CHAPTER II
THEORETICAL REVIEW

A. Vocabulary

1. The Nature of Vocabulary

Vocabulary is one of the basic components of language. Words are signs and symbols for expressing our ideas. People use words to exchange their thought, feeling, and willingness. As we know, vocabulary is all the words in a language with an explanation of their meaning (Britain: Oxford University Press, 2004). A word is a sequence of letters that stand for either a physical object or an idea.

Vocabulary has an important part in learning English at all schools. By mastering vocabulary, students can learn words that are used by speakers and writers of English. Vocabulary is important both in written and spoken language. With sufficient vocabulary, they can understand what is written and spoken. So, enriching vocabulary is an essential thing for successful English learning. It is stated by Rivers in Nunan (1995: 176) that acquisition of adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and function, we may have learned for comprehensible communication.

2. Vocabulary Mastery

The students should have vocabulary mastery because it is an important thing of language. A lot of words that they master mean many...
ideas that they can express. So, vocabulary mastery can be said as a great
skill or knowledge of words which make up language by mastering
vocabulary, their language can improve well.

Vocabulary mastery is a key to the success of learning English. Without having vocabulary, the students should master vocabulary to support the four skills namely speaking, writing, reading, and listening. The students must be able to use the words in the sentence appropriately and also understand the words meaning. Vocabulary mastery is an essential for learning English to make students understand English well.

According to Wallace and Farch in Istiqomah (2007: 6) there are some students’ criteria who master vocabulary, as follows:

a. The students can spell vocabulary correctly.
b. The students are able to recognize words in spoken and written form.
c. The students are able to choose vocabulary to appropriate object or concept (knowing the full managing of potential words and not just one specific meaning)
d. The students are able to recall it well
e. The students know in what way vocabulary can combine with other words
f. The students are able to pronounce the vocabulary
g. The students know the relation between the words and other words within lexical set
h. The students are aware of vocabulary connotations and associations
3. Learning Vocabulary

Learning vocabulary is learning about words that make up language, which is an essential in language learning. It can improve students’ vocabulary mastery. Vocabulary mastery is important in learning English.

In learning vocabulary people always try anyways to master it. Rubin (1992: 2) suggest the ways study vocabulary:

a. Choose the best time to learn vocabulary

b. Try to find a place free of things that disturb to your study

c. Do not try to do all the exercise in one sitting. Studies have shown that you will remember your material better if you space your studying over a period of time. The thing to do is to find and work at space that is good for you.

d. Recall. It is very important in learning a word and its meaning.

e. Go over the word have learn. In addition, take a few minutes before a new exercise to review the previous exercise.

f. To remember the vocabulary learning, try to use them daily in written on speech.

4. Steps an vocabulary learning

According to Brown and Payne in Hatch and Brown (1955: 373-390) there are the five essential steps in learning vocabulary to increase vocabulary mastery of the students as follows:

a. Having sources for encountering new words
b. Getting a clear image, either visual or auditory or both, for the forms of the new words,
c. Learning the meaning of the words,
d. Making a strong memory connection between the forms and meanings of the words; and
e. Using the words.

B. Demonstration

1. The Definition of Demonstration

Demonstration is one of techniques in teaching-learning process. Meanwhile, Kinder in Hamalik (1986: 169) writes that demonstration is valuable in all areas. The learning in the demonstration is concrete. It is essentially a doing method and it allows for repetition and drill. The demonstration method is usually informal, and it is effective with simple processes or complex projects.

Based on the definition above, the writer concludes that demonstration technique is teaching that use telling and showing something/object or process. The processes here is the process of making or serving or operating something. It may need or use chalk board or transparencies on an OHP, picture to illustration or show.

2. Reason for Choosing Demonstration Technique

Students often face a lot of difficulties in learning English, especially in learning vocabulary. Many students say that English is very
difficult subject. They find it difficult to remember words and their meaning of the words. It makes students feel bored to study English.

To make that students not feel bored in learning English, especially learning vocabulary, the teacher should use ways to make the students more interested in learning vocabulary. Demonstration is one of the ways to make learning vocabulary interesting, because demonstration makes the students remember the words and the meaning the words easily.

There are some reasons for choosing demonstration technique in learning vocabulary, as follows:

a. Demonstration makes learning easier and creates interest. The visual helps students to remember.
b. Demonstration makes learners give attention and can dramatize important points.

