B. Vocabulary

1. The Definition of Vocabulary

Vocabulary is one of important factors in English skill. Having many vocabulary can help learn English easily. Napa (1991: 6) says that vocabulary has an important role in making up a language which one of the basic elements and that is why no language exist without words.

Furthermore, vocabulary is one of the most important components of language and one of the first things that applied in linguistics (Richard, 2000: 4). It means that mastering vocabulary is needed and it uses in English skills, such as speaking, writing, reading, and listening.

Nunan (1991: 81) argues that the lack of vocabulary makes students unable to follow the lesson well, it will give bad impact to students in learning English. Moreover, English communication is also unable to use by students.

Finally, mastering vocabulary in teaching and learning English skills are important role to make English communication easily as second language.
2. The Importance of Vocabulary

Rivers (1983: 125) as cited in Nunan (1991: 117) states that the number of vocabulary is essential for second language use, because without an extensive vocabulary, it will be difficult to use the structures and functions have learnt for comprehensible communication. Students will get trouble to follow English materials in classroom without any English vocabulary which is known.

Nunan (1991: 117) explains that one of the early stages of learning and using a second language is better served by vocabulary than grammar. It means that language need words to construct sentences using appropriate grammar. Having many vocabulary will help in making many sentences in order to make communication with each other easily.

In teaching and learning English, vocabulary mastery is very important. It will develop the achievement both of teachers and students in using language skills. Tarigan (1984: 125) states that language skills mostly depends on the mastery of vocabulary. Furthermore, Nunan (1991: 118) adds that the development of a rich vocabulary is an important element in the acquisition of a second language.

In short, the essential of teaching and learning second language is vocabulary which can help the students to use the right words and to increase their English skills.
3. Teaching and Learning Vocabulary

Since vocabulary is a basic component of English, having vocabulary mastery is important to learn speaking, reading, writing, and listening. Dorothy (1991: 51) says that vocabulary is one of the fundamental grammatical patterns of language. Vocabulary in words that have certain meanings and belongs to all languages (Dorothy, 1991: 51). All languages have vocabulary in order to learn more and can use its language.

Vocabulary also need a way for teaching and learning in order to make English easier. Teacher can use technique to make English material understandable and enjoyable for students. Moreover, Nattinger (1998) as cited in Nunan (1991: 134) explains that present a number of classroom techniques for vocabulary development are separated these into technique for comprehension (understanding and storing words) and production (retrieving and using these words). Actually, it will help students in studying English, so that all of the English skills can be mastered.

Furthermore, vocabulary has strategy to make teaching and learning process more active, appropriate in teaching objective and skillful. Schmitt (1997: 221) as cited in Mardianawati (2012: 20) says that the components or part of teaching strategies are divided into two major classes based on students learning strategies: discovery and
consolidation strategies. Each class consists of some strategies and it will explain as follows:

1. Discovery Strategies

   Sometimes, students may discover a new word's meaning through guessing a word from sentence or context, guessing from a similar of L1, using reference materials (mainly dictionary), or asking someone else (e.g. classmates or teacher). There is a natural sense that almost all of the strategies applied discover activities could be used as consolidation strategies in the later stage of vocabulary learning (Schmitt, 1997: 209 as cited in Mardianawati, 2012: 20). Discovery strategies including:

   a. Determination strategy

   Schmitt (2000: 227) as cited in Mardianawati (2012: 20) states that determination strategy is individual learning strategy which help learners to discover the meaning of words by themselves without asking classmates, the example is guessing the words from the context. Determination strategy includes analysis of part of speech, analysis of word prefixes, roots, suffixes, noticing cognates and using dictionary properly (Schmitt (2000: 227) as cited in Mardianawati (2012: 20)). In this case, students work independently so that the meaning of words can be understood more.
b. Social strategy

Social strategy consists of three sets of strategies, there are: asking question, cooperating with other and empathizing with other. First, asking questions help students to get closer to the intended meaning and it has aid for students in vocabulary learning. Second, cooperation with peers or classmates who smart will help students able to compare their abilities with other students. By knowing students abilities, it makes students to realize position in less or capable. If it is feel less, students will learn more whereas if it has been able, students will always keep the abilities.

Moreover, Cohen (1998: 76) as cited in Mardianawati (2012: 21) states that empathizing with other help learners to feel and think what other feel, so that the relationship between the learners and learner's peers will be closer.

