CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Young Learners

    a. The Characteristics of Young Learners

Elementary school usually consist of students about six up to twelve years old who has different characteristics and motivations from the students in higher level like junior high school, senior high school and university. The most important step toward working successfully with children is to understand them, teaching elementary school students is not the same as teaching adult because in elementary school, the students might have low motivation in learning. Every child has his own mental characteristics. It can be seen from the way he behaves and learn something in his surroundings. There are children who are quick in learning something and others who develop slowly. The writer will present the average characteristics of young learners according to some experts.

There are some general characteristics of young learners according to Harmer, they response to meaning even they do not understand individual words, they often learn indirectly than directly, they understanding comes not just from the explanation, but also from what they see and hear, they have limited attention span, unless activities are extremely engaging they can easily get bored, loosing interest after ten minutes or so.[1]

The characteristics of primary school age (6 to 12 years old), as follows are they have particular difficulties with reading and spelling, often put and leaves letters out of word in the wrong order, poor

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[1]Jeremy Harmer, *The Practice of English Language Teaching,* (England: Longman, 2001), p.38.

concentration, they have problems understanding what they have read, take longer than average to do written work, and problems processing language at speed.[2]

Some strategies for young learners are allow a child to change work sites frequently while completing homework or studying, assign tasks involving movement, use song as a tool for transition from one activity to another, teach student to verbalize a plan before solving problems or undertaking a task, provide opportunities for students to show their creativity and imaginary thinking.

Based on those characteristics, it can be concluded that is very important for teachers at this level to encourage their students to get information or learn from a variety of sources because young learners are very much linked to their surroundings and more interested in the physical and the tangible. Since the children are mostly less attentive to the materials, the teacher should have to be creative to select interesting activities, provide a great variety of activities.

b. Teaching English to Young Learners

Teaching English as a second or foreign language to young children offers special challenges. Like their older counterpart, young learners may very greatly in their aptitude for second language learning, their motivation for the experience, and their interest in language learning in general and individual language activities. Unlike the majority of their older counterpart, however young learners may also be experiencing their first encounter with formal education.[3] Thus, teachers of young learners must often address areas of learning taken for granted by those who teach older learners.

Young learners are up to the ages of eleven or twelve, or often less self- conscious and less anxious about beginning to learn a new

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[2] Rebecca Rauff, *New Ways in Teaching Young Learners*, (USA:TESOL,1996), p.16.
[3] Addison Wesley, *TBL for Beginners and Young Learners*, (England:Longman,1996), p.34.

language than adults. They are used to making sense of things without understanding everything. They often have good memories, and are good at imitating. They enjoy playing games, are often more used to activity based-learning than adults are. There are many familiar primary-level routines, like learning to count, story telling, action games, matching and classifying that can be used in the language classroom. Young learners love playing the same games and hearing the same stories many times over, and do not get bored by repetition. Younger children do, however, have a shorter concentration span than teenagers and adult and need a greater variety of activities within one lesson to keep them interested.

Young learners are naturally curious, and usually respond well to a classroom that is full of color full pictures and interesting things. Try to collect items from countries where the target language is used and display them. Talking the children about the items on display provides useful exposure. Change items around regularly, or bring in some new ones each week so that the children notice the changes. Choose items that the children can touch and ask you about. [4]

Following a systematic introduction of individual sets of letters, let students copy and practice reading the new words and phrases from handwritten handouts or the board at the board at the end of every lesson. This will help their motivation and give them confidence.

Let students in groups play simple spelling games, e.g. each dictates one word from a recent transcript to the group, letter by letter. The group writes it down and says whether it is spelled correctly or not. They can set each other simple spelling tasks, like dictating four or five newly introduced words, and arranging them in alphabetical order. They can write their own 'odd word out' cards. They should now be ready for the next task.

We can take from Piaget the very important idea of the child as an active learner and thinker, constructing his or her own knowledge

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[4] *Ibid*, p.127.

from working with objects or ideas. Donaldson's work emphasizes that the child actively tries to make sense of the world, asks questions, wants to know, and also from a very early stage, the child has purposes and intentions what he wants to do.[5]

Young learners also seek out intentions and purposes in what they see other people doing, bringing their knowledge and experience to their attempts to make sense of other people's actions and language. Realizing that children are active sense maker, but that their sense making is limited by their experience, is a key to understanding how they respond to tasks and activities in the language classroom.

