This chapter is discuss about concept of classroom action research, concept of vocabulary, concept of teaching learning process, concept of students’ learning activities, concept of teacher’ performance, concept of pattern drills technique, and procedure of teaching vocabulary using pattern drill technique.

2.1 Description of Classroom Action Research

Action research is a form of self-reflective enquiry undertaken by participants (teachers, students, or participants for example) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institution) in which this practices are carry out (Carr and Kemmis, 1986).

Classroom Action Research is a continual process of search of a formal organization for devising solution for the everyday difficulties of classroom life (Mc Niff, 1995). It means that action research is used to solve the problem in daily classroom activities in order to make teaching learning process effective. In this sense, action research is seen as way of characterizing a lose set of activities that
are designed to improve to quality of education; it is an essentially eclectic way into a self-reflective program aimed at such educational improvement. And the second prospective attempts to identify the criteria of these activities; to formulate systems that will account for the improvement that is an anticipated outcome of the self-reflective program. So, the term action research is a term used to describe methods and techniques.

In addition, Kemmis and Mc Taggart (1982:3) state that action research is deliberate, solution-oriented investigation that is group as personally owned and conducted. The linking term of “action” and “research” highlights the essentials features of this method; trying out ideas in practice as a mean of increasing knowledge about or improving curriculum, teaching and learning.

Kemmis’s model follows the cycle of: Plan, Act, Observe and Reflect. “Planning” involves the determination of the question that needs answering and the strategy to be used in answering it. During the “Action” stage, the practitioner tries out the strategy. The “Observation” stage including recording data on the result of the strategy and also keeping a journal on the practitioner’s thoughts and reactions to the entire experience. Finally, during the “Reflection” stage, concluded that a new cycle can begin (Kemmis, 1982:5)

Applied to classroom, Action Research is an approach of (1) improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it, (2) it is participatory, in the
sense that it involves the teacher in his own enquiry, and collaborative, in that it involves other people as part of a shared enquiry. It is research “with” rather than research “on”.

2.2 Description of Vocabulary

Hornby (1984: 959) states that vocabulary is the total number of words, with rules for combining them which makes up language. We can also say that language is built up by vocabulary. Rivers (1970: 462) says that it would be impossible to learn a language without learning its vocabulary. It suggests that vocabulary has very important role in learning a language. This supported by Byrne (1976: 10) states that in order to communicate effectively, the learners need an adequate mastery of vocabulary.

It is obvious that without mastery vocabulary, someone can convey nothing. Even though we master the grammar of a certain language but we do not have any knowledge on its vocabulary, we will not be able to communicate or to express our idea using that language.

Based on the statement above, the writer assumes that vocabulary is the basic element of language in form of words in which it will make a language meaningful. Wallace (1988) states that vocabulary is the vital aspect of the language. If who have the vocabulary we need, it is usually possible to communicate after a fashion. An adequate number of vocabularies may enable the message to be expressed clearly. Concerning this matter, Burton (1982: 98) states
that a larger number of vocabularies help us to express our idea precisely, vividly and without repeating the word.

Therefore, in order to help students mastering a new language, they have to master an adequate number of vocabularies. In other words, we can say that the quality of the language performance of the students may depend on the quality and the quantity of the vocabulary that the students have. The more and the better vocabulary they gain, the more skillful the language they can perform.

In any activity of learning language, a learner is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas. Wilkin (1983: 3) says that without grammar little thing can be conveyed, without vocabulary nothing can be conveyed. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing, if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language which makes the language meaningful.

Vocabulary is grouped into a simple word, a compound word and idiom. Lamb (1963: 19) defines a simple word as a single word that may or may not have a prefix and/ or a suffix, for instance; table, chair, book, ball, etc. While a compound word is a word coined from two or more other words. Trask (1999: 120) also says that compound word is two or more existing words are simply combined. A compound word may be written as one word, two words or as hyphenate word, for instance; textbook, classroom, etc. Idiom is a group of words
with a meaning which is different from the individual words and often difficult to understand from the individual words, for instance; look for, turn on, get off, etc.

According to Fries (1974: 45), vocabulary divided into four types:

1. **Content words** represent the names of objects or things, that is: concrete nouns (student, teacher, book), action done by or with these things, that is: verbs (read, teach, walk), and the qualities of these things, that is: adjectives (happy, sad, smart).

