CHAPTER I

INTRODUCTION

A. Background of the Study

English has become one of international languages, because of this reason most of countries in the world try to master English well by building up their educational policy to take English as the main course and use it as drably conversation.¹

Learning a foreign language is not as easy as learning native language. To learn foreign language, the learners will meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those of their native language.

Vocabulary is important to convey meaning, to express wants, desire, and feelings to communicate with others. Vocabulary is one of the components, which support a speaker in communication, whenever we want to communicate with other people using a language, we should have mastered a stock of words related to the topic spoken, so vocabulary is very crucial to convey communication.

There is statement if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words. Most learner, too acknowledge the importance of vocabulary acquisition.

On the holy Qur'an, there are some verses which explain us about vocabulary, as follow:

p.5.

¹C Brumfit, English for International Communication, (New York: A Wheaton, 1992)



"He taught Adam the names of all things and then set them before the angel, saying: 'Tell Me the names of these, if what you say be true.' 'Glory to you 'they replied, 'we have no knowledge except that which You have given us. You alone are Wise, Knowing."(2:31-32)²

The Qur'an states this by saying that God's purpose in Adam's creation was to make Him God's vicegerent (khalifa) on earth. He endowed Adam with creative knowledge concerning the nature of things by teaching him "the names, all of them" as well known at this era as vocabulary.³

In another verse of Qur'an, the God creates human beings with their elements which different between one and others. Those elements are nation, tribe, country, sex and also in language. We know in this world there are many languages. All of them are not created by God to differ and make one group of people which are greater than others. But the God creates like this condition in order to make human in the world would live together peacefully and know each others. .

The Indonesian vocabulary is very different from English. In teaching vocabulary to children in elementary school, the first thing that should be done is introducing English vocabulary to them how to write and pronounce it. The teacher must know students' interest and needs. They should teach vocabulary through enjoyable activities, which will make the student memorize English vocabulary easily.

Vocabulary learning is interesting when the meaning of the word is illustrated, for example by picture, an action, or a real object. The children should meet and use the words in relevant contexts, in order to fix them in their minds. This action establish their relationship to other words, so that a vocabulary network is build up.

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²Zayid, Mahmud Y, The Quran, (Lebanon: Dar Al- Choura, 1997) p.4. ³Wahid, P.A, *An Introduction to Islamic Science*, (New Delhi: Adams' Publisher, 2007) p.122.

How well can the children read and write in their own language and then do they need to be able to write in English at this stage. For young children pictures are very important show them a picture of things around them. And ask them to copy words to practice their hand writing as much as their English ability.

Many students, especially young learners get difficulties to write words in English well. They often still write an English word according to their mother tongues' spelling and pronunciation. In fact, between English and Indonesia language is very different both in spelling (written) or pronunciation (oral).

The problem above also happens in fourth grades students of SD N 1 Kebonharjo Patebon Kendal. They can say some English words but they still do mistakes to write them. Moreover their ability in English especially in mastery vocabulary is very poor. It is caused on a week they are just given one-hour lesson English materials. In this school, English is still being minor lesson, so students attend less interesting in learn it.

Variation on gap task contains some interesting writing task such as the vocabulary which combined by picture in picture gap, because picture make young learners feel interest and easier to learn by heart vocabulary. Also vocabulary is important as basically aspect to start learn English. Hopefully using variation on gap task can increase skills student on developing and mastering vocabulary especially in writing.

B. Reason for Choosing the Topic

There are some reasons, the writer decided to choose this topic as follows:

- 1. The influence of using variation of gap tasks for helping students to write vocabulary correctly will be known by writer.
- 2. Students' difficulties in writing vocabulary and how to solve it will be known by writer.

C. Definition of key terms

The title of thesis is using variation of gap tasks to improve students' vocabulary writing. In order to avoid misunderstanding that can be happen

with the title of this thesis; the writer would like to clarify the words as follows:

1. Young learners.

Young learners are children from the first years of formal schooling (five or six years old) to eleven or twelve years of age. However, as any children teacher will know, it is not so much the children's age that counts in the classroom as how mature they are. There are many factors that influence children's maturity, for example, their culture, and their environment (city or rural), their sex, the expectations of their peers and parents.⁴ So, young learners limited communication skills have been explained in terms how to improve their understanding and other people think, act, and communicate.

2. Vocabulary.

Vocabulary is all the words used by particular person, class profession, or sometimes a lot of words or phrases usually arranged in alphabetical order and defined a dictionary, glossary, or lexicon.⁵ Nevertheless, it is possible to have a good knowledge of how the system of language works and yet not be able to communicate in it. If we have the vocabulary we need it is usually possible to communicate. So, vocabulary is one of important language element to communicate.

3. Variation of Gap Tasks

Variation of Gap Tasks is a group of written task that contain some gap filling in the blank of sentences or paragraph. The children fill in gaps in short English tasks, the first variation are suitable for young learners and beginners, they increase in difficulty and maturity required.⁶ In the writers' opinion it can be more interesting if it was done to be combined

⁴Lynne Cameron, *Teaching Language to Young Learners*, (London: Cambridge, 2003), p.15.

⁵Merriam Webster's, *Collegiate Dictionary*, (USA: an Encyclopedia Britannia Company, 2003), p.1400.

⁶Sarah Phillips, Young Learners, (New York: Oxford University Press, 1993), p.45.

with playing games such as the students are asked to look for the correct picture in noun and make gesture to describe in verb and adjective, because game can make students enjoy and interest in following teaching learning process.

D. Research Questions

This study is intended to answer the following questions:

- 1. How is the implementation of using variation of gap tasks to improve students' vocabulary writing?
- 2. How much does variation of gap tasks can improve students' vocabulary writing?

E. Objectives of the Study

The objectives of the study are as follow:

- 1. To describe the implementation of using variations of gap tasks to improve students' vocabulary writing.
- 2. To find out how much variation of gap tasks can improve students' vocabulary writing.

F. Limitation of the Study

The writer observes teaching and learning process at fourth grade students of SD N I Kebonharjo Patebon Kendal in academic year 2009/2010. This study covers the process of learning vocabulary writing using variation gap tasks. The mastery of the material was given in procedure of investigation. The writer does not use all of part of speech, but just chooses the material about Noun, adjective, verb, and antonym because the research time is limited.

G. Pedagogical Significance

Based on the objective above, the significance of the study can be stated as follows:

1. For Writer, by doing this research, hopefully the writer will get some

- experiences and knowledge about his study and it will be useful in the future.
- 2. For Teacher, by doing this research, the writer hopes that the output of the study will be useful to give contribution of developing English teaching especially in teaching vocabulary to young learners. And the writer hopes teacher can use variations of gap task as an alternative task to help students so that they can master in writing vocabulary.
- 3. For Students, by using variations of gap tasks as an alternative task, hopefully students can solve their some difficulties in writing vocabulary. So, they can more quickly to remember and master vocabulary in writing. Even they can develop those words become a sentence.