Learning to do things and learning to think are both helped by interacting with an adult. Vygotsky saw the child as first doing things in social context, with other people and language helping in various ways, and gradually shifting away from reliance on others to independent action and thinking.[6] However, he believes that words do have a special significance for children learning a new language. The word is a recognizable linguistic unit for children in their first language and so they will notice words in the new language. Often we teach children words in the new language by showing them objects that they can see and touch, and that have single word labels in the first language. From their earliest lessons, children are encouraged to think of the new language as set of words, although of course this may not be the only way they think of it.

Sometimes a new word is first explained in the foreign language or with picture, but is then immediately translated in the first language. Students will soon realize the pattern of their teachers' explanation and learn that they do not have to concentrate on working out the meaning, because the translation is predictably given afterwards. As a general principles, it would seem useful to avoid translation as a regularly way

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[5] Rebecca Rauff, *Opcit*, p.26

[6] Lynne Cameron, *Opcit*, p.7.

of explaining new words, and to try other techniques, both for variety and promoting learning. Often when new words are introduced, students will produce the first language translation then the teacher can accept the translation, as useful evidence of understanding, but can still proceed with explanation in the foreign language that will provide in useful input.

For young learners, the spoken form should have priority, but written form can be introduced either so on after, for learners who are literate in the foreign language, or sometimes later are reading or writing skills are developed. With a focus on discourse and embedding new words in a discourse context, we may be at risk of forgetting that form is difficult to notice when a word is encountered in a sentence.

Students need to hear a new word in isolation as well as in a discourse context, so that they can notice the sounds at the beginning and end, the stress pattern of the word, and the syllables that make up the words. They will need to hear the word spoken in isolation several times to catch all this information. Then children encounter the written form of a new word, their attention should be drawn to it shapes, to initial and final letters, and to its spelling.

2. Vocabulary

   a. Definition of Vocabulary

   In learning foreign language, in this case English, we have to learn vocabulary because it is essential part of the language. There are several definition about vocabulary. Hornby says that vocabulary is:[7]

   1) All the words that a person knows or uses

   2) All the words in particular language

   3) The words that the people use when they are talking about a particular subject.

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[7]As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2000), p. 1447.

Similar to Hornby, Webster's defines vocabulary as:[8]

1) A list or collection of words and phrase usually alphabetically arranged and explained or defined.

2) A sum or stock of words employed by a language, group, individual, or work in a field of knowledge.

3) A list or collection of term or codes available for use(as indexing system)

4) A supply of expressive techniques or devices (as of an art form).

Definition the entire set of words in the language. But in applied linguistics, vocabulary is used in its everyday sense, there are books for foreign learners, for example devoted to vocabulary and most course books have vocabulary sections.[9]

From the definition above, vocabulary can be concluded as a list or sum of words or term or codes that people know and use in particular language

b. Kinds of Vocabulary

Kinds of vocabulary, which are well known as part of speech. For more clear, as follows explanation:

Kind of vocabulary	Meaning	Example
- Noun	- Kata Benda	- Book, boy, time
- Pronoun	- Kata ganti	- I, she, them
- Verb	- Kata Kerja	- Read, hear, write
- Adjective	- Kata Sifat	- Red, big, far
- Adverb	- Kata Keterangan	- Now, here. Slowly
- Preposition	- Kata Depan	- Over, on, in
- Conjunction	- Kata Penghubung	- And, because, or
- Interjection	- Kata Seru	- What a pity!

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[8]Webster's, Merriam, *Collegiate Dictionary*, (United State of America: An Encyclopedia Britannica Company, 2003),p. 1400

[9]John Read, *Assessing Vocabulary*, (San Francisco: Cambridge, 2000), p.19.

Noun is the most common of the parts of speech. Sometimes noun is called naming words because it name people, places, things, and ideas. Pronoun is the part of speech that can be substituted for a noun. The second sentence in each pair of examples is shorter and clearer because pronouns have been substituted for noun.