2. Consolidation Strategies

Consolidation strategies are important to consolidate the strategy training by ensuring students to aware with the strategies available and the situation that students could be used. Consolidation strategies including:
a. Memory strategy

Generally, memory strategy refers to involve making connection between to-be-learned word and some previously learned knowledge, using some forms of imagery or grouping.

It is held that the kind of elaborative mental processing which is the Depth of Processing Hypothesis (Craik and Lockhart: 1972) suggest it is necessary for long-term retention (Schmitt (1997: 213) as cited in Mardianawati (2012: 22)). It can be said that memory strategy plays an important role in helping students to learn new words into memory and in the whole process of vocabulary learning.

b. Cognitive strategy

Cognitive strategy refers to written and verbal repetition as well as some mechanical means involving vocabulary learning. The other cognitive strategy also involve using some kinds of study aids, such as taking notes in class, taping L2 labels in each students physical objects, or making a tape recording of word list and studying by listening. Vocabulary notebooks are also recommended by numerous scholars to be implemented by students to facilitate vocabulary mastery (Gairns and Redman (1986: 77) as cited in Mardianawati (2012: 22)).
c. Metacognitive strategy

Metacognitive strategy involves an awareness overview of the learning process and making decision about planning, monitoring, or evaluating the best way to study (Schmitt (1997: 205) as cited in Mardianawati (2012: 22)). It is positive predictors of vocabulary size and general English proficiency in showing the significant role which play in teaching and learning. In the other words, it can be said that this strategy need controlling and evaluating students own learning through various ways, such as using spaced word practice, continuing to study word over time, or self-testing.

From the explanation that have been discussed previously, teaching vocabulary needs appropriate ways to know how deep students' competence are. Teacher should always control students, review and practise the vocabulary in one more time to measure students' understanding.

4. The Types of Vocabulary

Haycraft (1978: 44) as cited in Hatch (1995: 370) says that there are two types of vocabulary learning:

1. Receptive vocabulary

It means that students are able to recognize and understand words in context than to produce the words correctly (Haycraft (1978) as cited in Hatch (1995: 370)). The students just knowing the
meaning and having difficulty to apply those words appropriately in written or spoken. Furthermore, Nunan (1991: 118) states that receptive words are those which readers understand but which they do not necessarily use.

2. Productive vocabulary

In this case, students are able to understand, pronounce correctly and use grammatically in speaking and writing (Haycraft (1978) as cited in Hatch (1995: 370)). Productive vocabulary make students are more active in using English. Nurgiyantoro (2001: 275) adds that productive language is an activity to produce language to the other people by spoken or written. This vocabulary type is expected can be done by students in order to be an English mastery.

5. The Focus of Vocabulary

This research focus on English vocabulary that students do in English material. The scope material was based on the syllabus, especially in second semester. There were short functional text about procedure and description. This research choose the short functional of procedure text as the material. The materials which deliver by Demonstration technique use some words of vocabulary that can be seen, touch, and practice, such as Noun (Count Nouns) and Verbs (Activities and Preposition). By those words, the students can know the meaning and the spelling of vocabulary.
Thus, some words that mentioned before are included into world classes. Hatch and Brown (1995: 218), the classification of word classes based on the functional categories are called part of speech:

1. Nouns

Nouns can be divided into subclasses, it is follows:

a. Proper nouns, like Besty, Ohio differ from common nouns, like woman, state and choir.

b. Abstract nouns, like hope, understanding and love differ from concrete nouns, (chair, table and bag).

c. Count nouns, like books, birds, and pianos differ from mass nouns, (apple sauce, gravy and rice).

d. Group nouns, like bank, government club, and choir differ from other nouns that refer to people because it refers to the group as a unit ("The choir performs every Sunday" versus "The singers perform every Sunday").

2. Verbs

Verbs are words that denote action. Verbs can be place into four classes, it is follows:

a. Activities, such as; run, walk, write, and seek.

b. Accomplishments, such as; paint a picture, run a mile and write a letter.

c. Achievements, such as; recognize, understand, hear, and see.

d. States, such as; know, love, and desire.
3. Adjectives

Adjectives can be pointed out into:

a. Positive quality, such as; good, beautiful, diligent, and kind.

b. Negative quality, such as; bad, wicked, and lazy.

4. Adverbs

Adverbs typically assign attributes to verb, to clauses or entire sentences rather than to nouns. For example: here, there, now, quickly, and extremely.

In short, there are Nouns and Verbs that learn by the students. It is considered as an important component in learning vocabulary. In the learning vocabulary process that applied to the students, the activities were in the form of looking for the meaning and mentioning the activities by using English vocabulary. The choice of the words given was adjusted with the material of the first Junior High School students.

