USING *DEMONSTRATION TECHNIQUE* IN TEACHING ENGLISH VOCABULARY ON THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4 PALEMBANG

THESIS

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Surat Pernyataan Keaslian Karya

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Menyatakan bahwa skripsi berjudul:

Using Demonstration Technique in Teaching English Vocabulary on the Eighth Grade Students of SMP Muhammadiyah 4 Palembang, beserta seluruh isi nya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang,   April 2023

Yang menyatakan,

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Motto and Dedication

Motto:

"Create your own sunshine."

Dedication:

This is dedicated to:

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ABSTRACT

Berliana, Sovie, 2023. *Using Demonstration Technique in Teaching English Vocabulary on the Eighth Grade Students of SMP Muhammadiyah 4 Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisors: (1) Masagus Sulaiman, S.Pd., M.Pd. (2) Sri Yuliani, S.Pd., M.Pd.

Keywords: *Teaching, Vocabulary, Demonstration Technique.*

The objective of this research was to find out whether using demonstration technique in teaching English vocabulary significant or not. The method used in this research was quasi experimental method. The population of this research was all the eighth grade students of SMP Muhammadiyah 4 Palembang. The total number of population was 138 students. The sample were 70 students from 138 students that selected by using purposive sampling method. They divided into the experimental and control group. The data were collected by using pretest and posttest. The result of the test was analyzed by using independent sample t-test. The result of data analysis showed, that the mean in posttest of experimental group was 87.20, it was higher than the mean posttest of the control group which was 78.86. The result of T-Test obtained significance (sig. 2 tailed) was 0.002, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, so the null hypothesis H_o was rejected and the alternative hypothesis H_a was accepted. It means that there was significant differences between students who taught by using demonstration technique and those were not taught by using demonstration technique in learning proc

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The researcher realizes that this thesis is far from being perfect. There are still many weaknesses that need to be improved in this thesis. The researcher accepts any kind of criticism, comments, suggestion, and advice.

Last but not least, she hopes that this thesis will be useful for the university and the next researcher in the future.

Palembang, 03 April 2023
The researcher,

Sovie Berliana

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CHAPTER I
INTRODUCTION

This chapter presents background of the study, formulation of the study, objective of the study, significance of the study, and Hypothesis of the study.

A. Background of the Study

Nowadays, English is very important. It commonly used as the official language institutions courts, local and central government and education. It is also a big commercial language and industrial organizations. Obviously, a good command from English in a second language situation is a passport to social and economic progress, and successful users of proper variation of English identifies itself as successful, integrated member of that language community. According to Ilyosovna (2020), In global world the importance of English cannot be denied and ignored since English is the most common language spoken everywhere (p.22). In learning English as foreign language, the student should master some skills in English. They are speaking, reading, writing and listening. It is useless if the student only master the rule of those skills without mastering English vocabulary.

Vocabulary is a foundation or a basic of a language. According to Alqahtani (2015), vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner (p.21). It means that teaching vocabulary is an important part of learning English because if students know a lot of vocabulary, it will make them easy to read, speak and listen to others. Focusing on vocabulary is useful for developing knowledge and skills in various aspects of language and literacy. It includes assisting with decoding (phonemic and phonics awareness), comprehension, as well as fluency. Learning vocabulary is a very important part of learning a language. The more words that are known, the greater the ability to understand what is heard and read and the higher the ability to be able to say what you want to say or write.

According to Carter and McCharty (2013), Learning vocabulary effectively is closely bound up with a teacher's understanding, and a learner's perception of, the difficulties of words (p.13). In other means that difficulty of a word can occur, among other things, from the relationship can be seen contracting in other words, either in the native or target language, whether it is learned productively or receptively; as good as from its polysemy, the associations it creates, its pronunciation, is it suitable for keyword teaching techniques and, in case of advanced learners, from the nature of the context in which it was found. The type of interaction between this and the other complex factors cannot be explored adequately here. On the contrary, over there will be an emphasis on early learning and on types of 'language-internal difficulties resulting from the type of word and how is this perhaps best served. The emphasis on the tense is given because many studies have highlighted this as an important factor in learning ability.