Verb is also a necessary part of a sentence. Without a verb, a group of words cannot be a sentence. Some verbs are called action verbs because they often show action. The verb of a sentence is not always one word. The main verb can be written with helping verb or auxiliary verb. An adjective is a word that modifies, or describes a noun or a pronoun. Notice that an adjective usually comes before the word it describes.[10]

Like an adjective, an adverb is a modifier. An adverb modifies, or describes another word in the sentence such us verb, adjective, or another adverb. Preposition is a word that shows the relationship between a noun or pronoun or another word. And the last conjunction connects word or group of words.

The term Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. Since vocabulary is a list, we might think that the only system involved is that of alphabetical order. Modern lexicographers however are concerned with much more than the alphabetical ordering of words in dictionaries. The notion of choice in vocabulary selection and methods use in acquiring and teaching vocabulary also form an important part of book.[11]

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[10]Dawn Anderson, *Heath Grammar and Composition*, (USA: Heat and Company, 1987),p.45.
[11]Evelyn Jatch and Cheryl Brown, *Vocabulary Semantic and Language Education*, (Los Angaeles:Cambridge Language, 1995), p.80.

Some factors that make English Vocabularies more difficult than grammar are:[12]

a. Pronunciation: Research shows that words are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are familiar to some groups of learners. Many learners find that words with cluster of consonant are also problematic.

b. Spelling: Sound spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and contribute to a words difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic.

c. Length and complexity: Long words seem to be no more difficult to be learned than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their learn ability especially in variable stress.

c. Teaching Vocabulary

Vocabulary will make the students practice the structure more easily. It is useful for students in order to community in daily life and will strengthen belief that English can be used to express the same ideas of feelings they express in their native language.

Teacher needs a good knowledge of their teaching materials. When they have to teach for the students about vocabulary, teacher should know the general knowledge of vocabulary are words and also the meaning. The words or vocabulary can be spoken and written. Vocabulary is very important to be mastered first. For this reason, teacher should pay more attention to the teaching vocabulary to children. Teacher should try to give as clearly as possible the explanation of the meaning of the words

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[12] Scott Thornbury, *How to Teach Vocabulary* , (Malaysia: Pearson Education Ltd, 2004),p.27

being taught by using the media.

Five Essential Steps in Vocabulary Learning in according to Brown and Payne did an analysis that resulted in a very clear model where the strategies fall into five essential steps: having sources for encountering new words, getting a clear image, either visual or auditory or both for the form of the new words, learning meaning of the words, making a strong memory connection between the forms and meaning of the words, using the words.[13]

Some Implications of finding for the teaching of vocabulary are teaching should direct attention to the sounds of new words, particularly the way they are stressed, learners should aim to build a threshold vocabulary as quickly as possible, learners need to be actively involved in the learning of words, learners need multiple exposures to words and they need to retrieve words from memory repeatedly, memory of new words can be reinforced if they are used to express personally relevant meanings, not all the vocabulary that the learners need can be taught, learners will need plentiful exposure to talk and text as well as training for self-directed learning.[14]

Vocabulary learning are central to language acquisition, because by mastering a lot of vocabulary as possible someone can speak to other people easily whether language is first or second foreign. Although vocabulary has not always been recognized as priority in language teaching, interest in its role in second language learning has grown rapidly in recent years and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner.

Teaching technique and activities are important that new vocabulary items be presented in contexts rich enough to provide clues to

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[13]Arthur Hughes, *Testing for Language Teachers,* (New York: Cambridge University, 2003) p.45.

[14] Paul Nation, *New Ways in Teaching Vocabulary*, (USA: TESOL, 1994).p.285.

meaning and that students be given multiple exposure to items they should learn. Exercises and activities include learning word in word association list, focusing on highlighted words in texts, and playing vocabulary games.