2. **Function words** are those words which are used as means of expressing relation of grammatical structure such as: conjunctions (and, or, but), articles (a, an, the), etc.

3. **Substitute words**, those which represent no individual things or specific actions, but function as substitutes for whole form-classes of words, that are indefinites (anyone, anybody).

4. **Distributed words**, those that are distributed in use according to grammatical matter as the presence or absence of a negative, such as: some, any, either, etc.

In this research, the writer will focused on content word because content word consists of words that are familiar to the students and easy to be understood by them.

Referring to the above statement, the writer assumed that vocabulary is very essential part in learning a language. By mastering the vocabulary, we can understand what someone says or communicate to others. And we can express our
ideas easily. In this research, the writer mostly used River’s concept of teaching vocabulary. It is hoped after learning vocabularies, the first year students of SMP Tunas Harapan would master a great number of vocabularies, and they can express their ideas and communicate easily each other.

2.3 Description of Teaching-Learning Vocabulary

2.3.1 Concept of Language Teaching

When we talk about teaching, it means that we talk about showing or helping someone to learn how to do something. It also means giving instruction, guiding is studying about something, providing with knowledge and causing to understand, Brown (1987: 6). So, when we teach someone, we hope the person will have knowledge and understanding about of the subject we taught at the end of the teaching period.

Based on the opinion above, the writer assumes that any language can be taught to the students, wherever they live. So, language teaching can be modified to any situation (classroom activity), depending on the situation. Meanwhile, it will be insufficient if teaching learning activity is carried out through talking and writing only, in this case media are needed.

Referring to the previous statement, the writer needs good technique to transfer the material in teaching and learning activity. In general, there are some techniques that can be used in teaching learning process like using picture, game, group work, etc.
2.3.2 What to Teach in Vocabulary?

In general, there are three steps in teaching vocabulary; firstly, teaching the word form that are spelling and pronunciation. The teacher can teach the spelling of the word by writing it on the whiteboard. While, in teaching pronunciation, the teacher can pronounce the word loudly in front of the class, and then asks the students to repeat after the teacher.

Secondly, teaching the meaning of the word. In teaching the meaning of the word, the teacher can ask the students to look up in the dictionary. If the students have any difficulties, then the teacher may help the students by giving them the meaning of the words or the teacher can also directly tell the students what its meaning.

Thirdly, teaching the use of the word. In teaching the use of the word, the teacher may provide some exercises in using those words.

It suggests that English teacher should find an alternative technique that at least covers the three steps above in teaching vocabulary.

2.3.3 How to Select Vocabulary to Teach?

Bismoko (1976: 64) states that in teaching vocabulary, the teacher must select the words which can be learnt in a limited time, which words should be chosen for teaching and which one should be left behind. It means that the teacher should be
able to choose the appropriate words in teaching vocabulary according to the
level, needs. Bismoko (1976: 64) says that the vocabulary which should be taught
to beginners should meet the following requirements:

1. Must be frequently used by people whose native language is English. These
   words can be selected from A General Service of English Words (West,
   1953). West (1953, vii) says that the words represent a list of 2,000 General
   Service List and considered suitable as the basis of vocabulary for learning
   English as a second language. For example: eye, hand, book, money, etc.

2. Must be useful in any country and any situation especially for authentic
   situation. It means that the words are very essential to be familiarly spoken in
   authentic situation. For example the words used in expressing:
   a. Greeting: Good morning, Good afternoon, Good bye, etc.
   b. Condolence: I am sorry, etc.

Based on the statement above, the writer assumes that in teaching vocabulary
teacher should be able to supply some appropriate material in teaching
vocabulary.

According to Nation (1990: 18), we can determine that vocabulary can be taught
by using:

1. Frequency counts

   Usually a vocabulary counts done by making list of the words in a particular
text or group of texts and counting how often and where they occur, by this
way the teacher will be able to select which word is useful to be learnt and which word is not.

2. Word list

Word lists a list of words that have been listed by some experts. There are some word lists that have been made by some experts and can be used in preparing material to be taught on vocabulary teaching. They are General Service List of English Words by West (1953), The Cambridge English Lexicon by Hindmarsh (1980), and Longman of contemporary English by McArthur (1981).

