

# Demonstration Technique to Improve Vocabulary and Grammar Element in Teaching Speaking at EFL Learners

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## Abstract

This study aimed at examining the effectiveness of demonstration technique to improve vocabulary and grammar element in teaching speaking at EFL learners. This research applied true-experimental design. The respondents of the study were 32 students (class IIA) as experimental group and 32 students (class IIB) as control group from the second semester of Economic Departments of Hamzanwadi University in the academic year 2016-2017. To collect the data, a pre-test and a post-test were given to the EFL learners. To analyze the data, the researcher applied SPSS 17 for windows. To analyze whether there was a significant difference in the mean score between pre-test and post-test, the researcher used a paired-samples t-test to get answer of the hypothesis. After performing a paired-samples t-test, the researcher found that there was a significant difference in mean scores between experimental and control group and t-test score is higher than t-table, it meant that demonstration technique was significantly effective in teaching speaking, especially to improve the element of vocabulary and grammar in teaching speaking at EFL learners.

**Keywords:** demonstration technique, teaching speaking, EFL learner

## 1. Introduction

The beginning treatments had an important role for the successful or the unsuccessful of our learners to learn speaking. The good treatments have to give to our learner in the beginning of teaching speaking because the good treatment would give a good result for the success of our learners and in the opposite. If the treatments given to our learner were wrong, it would remain the bad syndromes to our learners. Those syndromes would be brought by our learners' long time of learning. Most of the experts agreed that the result of English teaching learning process was influenced by their first experience to learn English. The good treatments in the beginning would produce a good process along time of learning so we must be selective and careful to give a treatment for our new learners of English.

The learners taught with a good treatment in their first of English learning would show a positive assumption about the English subject. They considered that the English was so interesting and easy to learn so they would be motivated to learn it. In teaching learning process, they would act more active to involve themselves in learning process. If they were instructed to practice they would do it in high motivation. Not just in the class but also out of the class they would learn English in high motivation although their teacher never asks them to do it.

The learners taught with a wrong treatment in their first of English learning would show the negative characteristics in learning. They looked pessimistic in learning. They came to the class in low motivation to learn and sometime not come to the class. They didn't care to the English materials that the teacher explained them. Their prejudice about English was always difficult. They always felt happy if the English teacher would not come to the class and sometime hoped that the teacher was sick so they would not learn English in the class. In the class they would give rejection to the teaching learning instruction and they would not involve themselves to the process of learning. The effect of those they would be more difficult to master the English although most of the learners in general wanted to be able to speak English.

This study focused on how to improve our learner's vocabulary and grammar in teaching speaking at EFL learners. This study viewed vocabulary and grammar as important aspects that must be possessed by our learners along the process of learning. We realized how important the mastery of vocabulary and grammar were, particularly for people who studied English as a foreign Language as stated in the Collier- Macmillan

International (2000, p. 72) once a student has mastered the fundamental grammatical patterns of a language, his next task is to master its vocabulary that he needs. Nobody ever learns all the words in any language. We knew and used the words that suited with our particular purposes and we continued to learn new words as long as we live. All of the process in teaching must be able to rise of our learners' vocabulary and grammar because without vocabulary and grammar we could state that our learners were not able to speak English fluently. The students that have bad vocabulary and grammar were signed by the learners felt shy, hesitation, or afraid. The bad vocabulary and grammar students usually are not ready to get practice to speak; they would avoid and refuse to practice English.

Demonstration technique that offered in this study attempted to solve those problems. It gave simple materials and practice. Learning process would be dominated by demonstration and interaction among the learners as stated by Rivers (1987, p. 4) "*interaction is students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to both)*".

It gave our learners some vocabulary and experience of simple practice. In those treatments words would be used in real practice so our learners were not just to get the meaning but also to know how to use it in real. The learners guessed the words and demonstrated it directly in front of the class. Demonstrating words in simple practice in every meeting would train our learners to be brave to stand in front of their friend, to say words, and to take them out of their corner or their hesitation in learning English besides of those it was an effective way to make them aware when they learned English. English would not be able to master just by imagining or dreaming but it must be used in real. Most of our learners had English learning experience by dreaming. It means that they learned the English but they never know how to use it in real so by using this technique we woke them up from their dreaming to get the vocabularies, to understand grammar and to use it in real.