A variation on this technique, a "vocabulary network", could be designed to help even beginning students learn to make semantic association within particular super ordinate headings. As a somewhat simplified example, consider a text describing a scene with red house, a blue sky, and green grass. The teacher could first discuss the chosen words, provide super ordinate category headings such as animal and color in circles, and then help student learn to illustrate the relationships among the words. Antonyms are particular problem because they tend to come in pairs such as deep and shallow, rich and poor. Synonyms and other closely related semantic grouping (food, clothing, body parts) are also problematic. [15]

As students are encouraged to make the transition to independent learning by determining meaning of the less frequent words they read or hear. Strategies should aid both in discovering the meaning of anew word and consolidating a word once it has been encountered. Thus, learners should approach independent learning of vocabulary by using a combination of extensive reading to get more new vocabulary as self-study strategies. The important point to remember is that the student must learn to concentrate on remembering the image of the interaction between the keyword and the foreign word.

There are some ways which be vocabulary learning strategies. In order that students become easy to learn vocabulary. Those ways as follow:[16]

Guessing Meaning from Context. This strategy is a key vocabulary learning skill for dealing with low frequency vocabulary, particularly in

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[15] *Ibid*, p.277.
[16] Scoot Thornburry*, Opcit*, p.148.

reading texts. Recommended steps for guessing from context are decide the part of speech of the unknown word, look for further clues in the word's immediate collocates, look at the wider context including the surrounding clauses and sentences, make a guess as to the meaning of the word.

Mnemonic Devices is the keyword method, an aid memory which helps to link a word form and its meaning and to consolidate this linkage in memory. The important point to remember is that the student must learn to concentrate on remembering the image of the interaction between the keyword and the foreign word.

Vocabulary Notebooks is students write word pairs in notebook to help them visualize the association network of relationships existing between new and familiar words. Those words which every time students hear and see a new word within a certain period.

In the following some basics techniques of teacher to explain the meaning of new words, all of which can be used in the young learners classroom: By demonstration or picture such as using an object, using a cut-out figure, using gesture, performing an action, photographs, drawing or diagrams on the board, picture from book, even can might add moving images, from TV, video, or computer. However, it is important to realize that the immediate translation of a new word takes away from the child any need or motivation to think about the meaning of the foreign language word or to hold the new word in mind. As a result, although understanding may be rapid and painless, longer term remembering is less likely.

3. General Concept of Tasks

    a. Definition of Tasks

In general education and in other fields such as psychology, there are many different definitions of tasks. There is also quite a variety from within the field of second language teaching, as following definitions show. Task is an activity or action, which is carried out as the result of

processing or understanding language, for or example was listening to an instruction and performing a command. Task usually requires the teacher to specify what will be regarded as successful completion of the task.

Task is assumed to refer to a range of work plans, which have the overall purpose of facility language learning fro the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulation and decision-making.[17]

Task uses in teaching foreign languages to children. Cameron does not interest in an abstract of task but in unit of activity that can be used for lesson planning and evaluation, and which will also work as a unit of an analysis in research by teachers or by researcher coming into classroom.[18] The essential aspect of a task is that learners were focused on the meaning of content rather than on form, i.e. the learners' goals and task outcomes are not explicitly language focused. Recently there has been something of a return to form as needing attention too.

Observation for assessment is such as that which takes place in pre- service teacher training courses or during probation periods or for employment related matters, is not dealt with here. As it is usually value based, directive, externally imposed, and colored by factors not necessarily related to learning, it does not fall within our central notion of observation as a learning tool. An observation task is a focused activity to work on while observing a lesson in progress.

Using an observation task helps the observer in two important ways:[19]

1. It limits the scope of what one is observing and allows one to focus on one or two particular aspects, such as listening only to a certain type

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[17] David Nunan, *Designing Tasks for the Communicative Classroom*, (Glasgow: Cambridge Univ. Press, 1989). p.6.

[18]Cameron Lynne, *Teaching Language to Young Learners*, (London: Cambridge, 2005), p.29.

[19]Ruth Wajnarib, *Classroom Observation Tas*ks, (United Kingdom: Cambridge University, 1992), p.8.

of question, or charting one student's concentration for a ten minute time span, or recording non verbal signals.