But in this research the writer used the student’s junior high school handbook, which is published by Yudistira. The consideration of using this book as source is that the book is arranged based on the GBPP of curriculum 2006 and the book is also used by the teacher in that school.

2.3.4 How to Teach the Vocabulary?

Learning a language means learning thousands of vocabulary items. Everyone has his or her own way of learning vocabulary. For some people random word lists will seem to be the most appropriate, usually with a translation into the mother tongue. Some learners will find it effective to use vocabulary exercise in order to acquire new vocabulary, while others will use vocabulary cards and regularly test themselves to check whether new items have been learnt. All of these methods are effective in their own right and with suit different individual in different ways.
Based on the statement above, Scott (2007) says that there are five basic instructional methods for teaching vocabulary. These methods are:

1. **Definitional methods** include anything where a student is given a word and a definition. The student may be given a list or words and have to look them up in a dictionary, or the teacher may simply give an oral definition for new vocabulary words, without discussing the meaning beyond the definition.

2. **Contextual methods** of vocabulary instruction ask students to create a meaning for a word based on the rest of the sentence or paragraph. This instructional method also teaches students how to use a new vocabulary word in the right context by writing original sentences using the new word.

3. **Organizational, or semantic framework instruction**, students learn relationships between and among similar words. This type of instruction includes the use of concept maps, semantic maps, and other graphic organizers.

4. **Pattern Drills Technique** instructional makes use of visual images as a way of help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged to picture something that helps them associate a word with a meaning.

5. **Structural methods** of vocabulary instruction show students how to look at the parts of the word for clues about what the word means. Scott, Jamieson-Noel and Asse link cite (2003) a previous study which claims that this type of morphological word study is especially useful to students who are learning English as an additional language (Scott, 2007).
All of the ways above can be used in teaching-learning vocabulary process, but in this research the writer used the Pattern Drills Technique, because the writer assumes that by those learning technique the student would be easier to memorize the vocabulary.

2.4 Description of Students’ Learning Activities

Learning activities can be defined as what students do in order to learn in your teaching sessions, courses, and programs. Learning activities are underpinned by what we do as educators, and what we encourage or required students to do as learners, to support them in the achievement of learning outcomes.

Douglas in Hamalik (2001: 172) states that “one learns only by some activities in neutral system: seeing, hearing, smelling, feeling, thinking, physical or motor activity. The learner must actively engage in the “learning”, whether it is of information a skill, an understanding, a habit, an ideal, an attitude or the nature of task”.

Based on those descriptions above, students’ learning activity mean any activity done by the students during the teaching learning process. By doing many activities they will gain the knowledge, comprehensions and aspect of behavior to develop their skill that may be meaningful for their social life.

According Dierich in Hamalik (2001: 172) learning activities can be classified into 8 groups, they are as follows:
1. Visual activities
   Examples: reading, observing, demonstrating, looking at the picture, etc.

2. Oral activities
   Examples: expressing something, asking, discussing, and interrupting.

3. Listening activities
   Examples: listening to a conversation, a speech, radio, etc.

4. Writing activities
   Examples: writing an essay, paper, summarizing, doing a test, filling out the questionnaires.

5. Drawing activities
   Examples: drawing maps, graphics, charts, etc.

6. Motor activities
   Examples: doing an experiment, dancing, farming, etc.

7. Mental activities
   Examples: responding, solving problems, analyzing, taking a decision, memorizing.

8. Emotional activities
   Examples: feeling happy, tired, nervous, etc.

2.5 Description of Teacher’s Teaching Performance

According to Medley and Shannon (1994), teacher’s performance is the way in which a teacher behaves in the process of teaching. So, teacher’s performance is any behavior done by the teacher when she/he teaches the students.
It is necessary to observe the teacher’s teaching performance during the teaching and learning process. According to Foster, a teacher is a central force that shapes the behavior of the individual child as well as those of children in groups. The teacher’s teaching performance covers the teacher’s behavior that can be described according to specific roles that stem from, the expectation of the society, school, peers, colleagues, and the children themselves.

