

# THE ANALYSIS OF TEACHING THINGS THROUGH ORAL REPETITION

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## ABSTRACT

*Every single teacher has different style of using method and the techniques of teaching English as the topic. Talking about techniques, one of them is the using of oral repetition. The use of this technique had been applied to the level of beginner level of the elementary students at a private English course at Cibinong. At that time, that teaching opportunity was entitled the things in the classroom where the teacher takes from the closest things from the life of the students. Absolutely, as the result is amazing and works well. From the side of the passion of the learners, they were zealous and felt enthusiastic. The pupils really had their time during learning activity occurred. They had to speak together, especially they had to open their mouth and speak loud at the same time with the others. From that activity, it can be concluded that it also has the equal effect of the assessment. Certainly, the score overall was great and awesome.*

**Keywords:** *Teaching English, Oral Repetition.*

## I. INTRODUCTION

Learning and also practicing English are important in order to increase the ability in speaking English in the early age. There are four elements that include in learning English, such as writing, reading, speaking and listening. Those elements also can be used in any level of education, including in the Elementary School.

Invention of new classroom practices and approaches to design the language programs and materials reflects a commitment to find more efficient and more effective ways of teaching language. The classroom teacher and the program coordinator have a wider variety of methodological options to choose from than ever before. They can choose methods and materials according to the needs of learners, the preferences of teacher, and the constraint of the school or educational setting.

One of the problems of teaching English for the students is the lack of the students' vocabulary which is reflected by their misuse of English word. So, the role and the function

of vocabulary are important in teaching English and also it is the main basic of learning English. After understanding and mastering vocabulary, the students are able to develop the four basic skills in English.

To make the students understand, the English teacher must be able to organize teaching learning activities. He/she has to master the lesson and gives the materials by using a suitable subject. A good technique can make students understand and master the lesson. Asking children to memorize words with their meaning is usually ineffective. But sometimes, most of them are easily to forget it.

To overcome this problem, the writer gives an alternative technique to make the students have more vocabularies. Through the Oral Repetition technique, the participation of the students will be better than the students who only watch the theory or listen to the sound of what the teachers says.

Elementary school students come in several different varieties. There are some students who are too shy to even tell their

name and of course. There are also some students who just would not stop talking to the writer in Indonesian language. The writer believes that by following principles and procedures that grammar is taught inductively, concrete vocabulary is taught inductively, concrete vocabulary is taught through demonstration, objects, and picture the student will be more active in learning process.

## **II. THEORETICAL REVIEW**

### **2.1. Definition of Teaching**

Teaching is not an easy job because it requires a big responsibility and enough capability. As the teacher, the teaching ability is the first thing because the achievement in teaching and learning process depends on him/her.

Based on Cremin (2009:1), "Teaching and learning English is, at its richest, an energising, purposeful and imaginatively, vital experience for all involved, developing youngsters' competence, confidence and creativity as well as building positive attitudes to learning." Teaching and learning English must be imaginative, purposeful, energizing and also the teacher has to create a competence, confidence, creativity as well as a building positive attitude of the learners to learn English.

A statement from Cameron (2001:11) states: "Teaching and learning are not two sides of the same coin, but are essentially different activities, although they both take place in the public arena of the classroom." Teaching and learning are different. In teaching, the teachers transfer knowledge to the students and as the students receive the knowledge of the teachers.

Concerning to a definition of teaching, there is also another argument. Mangal (2009:174) argues: "Teaching is a quite serious task or activity undertaken by the teachers to produce desirable changes in their students." Teaching is an activity which is undertaken by the teachers to give the changes for the students.

So, there is a conclusion about the definitions of teaching above, teaching is giving or transferring the knowledge to the learner in order to gain and acquire a

capability to understand and also comprehend of a certain material. The setting and manage of the place where the learning activity occurs should be arranged well and also the teacher itself must be creative and innovative to create an impressive result of the students.

### **2.2. Definition of Vocabulary**

Calhoun (1999:21) argues: "The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies." PWIM stands for Picture Words Inductive Model. It is a kind of strategy to teach children through pictures and the pupils will elicit new words from that picture, especially vocabulary and also listening.

A definition of vocabulary comes from Harris and Turkington (2000:26) who argues: "Standardized tests in first grade gauge a child's ability to either name objects (expressive pictures vocabulary) or recognize objects (receptive picture vocabulary) that he sees in pictures." In standardized tests there has a fact. The fact is children more easily understand and recognize to guess or answer a vocabulary question through picture

Based on the statement from Watch (2003:1): "Vocabulary is the collection of words that you hear throughout your life. Your own vocabulary will never stop growing. The larger your vocabulary is, the more you will understand what you hear and read. Your writing and speaking will improve, too." Vocabulary is a group of collecting words. If the learners want to enlarge more vocabulary, they have to read and hear about new words frequently. Learning vocabulary also will increase the skill of writing and speaking.