The biggest problem in teaching English speaking for EFL learner was to change their prejudice about English learning itself because most of the learner considered that English was too difficult to learn. It's caused of their fail experience to learn English ago. The bad treatment given produced English learning syndrome to the learners and it followed and sticks to the learner along the English learning process. Those syndromes should be cut and this study attempts to cut and solve those hazardous syndromes. Based on the description above, this study aimed to know the effectiveness of demonstration technique to improve vocabulary and grammar element in teaching speaking at EFL learners.

## 2. Method

This study was experimental study with a quantitative approach, since this study focused on the investigating the effectiveness of demonstration technique to improve vocabulary and grammar element in teaching speaking at EFL learners. The respondents of the study were 32 students (class IIA) as experimental group and 32 students (class IIB) as control group from the second semester of Economic Departments of Hamzanwadi University in the academic year 2016-2017. All the participants were selected from 122 students by using random sampling. The researcher used true experimental design. In this research design there were experimental and control group. The researcher gave pretest to students and then he gave them treatment. After treatment was given, he gave the student posttest.

The data were collected by using speaking test to measure student's speaking skill for collecting data about vocabulary and grammar element of speaking. Type of the test that was used in this study was extensive speaking. The collected data were then analysed by using descriptive statistics and inferential analysis. Descriptive analysis was used to analyze the mean scores and standard deviation of students' scores in speaking test.

The collected data were then analysed by using descriptive statistics and inferential analysis. Inferential analysis was used to test normality and homogeneity previously before the t-test. Normality testing was used to know whether or not the data has normal distribution. To identify the data was normal or not. Moreover, the data showed to be normal if the values of the significance level of pre-test and post-test were more than the values of the significance ( $p = 0.05$ ), the researcher performed One-Sample K-S. Homogeneity was conducted to see whether the obtained data of the sample was homogenous or not. The data was said to be homogenous if the values of the level significant was greater than  $p = 0.05$ . Homogeneity testing was performed by One-Way ANOVA. For those purposes, the researcher performed Frequencies using SPSS 17 for windows.

The required statistics for testing the hypothesis was called paired sample *t*-test. It begun by opening the data that was calculated. It continued by clicking analyzing and selecting, comparing means, and then clicking paired sample T-Test. In the paired sample *t*-test dialog box, the researcher selected the variable to test the hypothesis.

As the output, the SPSS statistics showed the result of the procedure which indicated that hypothesis was accepted or rejected. If t-test was higher than t-table in  $p = 0,05H_a$  (alternative hypothesis) was accepted. It meant that there was effectiveness of demonstration technique to improve vocabulary and grammar element in teaching speaking at EFL learners. If t-test lower than t-table in  $p = 0,05H_o$  (null hypothesis) was rejected, it meant that there was no effectiveness of demonstration technique to improve vocabulary and grammar element in teaching speaking at EFL learners.

### 3. Findings

Based on the result and mean score of pre-test, it indicated that most of the EFL learners got problems on speaking skill especially for the elements of vocabulary and grammar. The calculated data showed that the result of the lowest score of pre-test was 3 and the highest score was 5, while in post-test, the lowest score was 7 and the highest score was 10. The lowest score of pre-test for the control group was 4 and the highest score was 5, while in post-test, the lowest score for control group was 4 and the highest score was 8.

The result of the data calculation showed that the mean score of experimental group in the pre-test was 2.01 and in the post-test was 4.01. Meanwhile, the mean score of control group in pre-test was 2.07 and in the post-test was 2.7. After consulting with the standard categories, for experimental pre-test was included average category rank and in post-test was high category rank. Meanwhile, the control group in pre-test was average category and post-test was average category rank. The standard deviation of the pre-test and the post-test were 3.47 and 3.72 respectively. Based on the data gained in this study, it is indicated that the result of students' speaking score for vocabulary and grammar element after doing the treatment were better than students' speaking score for vocabulary and grammar element before doing the treatment, where the means score of post-test was higher than the means score of pre-test.