Foster adds that, the qualified and competent teacher must have mastered the knowledge and skills that necessary for the performance. There are two roles that teacher must know, psychological roles and instructional roles. In psychological roles a teacher must be:

1. A social model

   In performing this role, the teacher must be aware that children in certain communities still expect the teacher to be a model for the social values found therein. Thus the teacher is expected through the use of precept and example, to inculcate those moral values, life styles, and career goals that have high priority in the community.

2. An evaluator

   The way the teacher performs this role can frequently determine how children view themselves. Because children are sensitive about all matters concerning success or failure, the way in which the teacher performs the evaluator role is often more critical than the evaluation itself.
3. A walking encyclopedia

   It means that a teacher must be able to provide any information needed by the students. Hence, a teacher must be knowledgeable.

4. A moderator

   The school teacher portrays the moderator role on many occasions. Especially in the area of personal conflicts, the role must be played objectively.

5. An investigator

   This role can be performed in a constructive way by an understanding teacher, or it can be result in devastating trauma for children if it is performed in an insensitive manner.

6. An ombudsman

   This role provides the support and encouragement that many children need if they are to overcome difficulties in learning and personal matters. In performing this role, a teacher usually respond by listening to the needs of pupils in an understanding way.

7. A morale builder

   This role is important in the daily instructional program, especially where cognitive learning tasks are concerned. A teacher should build the morale of his/her students when they feel inadequate, or experience an early failure.

8. A leader of the group

   For a teacher, skills in group leadership lie in the area of classroom management and planning for instruction. Suffice it to say at this point that group leadership is a critical role for the teacher to perform.
9. A substitute parent

A teacher acts as a parent for many pupils. With very young children, the teacher frequently must assist the pupils with personal attire, as well as to perform a number of essentially psychomotor tasks.

10. A target for frustration

Some children displace their emotional attitude toward others onto their teachers. When this occurs, the teacher may become a target for their frustration.

11. A friend

A teacher must be able to make friends with the students but it is not necessary to be too friendly with them because he/she will find it difficult to be objective with them.

Based on the description above, the teacher’s performance is the way a teacher behaves in the process of teaching. The behavior done by the teacher in this process shows that she/he is doing her/his roles which cover psychological roles and instructional roles.

Considering the important role of a teacher, the researcher intends to observe the teacher’s performance when she teaches vocabulary by using pattern drills technique. The main tools for assessing the teacher’s performance are observational schedules and rating scales. In this action research, the researcher will use an observation sheet in which there are some aspects that will be scored,
the aspects cover the teacher’s performance in pre activity, while activity and also post activity.

### 2.6 Description of Pattern Drills Technique

Language learning is a process of the habit formation. The more often something is repeated, the stronger the habit and the greater the learning. The Pattern Drill Technique believes that learning a foreign language is the same as the acquisition of the native language (Rivers).

Drilling means listening, responding, expensing, and even translating of some models which are provided by the teacher, a tape recorder or another student. This technique is a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat, respond, complete, and translate it (Huebner).

In implementing Pattern Drill Technique, the teacher needs to make every learner active. It means that the teacher would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In Pattern Drill Technique, there is no explicit grammar instruction; everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously. In this manner, the lessons are built on static drills in which the students have little or no control on their own output.
2.6.1 Types of Pattern Drills

In order for language learners to practice, there are a number of different types of pattern drills that can be used. Language teacher may use one or more than one pattern drill, depending on what patterns are needed. In the following season “A” represents teacher and “B” represents student (Rivers, 1978: 56)

1. Repetition Drill. This drill is the simplest drill used in learning language patterns. It is used at the very beginning of language class. Language learners merely repeat what the teacher says. This may be used for the presentation of view vocabulary and will be useful for pronunciation, e.g.

   A : “I study in the morning”
   B1 : “I study in the morning”
   A : “I study in the afternoon”
   B2 : “I study in the afternoon”
   A : “I work in the morning”
   B3 : “I work in the morning”
   Etc.

2. Substitution Drill. Language learners are required to replace one word with another. They may replace the word of the model sentence with a pronoun, number or gender and make some the necessary change, e.g.

   A : “John is hungry”
   B1 : “John is hungry”
   A : “In the class”
B2 : “John is in the class”
A  : “John and merry”
B3 : “John and marry are in the class”
Etc.