6. The Aspects of Vocabulary

Nurgiyantoro (2001: 213) explains that there are several aspects of vocabulary which can be evaluated, such as:

1. Meaning

Actually, every word has meaning. In sentence there is a meaning to show something. In communication meaning has important role to distribute the message with interlocutor.
Furthermore, Nurgiyantoro (2001: 277) says that someone who speaks has motivation to deliver something to the other people or just give respond for something that learn before.

2. Spelling

Spelling is combination between sound and letters. It is also has important aspect in vocabulary teaching that relation with reading and writing skill (Mardianawati, 2011: 11-12). In reading skill, students can add many vocabulary from the text. In addition, learning spelling can help students to differentiate spelling in each word. Meanwhile in writing skill, students can write sentences in good spelling and meaning. It can be said that spelling has important role in mastering English skills.

3. Pronunciation

Pronunciation is sound when its word spoken. Yates and Zielinski (2009: 11) explain that pronoun refers to how to produce the sound that use to make meaning in speaking. Having pronoun well can make other people knowing the meaning of each word easily.

Although pronunciation is difficult, students should be able to speak English with good pronunciation in order to make students to be good English speakers.
4. Grammar

Grammar has related to the vocabulary. It has function to make an appropriate sentence in English communication so that students can combine the words and differentiate the form of vocabulary in appropriate sentence. Moreover, Greenbaum and Nelson (2006: 1) state that grammar is the set of rules that allow us to combine the words in our language into larger units.

In short, those can be used by teacher as aspect to measure understanding and knowing students’ vocabulary. If there are some aspects which is not qualify, teacher should give more attention in teaching and learning.

C. Kinds of Vocabulary Teaching Techniques

There are many techniques in teaching and learning. Those techniques have purpose to make students more understand to the materials. Actually Hatch and Brown (1995: 368) state that vocabulary teaching is divided into intentional or direct learning and incidental or indirect learning. The intentional learning as being designed, planed for, or classroom activity for students while incidental or indirect learning as the type of learning that can produce the new vocabulary from doing or learning something else (Hatch and Brown, 1995: 368).

Meanwhile, vocabulary teaching also can use any approaches to teach students. Hunt and Beglar (2000) as cited in Mehrpour (2008: 193) explains that generally, there are three approaches in vocabulary
teaching: incidental or indirect learning (learning words by product of doing other things such as speaking, writing, and reading) explicit or direct learning (the teacher diagnosing the words that learner needs, presenting it to the students and elaborating on their word knowledge) and independent strategy development (practising by guessing meaning of the words from content and training students using dictionaries).

Furthermore, Oxford and Crookall (1998) as cited in Mehrpour (2008: 193) says that vocabulary teaching approach is divided into two kinds, decontextualizing and contextualizing technique. Decontextualizing define as a word learning technique through word list or use flash card. Meanwhile, contextualizing as a word learning technique by presenting words in text, sentences or by making sentences in both of written and spoken (Oxford and Crookall, 1990 as cited in Mehrpour, 2008: 193).

In short, teacher can use any appropriate technique for teaching and learning vocabulary because it will give good influence for students, such as students more motivate in classroom activity and understand the material well.

D. Demonstration Technique

Demonstration technique is a teaching technique or activity that show something to the students when teacher explains the material. Suharyo (1991: 35) and Hamalik (1983: 56) say that demonstration as teaching technique for showing how to make something or how to serve something. Actually, in this stage teacher needs some tools that have
contribution for the activity. By using tools, it can help students more understand to the material. Furthermore, Hamalik (1983: 63) and Sanjaya (2006: 152) also state that by using tools, teaching process will be real and students will get the real educational experience.

Meanwhile, demonstration can be done in most of the material. Kinder as cited in Hamalik (1983: 169) explains that demonstration is valuable in all areas, the learning in demonstration is concrete which essentially a doing, and it allows for repetition and drill that usually informal, and it is effective with simple process or complex project.

There are several process that used in demonstration technique. Showing, doing, and telling are the main components of demonstration (Moeslichatoen, 2004: 109). Moreover, there are also somebody movements during the process. This process can make students give good feedback in learning activity. Djamara (2010: 153) adds that students will give respond when teacher gives stimulus exactly. This teaching technique will be successful when all of the steps or components are prepared well.

