

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

Vocabulary is a number of words which has meaning and it uses in communicating. Mastering vocabulary is important in using English. It can be basic to learn English such as speaking, reading, writing, and listening. Hatch and Brown (1995: 1) state that the terms of vocabulary refers to a list or set of words for particular language or a list or set of words that individual speakers of a language might use. In other words, English can be learnt easily by having many vocabulary.

Vocabulary is also has important aspect in English learning, particularly in communication. Ramdlany (2006: 3) argues that the more English vocabulary students have better their professionally is. In addition, Finocchiaro (1974: 18) says that the acquisition of vocabulary is divided into two kinds, active and passive. The first vocabulary is active vocabulary, in which students will learn active items for purposes production both oral and written. Then, second is passive vocabulary. Passive vocabulary is vocabulary for recognition only (listening and reading comprehension). The other word, passive vocabulary has learnt only for knowing the meaning not for using in communication. Improving English mastery should be done by both of active and passive vocabulary in order to make English communication easily.

Generally, learning vocabulary in every level students are different. Actually, the vocabulary competence in Junior High School for Indonesian students is 2.500 until 5.000 words, Graves (1986) as reported by Alamsetiadi08's weblog (2008). Having explained the certainty previously, the students are impossible to learn the vocabulary just at school. That fact can be solved by adding time of learning vocabulary at home. The reason of it is learning vocabulary not only for remembering, but also for applying in every English skills. This way will create the vocabulary to be useful for students.

Based on a pre-observation done on 30<sup>th</sup> of October 2012 in one of State Junior High Schools in Sokaraja, particularly in Academic Year 2012/2013. There were some problems that was found in the pre-observation, such as teaching and learning classroom which still used conventional teaching technique. The teacher just use handbook in classroom activities so that the students are less interested in learning English. Besides that, the students got difficulties in remembering vocabulary and were not confident in mentioning the meaning and its written.

From the problems mentioned previously, conventional English teaching needs an interactive teaching and learning. It is caused that in conventional teaching, teacher teaches by using handbook and students just listen the material from the teacher and do the exercises in handbook. This activity can make students not enthusiastic in teaching and learning

English. Teacher should be creative to provide an effective teaching English, particularly vocabulary learning to motivate students to study English. There are many ways to solve this problem. One of the ways is using demonstration technique. According to Djamarah and Zain (2010: 90) state that demonstration technique is used in teaching learning by showing process, situation or tools and it is followed by oral explanation. The students can more observe and give attention to the material. In short, the students can get the material well.

The use of demonstration technique make the teaching and learning will be interesting and clear. Hamalik (1983: 170) also expects that the students will get more understanding and qualification from their seeing, listening the explanation, and practicing by self. Furthermore, Djamarah and Zain (2010: 91) state that demonstration technique needs certain teachers' skill, good facilitation, readiness, and good planning.

In fact, there are several experiments has been conducted related to the demonstration technique in teaching learning English, which make students more understand and enjoyable to the material. It can be seen from the previous research that explain about demonstration technique. McCrea (2000: 1) says that demonstration technique can be used for teaching pronunciation about long and short vowels sound of English in a language school in Fort Lauderdale. Since most of students came from Brazil, Argentina, and Europe, using this technique will help them to use

American English dictionary when English pronunciation learned by them (McCrea, 2000:1).

Millrood (1999: 1) also explains that native speaker as English teacher is very much needed in Russia. Especially, its problem in traditional Russia hospitality. Russian audience are interested in authentic behavior to the native speaking (gesture, exclamation, explaining everyday behavior). Due to the case, native speaking teachers of English often demonstrate teaching technique to make them interested and enthusiastic with the materials (Millrood, 1999: 1).

The students have to know many vocabulary in learning English. The simple words should be learnt before continuing the difficult words. The examples of simple words such as Noun, Verb, Adjective, Adverb, Preposition, Numeral, Determiner and Conjunction (Halliday (1985: 91) as cited in Nurgiyantoro (2001: 153). In this research, the vocabulary focusing is on Noun (Count Nouns) and Verb (Activities and Preposition). It is related to one of the materials that found in syllabus of second semester that discuss about procedure. Besides that, it is because the students need more times to remember the simple words that have learnt. The students also have difficulty to arrange the simple words to be simple sentences, both of written or spoken.

Based on the explanations mentioned before, demonstration technique is a technique which useful, and interesting teaching technique to be used in teaching vocabulary. Actually, it will give contributions for

curriculum and pedagogical aspects. In curriculum aspect, this technique is expected to be included in the syllabus as one of teaching techniques to be applied in the English classroom. In terms of pedagogical aspect, it helps teachers make students more focus on teachers' explanation. In addition, students can visualize new vocabulary which get during teaching learning process.

### **B. Reason for Choosing The Topic**

Since the students' vocabulary mastery is still limited due to teacher's lack of variations technique in teaching learning English. Therefore, the demonstration technique is expected to have positive effect on teaching and learning vocabulary to become more understandable and enjoyable.

### **C. Problem of The Research**

The problem of this research is stated in the following statement:

“Is demonstration technique effective for teaching vocabulary?”

### **D. Aim of The Research**

Based on the problem formulated previously, the aim of this research is to find out whether or not demonstration technique is effective for teaching vocabulary.