3. Transformation Drill. Language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense, depending on the instruction from the teacher, e.g.
A  : “The book is new”
B1 : “Is the book new?”
A  : “We are in the class”
B2 : “Are we in the class?”

4. Replacement Drill. Language learners replace a noun with a pronoun. It is the same as the substitution drill but it involves with a replacement, e.g.
A  : “I like the book”
B1 : “I like it”
A  : “I met the people in Jakarta”
B2 : “I met them in Jakarta”
A  : “John will come here”
B3 : “He will come here”
5. Response Drill. Language learners respond to somebody’s sentence. In this drill the answers are patterned after the question. This drill may involve “WH” question or “yes/no” questions, e.g.

A1 : “John is at school”
A2 : “Where is John?”
A3 : “At school”

6. Cued Response Drill. In this drill, language learners are provided with a cue before or after the question, e.g.

A : “What did the man buy?” (A book)
B : “The man bought a book”
A : “Who will help us?” (His brother)
B : “His brother will help us”

7. Rejoinder Drill. It is similar to the cued response drill. In this drill language learners are given instruction of how to respond, e.g.

A : “Come to my house” (Be polite)
B : “Would you like to come to my house”
A : “Your idea is not good” (disagree).
B : “I disagree with your idea”

8. Restatement Drill. Language learners rephrase an utterance and address it to somebody else, according to the content of the utterance, e.g.

A : “Tell him where do you live?”
B : “I live at Simon Street no.5”
A : “Ask her what she has for breakfast”
B : “What do you have for breakfast?”

9. Completion Drill. Language learners are told to supply a missing word in a sentence or statement, e.g.
A : I bring my book and you bring…
B : I bring my book and you bring your book.
A : I have to solve … own problems.
B : I have to solve my own problems.

10. Expansion Drill. Language learners build up a statement by adding a word or phrase, e.g.
A : “Mathematics”
B : “We study mathematics”
A : “Every day”
B : “We study mathematics every day”

11. Contraction Drill. Language learners replace a phrase or clause with a single word or shorter expression, e.g.
A : “I did not mean to kill the bird”
B : “I did not mean to kill it”
A : “Do not go to that place”
B : “Do not go there”
12. Integration Drill. Language learners combine two separate statements, e.g.

A : “Which one do you think is true? The earth goes around the sun
    or the sun goes around the earth”
B : “I think the earth goes around the sun”
A : “I know that lady. She is wearing the blue shirt”
B : “I know the leady wearing the blue shirt”

13. Translation Drill. Language learners translate a sentence from their mother
tongue to the target language, e.g.

A : “Saya sangat senang buah-buahan”
B : “I like fruit very much”
A : “Ada beberapa murid dikelas itu”
B : “There are some students in the class”

By considering the suitability and appropriateness of the material that are going to
be presented to the students by the researcher, finally the researcher decide to take
5 patterns of drill as her teaching technique:

1) Repetition Drill → to improve the student pronunciation

Repetition Drill is the simplest drill used in learning language patterns. It
is used at the very beginning of language class. Language learners merely
repeat what the teacher says. This may be used for the presentation of view
vocabulary and will be useful for pronunciation, e.g.
A : “I study in the morning”
B1 : “I study in the morning”
A : “I study in the afternoon”
B2 : “I study in the afternoon”
A : “I work in the morning”
B3 : “I work in the morning”
Etc.

2) Substitution Drill → to improve the student pronunciation

In this Drill language learners are required to replace one word with another. They may replace the word of the model sentence with a pronoun, number or gender and make some the necessary change, e.g.

A : “John is hungry”
B1 : “John is hungry”
A : “In the class”
B2 : “John is in the class”
A : “John and merry”
B3 : “John and marry are in the class”
Etc.

3) Transformation Drill → to build up the students’ vocabularies ability

In this Drill language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present
tense to simple past tense, depending on the instruction from the teacher, e.g.

A : “The book is new”
B1 : “Is the book new?”
A : “We are in the class”
B2 : “Are we in the class?”

4) Expansion Drill → to build up the students’ vocabularies ability

Expansion Drill is the process of build up a statement by adding a word or phrase, e.g.

