Wafa's fingers)

W : [*jariya mi?*]

M : your ten fingers.

December 22nd, at home.

I liked to sing the song "ten little
 fingers"

M : Wafa, wash your hand
 first!(showing the hand)

W : [*cucitangan mi?*]

M : ya, wash your hand

December 22nd, at home.

Wafa's hand was so
 dirty.

M : Wafa, put off your
 jacket?(showing the gesture)

W : [*bukajaket mi?*]

M : ya, put off your jacket!

M : Wafa, put on your
 sandals!(pointing the sandals)

W : em.

M : sandals!

M : Wafa, what is it?

W : [*boneka*]

M : ya. It's a doll

December 26th, at home

M : Wafa, what is it?

W : [*donat*]

M : ya, Donuts

December 29th, at home

M : Wafa, what do you call that?
W : [apaumi?]
M : That's air conditioner. Air
conditioner.
December 29th, at home

M : What do you call this
Wafa(pointing the camera)
W : [poto]
M : no, it is not a photo. It's a
camera. What is it?
W : [camera]
December, 29th, at home

M : I read story book titled "Cecil
The Pencil"
Once there was a pencil that
belonged to a girl named Ruth.
The pencil was not at all special.
Just an ordinary one made of
wood.
Ruth liked the pencil and named
it Cecil.

.....
M : Wafa, what is it?(pointing the
pencil)
W : [pensil]
M : ya. Pencil. Pencil
M : Who belonged that pencil?
W : [em..em..em...]
M : (pointing the picture of Ruth.)
W : [siapa mi namanya?]
M : Ruth. Her name is Ruth.
M : What's the name of the pencil?
W : Sisil
M : ya, good.
December 31st. at home. I read

M : Hey, what do you call
this?(pointing the bread) W
: [bet]
M : hm? W :
[bet] M :
Bread? W :

em.em.. W :
umi....
Bikin...bikin...bikinnkeju!
M : What do you call it in English?
W : er, keju..
M : cheese!
W : [ku:kis]
M : No cookies, cheese

M : Wafa, listen to this song (showing
songs downloaded from YouTube) W
: [asyik]
M : let's sing together.
M : [e..er..er... umi, mau yang
inilagunya.]

Januari 2nd, at home while I
downloaded some songs
from YouTube

M: Wafa, How do you call it in
English?
W: [eskrim]
M: ice cream
M: we lock the door with...(pointing
the key)
W: em..em.. M:
Key. Key..

Januari 3rd, at home

M: Could you turn on the
lamp?(pointing the lamp)
W: [apa mi?]
M: Turn on the lamp., please!
M: uh..em..

Januari 4th at home

M : Wafa, whose picture is it?
W : [nenek]
Januari 5th, when
we saw the picture
of Wafa's grandma
and grandpa

M : Wafa, umi has some stories from
YouTube

W : [apa mi?]

M : stories.
Stories.
[showing
the feature
of
YouTube
stories]

W : [dongengya mi?]

M : stories..stories

W : Wafa
listened
to the
stories
enthusiast
ically.

Januari 5th, when Abi

Download Januari 2nd, at home. I
was the kitchen

M : What about
this one?what
do you call this
one?

W : [bantal]

M : in English

W : [silent]

M : pillow..

W : [pillow]

M: Wafa, is it a radio?

W: [bukan: tifi:]

M: hm?

W: [tifi:]

Januari 6th, at the electronic corner

M: Wafa, where is the cotton buds?

W: [iniumi]

M: thank you

Januari, 6th at home

M: Wafa, take your shampoo!

W: [sampoya mi?]

M: ya. Shampoo

Januari 7th, at home

M: Wafa,
could you
take the
strawberry
?

W: [em..emm..] M: What is it? W:
strawberry

Januari 8th, at home.

M: wafa, could you close the door?

W: [apaumi?]

M: close the door!(pointing the door)

W: [tutuppintu?]

M: ya. Close the door!thank you.

Januari 9th, at home. I ask
Wafa's help to close the door.

M: Wafa, look at the sky. (pointing
to sky)

W: [umi, banyakbintangnya]

M: What is bintang in English?

W: [star]

Januari 9th, at the front yard.

M : Wafa, let's listen and see to the
story?

W : [ceritaapaumi?]

M : which one do you want?

W : [em..em..em.. apaumi?]

M : this one is good!

W : Wafa saw some YouTube stories

Data Interpretation

As stated in the chapter 2, one commonly-believed proposition about learning vocabulary is that knowledge about unfamiliar words can be facilitated through incidental learning from the context. In this case, Wafa's acquisition was facilitated by incidental mother's exposure. I provided English exposure basing on the context of conversation.

Another type of context which is important for the learning of L2

vocabulary is lexical environment. Research studies showed that lexical environments such as classroom (Meara, Lightbrown, & Halter, 1997) and home environments (Cahyono, 2011) helped improve L2 learner's vocabulary acquisition.

I tried to provide the lexical environment at home, in simple ways. I let Wafa listened to my English exposure naturally. I let her listened to the English songs and stories naturally.

As mentioned by Lev Vygotsky (1962), the Russian theorist, we need to give much more importance to language and to the role of others in the child's world and learning. In this case, Wafa really enjoyed mother's exposure. He seemed to enjoy reading stories, singing the song, asking questions, and playing. Repetition of songs and stories helped Wafa in the English vocabulary acquisition and language development. Wafa got easy to memorize the vocabulary by singing.

Clark states that "Children have to learn both to perceive and to produce the sounds of their language. In doing this, they set up some form of representation of memory for the words they hear. They then use these representation in identifying words spoken by others and in trying to pronounce words in the way adults do. These representations play a central role in children's acquisition of the sound system ". In this case, Wafa only tried to perceive the language, and did not produce much. It is because Wafa is still trying to find the way in understanding the sound system.

Generally, Wafa could understand the mother's

exposure through the nonverbal communication. Mother's gestures really facilitated Wafa to understand the context, even she did not produce the sound. The mother's exposure was meaningful to her to understand the context. Wafa was not able to imitate all the sound produced by me. She only had listening process much through the mother's exposure.

CONCLUSION

This research showed that Wafa had her English vocabulary acquisition through her mother's English exposure. Her mother did the English exposure at home naturally. Her mother let Wafa listening to her English consistently for almost three months. In some occasions, Wafa understood what her mother instructed by seeing the nonverbal communication to get the meaning of the context. There were some activities that Mother facilitated the acquisition process namely reading bedtime stories, singing the English song, watching YouTube stories, and daily conversation. Wafa tried to understand what her mother said through the context of the situation and the manifestation of mother's gesture. She knew the meaning based on the context of situation. In almost interview taken, Wafa did not produce utterances in English. She gave the responds in Indonesian utterances. Wafa tried to have imitating, meaning, and production through her mother's English exposure conducted at home.

The classification of English vocabularies were classified into some semantically categories namely people, animals, vehicles, parts of body, clothing, toys, house utensils,

learning related things, food and drink, fruits, toiletries, routines, public places, and things in the nature. Along the process of mother's English exposure, Wafa showed her interest and enthusiastic responds. It is expected that the research will be followed with a research to see her process of sound production and the process of phonetically exposure.

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