2. It provides convenient means of collecting data that frees the observer from forming an opinion or making an on the spot evaluation during the lesson. The judge mental and interpretive side comes later, after the lesson, and will be based on the complete data that has been collected.

A classroom task will have a clear beginning and end, it may be quite short or it may last over several lessons. For the child, a classroom task should have a clear purpose and meaning, for the teacher, the task should have clear language learning goals. Key feature of classroom task for children learning a foreign language are summarized as follows: have coherence and unity for learners (from topic, activity and outcome), have meaning and purpose for learners, have clear language learning goals, have beginning and end, and involve the learners actively.

According to Bruner the tasks effectively for children did the following are they made the children interested in the tasks, they simplified the task, often by breaking it down into smaller steps, they kept the child on tracks towards completing the task by reminding the child of what the goals was, they point out what was important to do or showed the child others ways of doing parts of the tasks, they controlled the child's frustration during the tasks, they demonstrated an idealized version of the task.[20]

When children focus on some part of a task or the language they want to use, children may not be able to keep in mind the larger task or communicative aim because of limits to their attention capacity. Between them, teacher and student manage the whole task, but the way in which the parts and aspects are divided up varies with age and experiences. The teacher does most of the managing of joint engagement on a task.

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[20]*Ibid*., p.8.

Vocabularies will make the students practice the structure more easily. It is useful for students in order to community in daily life and will strengthen belief that English can be used to express the same ideas of feelings they express in their native language.

Teacher needs a good knowledge of their teaching materials. When they have to teach for the students about vocabulary, teacher should know the general knowledge of vocabulary: words and also the meaning. The words or vocabulary can be spoken and written.

b.   Variations on Gap Tasks

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. Gap Task is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing word. This test requires the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text.[21]

This exercise is commonly administered for the assessment of native or second language learning and instruction. So, variation on gap task is the written task which concludes gap filling and missing word within variation form such as, picture, gesture, and antonym word.

Gap task is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing word. Cloze test require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is commonly administered for the assessment of native or second language learning and instruction.

Words maybe deleted from the text in question either mechanically or selectively, depending on exactly what aspect it is intended to task for.

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[21]Sarah Phillips, *Young Learners*, (New York: Oxford University Press, 1993), p.45

The definition of success in a given cloze test variation is depending on the broader goals behind the exercise. Assessment may depend on whether the exercise is objective. For example students are given a list of words to use in a cloze) or subjective for example students are to fill in a cloze with words that would make a given sentences grammatically correct.

Initially, the cloze tests, which were introduced by Taylor, were used only to assess the readability of texts in the reader's native language. Therefore, it is a sub-consciously motivated tendency to fill up the empty when one is observing an object or picture. After Taylor, the cloze tests came to be used in L2 testing, but it did not get popular until 1970's when overall competence was gaining attention.[22]

The idea of overall competence can be traced back to the Unitary Competence hypothesis proposed by Oller, before that time tests were devised to measure performance or recognition of separate sounds, specific grammatical features, or vocabulary items. What Oller said, in brief, was that language proficiency is indivisible, that tests only differ in their effectiveness at measuring this one factor, and that the elaborate apparatus of dimensions and tests used by the psychometrics could be replaced by one test which would directly tap the single indivisible faculty of overall proficiency, one of the mot well-known being cloze tests, in which every nothing word has been deleted. A good achievement test could show big improvement on question tags studied over a two to three week period. But a proficiency test generally would not show much if any improvement.

Gap filling activities provide another type of practice. Students are asked to choose all possible words from a thematically related list, some of which will be needed more than once, and some of which will not be needed at all.

For vocabulary instruction in the earliest stages, some researchers

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[22]http://www.52en.com/xl/lunwen/lw_3_0018.html/ 23042010/10.37 a.m

recommend that collocations not be included at all. They represent a more advanced type of word knowledge that should be left to higher-level students who were enhancing and consolidating vocabulary already partially learned. Beginners should focus instead on developing a large basic vocabulary and learning the typical contexts in which the words occur.

c.   Kinds of Variation on Gap Tasks

There are some variations on gap tasks as follows are:

Picture gap is chosen a suitable task and rewrite it, substituting teacher for some of the words according to pictures in the blanks. The children should write the words, perhaps with the help of their picture dictionaries. For example. This is my …………………. It eats a ………………….and drinks ……………………..