Table 1. The mean score and the rank of experimental and control group

Group	Pretest		Posttest	
	Mean score	Rank	Mean score	Rank
Experimental	2.01	average category	4.01	high category
Control	2.07	average category	2.7	average category

According to the result of One-Sample K-S, all of the values of Kolmogorov-Smirnov Z in pre-test and post-test were higher than the values of the significance ( $p$ ) = 0.05. The value of Kolmogorov-Smirnov Z in pre-test was 1.38 while the value of Kolmogorov-Smirnov Z in post test was 1.08. It implied that the data was normal. Further, the Homogeneity test using One-Way ANOVA showed that the data was homogenous, where the value of significance level = 0.36 and Levene's statistic was 0.86. The value of significance level = 0.36 was more than 0.05, it meant that the data was homogeneous.

Testing hypothesis was conducted to know whether null hypothesis was accepted or rejected. To analyze whether there was a significant difference in the mean score between the pre-test and the post-test, the researcher used a paired-samples t-test to get answer of the hypothesis. After performing a paired-samples t-test, the researcher found that there was a significant difference in the mean scores between the pre-test and the post-test,  $t_{test} = 21.4$  and  $t(df=31) = 1.69$  at sig (2-tailed) = 0.000, because sig (2-tailed) = (0.000)  $< P = (0.05)$  or  $t_{test} = 21.4 > t(df=31) = 1.69$ , so null hypothesis was rejected and alternative hypothesis was accepted. It meant that "demonstration technique" was effective to improve vocabularies and grammar element in teaching speaking at EFL learners.

Table 2. The result of hypothesis testing

	Mean	Std. Deviation	Std. error Mean	t	df
Pretest-Posttest	-9.668	2.555	.452	-21.407	31

### 4. Discussion

In this part, the researcher described about the purposes of this study. The purposes of this study was to know the effectiveness of demonstration technique to improve vocabulary and grammar element in teaching speaking at

EFL learners.

After conducting the study at EFL learners, the researcher found the difference result of students' speaking score in pre-test and post-test. In pre-test, the students were not active when do the task from the teacher while in post-test students were more active in the class and more confident to express their idea because in pre-test there was not treatment, while in the post-test the researcher used demonstration technique in teaching speaking. The result of study in post-test was better than in pre-test because the result of the mean score and standard deviation in post-test were higher than pre-test.

Demonstrating technique was one of the effective techniques to improve vocabulary and grammar element in teaching speaking at EFL learners because it can change the classroom situation into a positive, active, and fun learning experience. Krashen, (1982, p. 143) stated that three essential effects of demonstration in teaching effectively are: (1) an attractive classroom and a pleasant classroom atmosphere; (2) a teacher with a dynamic personality who is able to act out the materials and motivate the students to learn; and (3) a state of relaxed alertness in the students.

Demonstration technique was very useful in teaching vocabulary for students at the beginner level to encourage and motivate the students to learn the language, as stated by Coppen (1969, p. 88) "The purpose of demonstration is to provide a stimulus which will elicit a particular response from the learner. Demonstration technique represents some actions and in order to learn the appropriate words to describe the action itself".

The demonstration technique by showing the real object, showing picture, and using the actions, facial expressions, body language activities provided a way to decrease anxiety. The EFL learners felt more relaxed and had an easy time achieving certain tasks such as learning new words and expressions, since each student contributed to a common goal.

Demonstration technique was an interesting technique that gave materials in a simple way that matched with the EFL learners' characteristic. It changed the atmosphere of the class into the fun class situation, avoided boring drills, and encouraged students to be enthusiastic. Demonstration technique presented the material of teaching related to the real student life context as stated by Cameron (2001, p. 64) "it is easy for the learners to understand and contextualize the words because of these three points: (1) the number of occurrences of new words is great; (2) the frequency of the words pictured is high; and (3) the clues to meaning in text (situation, gestures, etc.) are very helpful.

## 5. Conclusion and Suggestion

Based on the finding and discussion of this study, it could be concluded that generally demonstration technique was significantly effective used to improve our learners' speaking skill, especially for the element of vocabulary and grammar at EFL learners. In this case the teacher should use the demonstration technique to teach speaking. The demonstration technique made the process of learning more interesting and conductive. It could be showed from their enthusiastic to study. The demonstration technique could help the students more easily understand and could rise motivation of the students to get the success in learning speaking.

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