In short, demonstration technique is a technique of teaching and learning which telling and showing object or process using real tools and simple language instruction.
Hamalik (1983: 170) mentions some steps how to use demonstration technique in teaching and learning:

1. Teacher as demonstrator have all of the tolls.

   By having all of the tools which needed, every parts in demonstrate something can be done clear and make explanation more understandable. Moreover, explanation by using tools can encourage students' visual respect (Suharyono, 1991: 37). Finally, students' memorization also will be increase.

2. Teacher explains clear instructions what should students do.

   Giving clear instruction is needed to avoid the failure and students can know what important part should be written (Sanjaya, 2010: 153). Instruction can make students know what steps they should follow, so that the demonstration technique can be done in sequence.

3. Teacher demonstrates the process of something to the students as observer with clear and short or simple explanation slowly.

   Suharyono (1991: 36) states that teacher should control the students when demonstration takes place. Controlling the students' condition can make students give more attention to the material. Furthermore, simple explanation will help students in memorization the material easier.
4. Teacher asks students to repeat again the steps orally.

This is one of the students tasks after watching the demonstration from the teacher. It has function for the teacher to know the students' understanding in demonstration that has done (Sanjaya, 2010: 154). Repeating the material orally is effective to help memorize. Moreover, repeating more than once will help students in mastering the material (Suharyono, 1991: 37).

5. Teacher asks students to demonstrate and explain the process step by step by themselves.

After the teacher explaining the material, students have to demonstrate and explain same as the teacher, so that students can imitate like teacher do. In addition, by repeating will help students to understand the material well (Suharyono, 1991: 36). If the students still have miss in some parts, teacher can repeat the material again and it will help students in learning the material.

Demonstration technique will be successful if the teacher has fulfilled these following components (Suharyono, 1991: 37):

1. Prepare the demonstration earlier.

The teacher should do the demonstration before as exercise in order to demonstration in the class is success. The more exercises is done, the teacher will be fluent in deliver the material.
2. Prepare the tools for demonstration.

   The demonstration needs some tools to make the explanation clearly. If one of the tools is missing, one of the steps is missing too. Moreover, all of instruments of demonstration should be prepare well, furthermore if it needs reorganize tools Suharyono (1991: 37).

3. Prepare the place for demonstration.

   Place means that students should be in good in sit position. Sanjaya (2010: 154) argues that students' sit position should be arranged to make the students give more attention to the demonstration. The explanation in demonstration can be understood by seeing all of the process.

4. Prepare the time for demonstration.

   Demonstration needs more time to operate all of the process or steps. It should be calculated well in each process to make the explanations can be understood clearly. Furthermore, Suharyono (1991: 37) states that the implementation of demonstration should be calculated, so that it can be done slowly.

5. Control the students when demonstrate happen.

   In teaching and learning process, teacher should control the students' condition, it seems like during demonstrate something happen. Moreover, Suharyono (1991: 36) says that students’ condition should be controlled well to make the students give more attention in
demonstration process. Chatting and playing with other are not allowed, so that students will focus on the material.

The advantages of demonstration technique in teaching and learning activity (Djamarah, 2010: 91):

1. The lesson will be clear and concrete in order to avoid verbalism (understanding by words or sentences).

   In demonstration teaching technique, teacher will explain the material through practice or doing something in process. By seeing the process, the students will know and understand what material that learnt. Sanjaya (2010: 152) states that verbalism can be avoided in demonstration technique because all of the students give attention to technique can explain the material well.

2. Students are easy to understand with the lesson.

   The students’ activity when the teacher demonstrates something in class are seeing, listening, and replying the explanation. Suharyono (1990: 38) states that learning something through some senses (visual, audio, and motoric) will be fast and will be long time to memorize. It is good effect for students, so that teaching and learning will be effective.
3. The teaching process is more interest.

It is different as usual teaching in the class, because in demonstration teaching technique not only the teacher does the demonstration, but also the students. It also will be a new experience learning the material that interest for students. Moreover, Sanjaya (2010: 152) adds that the learning not only will be interest, because students not only listening the explanation, but also seeing the process.

4. Students are stimulated to be active in observing, adapting between theory and the real, then trying by self.

Sanjaya (2010: 152) argues that students have opportunity to compare between theory and fact directly, so that the truth of the theory is right. The students can understand to the material by practicing in real thing.

In short, demonstration technique has many advantages in teaching and learning process. It will be useful and more effective for teaching vocabulary with explain the material through demonstrate and practise in real thing.