3. The Principles of Demonstration

According to Hamalik (1986:169) the demonstration technique will be effective if the teacher follow these principles:

a. Demonstration has to be seen clearly by students.
b. All the oral explanation should be able to be heard clearly by all students.
c. Students should know what they are observing
d. Demonstration has to be planned carefully.
e. Teacher as a demonstrator has to do his work effectively and fluently
f. Demonstration has done in good atmosphere.
g. Give change for students to try what have done.
h. Before starting demonstration, the teacher should prepare all the
c material which will be used.

i. It is better, for demonstration to be completed with summary on the
board.

j. Do not forget the main purpose.

4. Procedures in Teaching Demonstration

In teaching using demonstration, there are some procedures that
must be paid attention to. They are selecting a demonstration topic and
planning and preparing the demonstration.

a. Selecting a demonstration topic

1) The topic should be interesting and suitable to the students’ level.

2) The topic should provide an educational experience for both the
teacher and the students.

3) The topics have timely, partial and interesting; it means that the
topic should be appropriate with time available and also can be
understood easily.

4) The topic should be able to be prepared in short period of time.

b. Planning and preparing the demonstration

1) The teacher gather information from people, book and experience
it means that the teacher find out sources for teaching
demonstration.

2) The teacher writes an outline in order to organize the information it
makes the teacher easily to demonstrate.
3) The teacher collects the material if possible, or models if necessary. The teacher should not use the materials that cannot be seen clearly.

4) The teacher should anticipate how to transport and store all of the materials.

5. The Steps Teaching Using Demonstration

According to the Hamalik (1986: 170) there are some steps in teaching using demonstration, those are:

a. The teacher as a demonstrator has had all of the materials needed.

b. The teacher explains what will be the plan.

c. The teacher demonstrates to the students (as observer) slowly, the explanation have simple enough.

d. The teacher does it again and explains the reason from the demonstration.

e. The teacher asks the students to review orally.

f. The teacher asks the students to demonstrate something by own words and explains it.

6. The Kind of ways in Teaching Vocabulary by Demonstration

Demonstration is one technique which can make the students interested in the English subject, especially in vocabulary.

According to the book of Language Teaching techniques Nation, 1977) there are some kinds of techniques in teaching vocabulary by demonstration, those are:

a. By using object
1) Here teacher shows the learner an object. The learners already know the name of object in English. The learners’ look at the object for a minute and then the object is hidden. Using the memory, the learners should write or mention all or the objects that they see. It is easy to understand. The exercise can be done as often as possible, so they know exactly the name of the object.

2) Some of the learners have their eyes covered with a piece of cloth. They are given objects to hold in their hands and to feel. While they do this the teacher tells them the name of each object. The teacher repeats the name as often as possible while the learners are touching the object. Then the objects are put on the table and the learners’ eyes are uncovered. The teacher says the names of the objects and the learners must point to the correct.

b. By using a cut-out figure

1) Instead of picture, shapes cut out of paper or chalkboard are to teach the meaning of words. The learner’s eyes are covered and the teacher gives the shape to the learners and says the English word. The learners try to guess the meaning of the words by feeling the cut out shape.

2) The teachers checks by asking the learners to translate and point to a picture.

3) The name of fruits and the name of animal can be thought in this way.
c. By performing an action

Teaching vocabulary by performing an action is one way to increase the motivator, so the students will give attention to the lesson.

1) The teacher does an action to show the meaning of the word that has been written on the chalkboard e.g. smile, angry, sleepy, walk, eat, drink, etc. Then the teacher checks by asking the learners to use translation, picture or description, to tell the meaning.

2) The teacher asks to the learners.

7. The Advantages and Disadvantages of Demonstration Technique

According to Surakhmad (1986: 89) there are some advantages and disadvantages of demonstration techniques.

a. The advantages of demonstration technique, those are:

1) Demonstration makes students more attentive.

2) Demonstration can make students attract and interest.

3) Demonstration can be decreased difficulties in understanding of meaning of words, because the students get sample clearly.

4) Demonstration can make students active.

b. The disadvantages of demonstration technique, those are:

1) Demonstration becomes ineffective for example if the picture is too small and the explanations are not clear so this technique cannot to observe of the students well.

2) Not at all can be demonstrated in the class.