According to Richard (2002), vocabulary is one of the most obvious components of language (p.4). Vocabulary is not easy to be mastered because the students should memorize a lot of words and their meanings. Most of them feel difficult to remember the words because they are not interested in learning vocabulary. There are some journals that cover student's difficulties in learning vocabulary. One of them is that study conducted by Rohmatillah (2014), there are some problem faced by students in vocabulary learning, as follows :

1. Almost all of the students have difficulties in pronouncing the words, how to write and spell.
2. The different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary.
3. The students found difficulties in choosing the appropriate meaning of the words, and still confuse in using the word based on the context.
4. The students were also still confuse when they found words or expression that were idiomatic (p.69).

These facts have been in line with the researcher's observation by interviewing the teacher of English and some students at SMP Muhammadiyah 4 Palembang on September 20th, 2022. In this case, the researcher found some problems faced by the Eighth grade students at SMP Muhammadiyah 4 Palembang in learning vocabulary, as follows :

a. The students has a limited vocabulary

b. They were not interested and less motivated in learning vocabulary

c. Students still has difficulties to remember new vocabulary

d. Students English vocabulary was low

To overcome these problems, it is suggested that the researcher used an effective technique. One of them is *Demonstration Technique*. Based on Laben's research (2016), which entitled *"The Use of Demonstration Method to Improve the Students' English Vocabulary at the First Year of MAN 1 Makassar"*. In her study, there was an increase of vocabulary mastery achievement which was proud by the result of t-test was 82.25 and t-table, 82.25 > 7.585. In brief there was a significant effect after taught using demonstration method at the First Year of MAN 1 Makassar.

According to Husnu, Asfarina and Aini (2022) *Demonstration technique* in teaching vocabulary is a technique that uses demonstration to clarify an understanding or to show new vocabulary to students. Demonstration technique provide opportunities for students to demonstrate or practice a difficult and new vocabulary. From the statement above, it can be concluded that the demonstration technique is very effective for teachers to use when teaching vocabulary. While demonstrating, the teacher can focus students' attention on relevant facts and introduce scientific principles and concepts, Demonstrations help students learn through observation, being a solution when schools are unable to provide the resources or time that might be needed if all students are investigating. It can provide more opportunities to engage students than the teacher or explanation text book only.

Based on the statement stated, the researcher conducted to do research entitled *"Using Demonstration Technique in Teaching English Vocabulary on the Eighth Grade Students of SMP Muhammadiyah 4 Palembang"*.

B. Formulation of the Study

The study was formulated in the following question:

Is it effective to teach English Vocabulary by using *Demonstration Technique* on the Eighth Grade Students of SMP Muhammadiyah 4 Palembang?

C. Objective of the Study

In keeping with the problem, the objective of the study was to find out whether or not it is effective to teach English Vocabulary by using *demonstration technique* on the Eighth Grade Students of SMP Muhammadiyah 4 Palembang

D. Significance of the Study

The results of this study are expected to be benefical both theoretically and practically :

1. For the researcher herself

    By conducting this research, the author will have a better understanding of activities that can improve more abilities in students' English learning especially in vocabulary.

2. Students

    For students (at school and at university); this study is designed to make teaching techniques that are creative and better in front of the class. Demonstration techniques can improve students' thinking power in discussion and learn in class.

3. Teachers

    This study is useful for teachers to teach English in an interesting and fun way from this study, the teacher will know what students are thinking and respond when they are in class.

4. Other researchers

    Hopefully, this research can be a reference for other researchers to conduct research, especially for researchers who want to conduct the same case study related to this research.

E. Hypothesis of the Study

In this research, the researcher purposed two hypothesis namely the null hypothesis (H$_o$) and the alternative hypothesis (H$_a$)

(H$_a$)   : It is effective to teach English vocabulary by using *Demonstration Technique* to the Eighth Grade Students of SMP Muhammadiyah 4 Palembang.

(H$_o$)   : It is not effective to teach English vocabulary by using *Demonstration Technique* to the Eighth Grade Students of SMP Muhammadiyah 4 Palembang.

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