Verb fill is students guess the teachers' gesture and write those verbs to fill in blanks of sentencds, which has some action verbs in it that can easily be changed for others using gesture. For example, I always ……………at 9.30 p.m and ……………at 4.30 a.m then at 6.00 a.m I …………….

Opposite words is task written, including some words, which have opposite. Give the children a copy and ask them to write the opposites in the spaces by the original words. For example, Mr. John is an …………. (young) man who lives in a ………….(big) wooden house. He has a…… (short) nose and …………..(black) hair.

Other words is gap fill task, which can change using others object, person, or animal description. It should contain some description and some action. Put the children in pairs or group and tell them to change the task, imagining that the person is an animal. e.g. a mouse, a lion, or an elephant when they have finished, let the children read each other's task. For example, Mr. Slamet is a teacher. He is tall and thin. He has straight hair. His favourit food is meatball and fried rice. Student must make others description. Such as, Mr. Slamet has big and strong

body. His nose is very long and his ear is very large. His favorite food is grass.

d. The Use of Variation of Gap Tasks in Teaching Vocabulary Writing

Students are asked to give example from familiar noun and verb. Teacher show the picture card that contains picture of animal, part of body, others things that can be found around us. Teacher give it to students and asked them to spell every their picture card. Students are asked to write name of thing based on their picture card. Students are divided into 7 groups. One student is pointed to be a leader of group. He must show pictures and make gestures that recommended by teacher. Every members of group have to remember it's and fill them into the blanks of sentences as a group task. Every student has to understand the meaning of every sentence and can write noun and verb correctly.

B. Previous Research

There are some researchers done in vocabulary teaching which have been my references in this research, as follow:

1. Research entitled *Picture as Media in Teaching Vocabulary* of years 5th students of SD N Harjosari Kidul 01 Tegal 2005-2006 By Nely Fatmawati. This research describes how picture motivate children to learn English vocabulary. The reason which why researcher choose this title because the young learners often get difficult to learn vocabulary by using conventional teaching. Children like to remember word by word using their imagination, so their memory in brain could develop and easier to understand something. The result of her research is on the pre Test their average score is 63.3 and on the post Test their average score becomes 77.8. Different with both tests is 14.5. As a result were their scores in vocabulary task increase highly significant between they are taught before and after using picture as a media teaching.[23]

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[23]Nely Fatmawati, *Picture as Media in Teaching Vocabulary*, (Semarang: UNNES, 2005), p.73.

2. Research entitled *Error Analysis on Junior High School Students Writing at SMP Blandong Batang 2006.* By Ismail Turk. The result of his research was still founded some mistakes especially in writing of vocabulary. Most students often make mistakes in grammar. In choosing appropriate words to express their ideas and in spelling. Students have not mastered in presentation the correct words as one of writing elements. They often write some vocabularies according to their mothers' tongue pronunciation. The result of this study shows that student of junior high school still not mastery in writing text especially in vocabulary writing.[24]

3. Research Entitled *Comparative Study of the Use of Audiovisual and Conventional techniques in Teaching Vocabulary at Elementary School.* By: Rita Sativa Ratriningrum. She did research to get similarities and differences between teaching technique conventionally and modern. She used television as audiovisual to teach vocabulary in one class and in another class she just teach it in front of class traditionally do not use media teaching. The result of her research was students who were taught by audiovisual got score are higher and they could understand and master vocabulary is better than they who taught conventionally.[25]

C. Action Hypothesis

In this research, the writer thinks that using variation of gaps tasks to teach vocabulary writing can improve the students' understanding on the material because it facilitate students to write words correctly.

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[24]Isamail Turk, *Error Analysis on Junior High School Student Writing*, (Semarang: UNNES, 2006), p.68.

[25]Rita Sativa Ratriningrum, *Comparative Study of the Use of Audiovisual and Conventional Techniques in Teaching Vocabulary at Elementary School*, (Semarang: UNNES, 2007), p.77