Djamarah (2010: 91) also mentions the disadvantages of demonstration technique are:

1. Demonstration technique needs teacher's skill particularity in order to this technique can run well or effectively.

Sanjaya (2010: 153) says that teacher should be skillful and professional. It means that to get successful in applying demonstration
teaching technique, the teacher should work hard and can motivate the students in teaching and learning process.

2. Facilitates such as tools, place, and cost should be appropriate.

Supplying the equipments for demonstrate something should be prepared. It can use second’s tools or buy new tool that not had by teacher. It also can be said that to implemented this technique is expensive than other technique (Sanjaya, 2010: 153).

3. Demonstration technique requires good readiness and planning which need more time to do this.

Sanjaya (2010: 153) states that showing something process teacher should try it one more and spend more time. It means that good preparation is needed to make the demonstration something successfully and effectively.

From the explanations mentioned before, demonstration teaching technique will be effective to do in classroom activity if teacher can prepare well of the things which are needed and deliver the process by using clear and simple instruction, finally students will understand the material well and get educational experience.

E. Relevant Studies on Demonstration Technique

Demonstration can be implemented as teaching and learning technique. The study for teaching chemistry found by Ameh and Dantani (2012: 35) in achievement of students in Nassarawa Local Government Area of Kano State. The research compared between the effectiveness of
lecture and demonstration then the result is that demonstration can make the students' perform better, have good achievement, and learn effectively. It is reasonable that demonstration as a good technique for teaching and learning.

On the other hand, this technique also can encourage students' motivation in teaching and learning process. It is supported by Wahyuni (2005: 7) says that the use of demonstration technique can increase the students' vocabulary easily and lose boredom in studying English. It could be concluded that by using this technique in teaching and learning vocabulary will make the students more entertain in classroom and know the vocabulary more.

McCarten (2007: 19) also states that demonstration technique is effective to improve presenting, practicing, and continuing vocabulary learning not only at school, but also at home. It means that demonstration can help the students to study independently because the material is learnt before by seeing and practicing the material. Besides that, Demonstration technique needs some tools in delivering the material. The teacher explains the material before, then ask the students to repeat its demonstration together. By repeating words aloud helps the students remember words better than repeating them silently and can differentiate between its spelling and spoken (McCarten, 2007: 21).
Furthermore, the tools that used in this activity is everyday usage which help the students for knowing the meaning before they learn it. It has purpose to provide the students with ideas to activate and practice vocabulary in their everyday life (McCarten, 2007: 25). Thus, the tools also make the teaching and learning to be an interesting, it is supported by Wahyuni (2005: 7) states that the students will feel lose boredom when they use something in studying English. On the contrary, Corpus (2005: 9) explains that the students themselves perceived the demonstration to provide unique benefits along a number of dimensions, including conceptual understanding. It can be said that, the combination between some activities and using tools give good impact for students' vocabulary mastery.

Meanwhile, Sleath et. al (2011: 1) state that in 2007 National Heart, Lung, and Blood Institute expert panel repot on the diagnosis and management of asthma encourages providers to educate children by using demonstration technique in use of metered dose inhalers, turbuhalers, diskuses, or peak flow meters during pediatric asthma visits.

Maldarelli et. al (2009: 1) also explain that students can be mastered in basic biology laboratory technique by demonstrating the videos. A total of 203 and 171 students completed the pre- and post testing surveys, respectively. By Chi-square analysis, there is a significant increase in knowledge, confidence, and experience with the lab technique after viewing the videos.
Moreover, Olatoye and Adekoya (2010: 1) say that project-based can improve Senior Secondary Students' Achievement in aspect of agricultural by demonstration and lecture teaching strategies. There is significant main effect of treatment, pasture and forage crops \([F_{2, 137}=20.860; p<0.05]\). It means that, project-based and demonstration strategies of teaching are potent in raising students' achievement.

In short, demonstration technique can be used in teaching learning activity to make students more understand the material by practicing and make classroom activity more active.

F. Basic Assumption

Demonstration technique is a kind of teaching techniques. Teacher can use this technique to teach vocabulary. This technique can make students give more focus on the material. Students will be easy in understanding the material because the classroom activity more active in observing, adapting between theory and reality, then practicing. Moreover, demonstration technique is interesting learning by using real thing in their surroundings. By using demonstration technique in vocabulary teaching, teacher can make English teaching and learning more active and understandable. Furthermore, the students' vocabulary is increase and it will make the students to be active in using English.
G. Hypothesis

Based on the basic assumption mentioned previously, the hypothesis of the research is "Demonstration technique is effective for teaching vocabulary".