A : “Mathematics”
B : “We study mathematics”
A : “Every day”
B : “We study mathematics every day”

5) Response Drill → making the student active in learning process

Response Drill invites the language learners respond to somebody’s sentence. In this drill the answers are patterned after the question. This drill may involve “WH” question or “yes/no” questions, e.g.

A1 : “John is at school”
A2 : “Where is John?”
A3 : “At school”
2.6.2 Advantages of Using Pattern Drill Technique to Improve the Students’ Vocabulary.

According to Huebener (1969: 44) the advantages of Pattern Drill Technique are:

1. It ensures the participation of the students because the students have unique, essential information; all learners need to get other’s information.
2. It helps the students in earning the content of the subject.
3. It has a strong effect on attitude to learning and social relationship among students in group.
4. It enables the students to understand the dialogue because while they are doing the activity, they will try to know the meaning of the words or sentences in order that they can get the complete content of the dialogue.

2.6.3 Disadvantages of Using Pattern Drill Technique to Improve the Students’ Vocabulary.

Since the aim of the technique is speaking ability, teaching through Pattern Drill Technique language teachers spend most of the time for drilling. However, experimentation with the technique showed that the technique had certain disadvantages (Huebener, 1969: 9).

1. Real Conversation is difficult to achieve in the classroom because the time to develop it is difficult.
2. Conversation must not be confused with oral practice. Conversation involves a free, spontaneous discussion by two or more persons of any topic of common interest. Part of its effectiveness is due to facial expressions and gestures.
3. Conversational competence depends essentially on an extensive vocabulary, memorization of numerous speech patterns, and the automatic control of stress.

4. Requires planning and structuring by the teacher in order teaching to be successful.

2.7 Procedure of Teaching Vocabulary Using Pattern Drills Technique

The Pattern Drill Technique has a relatively complete procedure of presenting language materials. This procedure is a set of typical steps in teaching the target language through the Pattern Drill Technique. Since the listening and speaking ability is the first skill to consider, the first procedure of teaching is more related to listening and speaking ability (Huebener, 1969: 17). The procedure can be as follows:

1) The language teacher gives a brief summary of the content of the materials. The material is not translated but equivalent translation of key phrase should be give in order for the language learners to comprehend the dialogue.

2) The language learners listen attentively while the teacher reads or recites the dialogue/sentences at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentations.

3) Repetition of each line by the language learners in chorus is the next steep. Each sentences may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat
the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.

4) Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or small groups. Group can assume the speakers’ roles.

5) Pairs of individual learners now got to the front of the classroom to act out the dialogue. By this time they should have memorized the text. In teaching the target language dialogue plays an important role. Almost any language class begins with a dialogue.

The Activities of Teaching Vocabulary by Using Pattern Drill Technique Are as Follows:

A. Pre Activities

- The teacher greets the students.
  - Good morning my students
- The teacher checks the student’s attendance list.
- The teacher asks the students some question about the material.
  - What is your father occupation? What is your mother occupation?
  - What is your dream? What you are going to be?
- The teacher gives a chance for some of the students to give their opinion.
- The teacher introduces the Pattern Drill Technique to the students and explains them about the rule how to study by using Pattern Drill Technique.
B. While Activities

- The language teacher gives a brief summary of the content of the materials about occupation. The material is not translated but equivalent translation of key phrase should be given in order for the language learners to comprehend the materials.

- The teacher gives some examples of occupations (Driver, Teacher, student etc) that are commonly used by the learners. The teacher gives good examples how to pronounce difficult words.

- The language learners listen attentively while the teacher explains or recites the materials at normal speed several times.

- The teacher shows the gesture and the facial expression about the action that is consisted in the materials.

- The teacher asks the students to repeat each line of the sentences after the teacher mention it before.

- The teacher drills the students about the materials (Repetition of each line by the language learners in chorus is the next steep. Each sentences may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence).

- The teacher asks the students to repeat the sentences with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or small groups. Group can assume the speakers’ roles.
The teacher asks the student to memorize the sentences that have been repeated by them before.

C. Post Activities

- The teacher asks them whether they have some difficulties related to the topic.
  - Well my student before we end this meeting, do you still have any difficulties about our topics today.
- The teacher asks them’ what they have learnt?” and asks some students to conclude the topic.
- The teacher ends the class.
  - My students, I think that was the material for today. Do not forget to read and memorize the material that we have learnt today.