So, from those elaborations above, vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because the learners are able to speak, write, and listen in order to know the meaning of each vocabulary.

### **2.3. Definition of Oral Repetition**

The definition of oral repetition comes from Hossein and Potos (2011:42)

argues: "Repetition is useful textual enhancement device because it not only makes certain from perceptually salient but it also allows the learner to have a longer time to process the incoming input." The oral repetition can make easier for the learner to absorb or comprehend the particular material which is given by the teacher.

Cohen and Cowan (2006:463) say: "Repetition helps to develop automatic knowledge of word meaning that is important to reading comprehension. A limited knowledge of vocabulary meaning could interfere with reading comprehension." Repetition is also useful for reading aspect, too.

Susan (2006:242) argues: "Repetition, at appropriate intervals, is a key strategy to use with low-literate clients. Review information often, and set aside time to remind learners of what has already been learned and to prepare them for what is to follow." Repetition is a strategy key to use for the low-literate clients. The review of information occurs frequently and it sets time to remind the learner of what have the learners learnt and preparing what will happen next.

Thus, oral repetition is mostly useful for students and also has awesome effect of the result of learning activity because; the students will listen and comprehend again of what the teachers say about. It is same like giving the second chance for the students to master the certain material.

#### **2.4. Principles Underlying the Teaching Technique**

Teachers may face different condition and situation of managing the class that he/she is going to teach. Teaching English as the subject and also the several of students' behavior or attitude in the classroom are influence the learning activity. The attention of the teacher must be universal and not specific to only one or several students. But, if the teacher does not care about the condition and atmosphere of the students, it can be a useless in learning activity.

Therefore, the teacher has adopted principles of two teaching methods. Those are from Communicative Language Teaching and Direct Method. The roles of methods are needed in teaching process. That is why, the

teacher must decide the most proper and suitable methods of teaching English, more specifically teaching English for children.

The first method is Communicative Language Teaching, there are several explanations of its principles come from Jack and Roger, (2006:145) but the writer only takes five of its principles from them, those are:

1. Communicative is the desired goal
2. Drilling may occur but peripherally,
3. Effective communication is sought
4. Language learning is learning to communicate
5. Translation may be used where students need or benefit from it.

So, the principles of the teacher's technique can be found during teaching activity happened at those five explanations above.

Beside Communicative Language Teaching, there is also Direct Method. It comes from Larsen and Freeman (2003:22), in Direct Method, there are some particular principles underlying the chosen technique, but the writer only keeps focus on six principles; such as:

Objects (e.g. realia or pictures) present in the immediate classroom environment and also it can be used to help students understand the meaning.

The teacher demonstrates, not explain or translate. It is desirable that students make a direct association between the target language and meaning

The purpose of language learning is communication (therefore students need to learn how to ask question as well as answer them)

Pronunciation should be worked on right from the beginning of language instruction

The syllabus is based on situations or topics, not usually on linguistics structures.

#### **2.5. Characteristics of Young Learners**

Beginner students are the same like children. The grade of beginners are about the third to the forth class. There are some various and variants characteristic of the children. The dominant factor of the children' characteristics, such as; shy, naughty, active, passive, loner, quarrelsome, and etcetera. So,

the teacher must be able to take the attention of the students.

According to Jayne (2008:61) says, "Young pupils are still developing; their bodies are still developing, their minds are still developing, some aspects of their first language are still developing." All aspects of children's growth are growing.

Scott and Ytreberg (2006:6) states: "There is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. It is not possible to say that the ages of five can do  $x$ , the age of seven they can all do  $y$ , or that at the age of ten they can do  $z$ ." For instance, children of five can do  $x$  or over the  $x$  or even under the  $x$ .  $X$  itself can be indicated that it is a limit

Cremin (2009:25) states: "The oral artistry of the spoken word is important to recognize and develop in the classroom; it can enrich children's confidence and competence as effective language users." The oral artistry of the spoken word is important, this thing can enrich two aspects of the students, those are confidence and competence.

Thus, the characteristic of children are totally varieties and different to each other. Children love to play than learning. It must be a strong motivation to make a habitual for children to study. The supporting of parent are strongly needed in order to the children have a desire to love and also study English.

### III. METHOD OF RESEARCH

The method which used in preparing this paper is a library research. In order to get the materials, the writer read several books related to the analysis, and taken the data of it, and other printed book sources that give relevant information. All books which are used to complete the sections of this article are listed in the bibliography.

### IV. DISCUSSION

#### 3.1. Teaching Description

In arranging this paper, the writer is as a teacher at The Independent Center Course Cibinong. The teacher taught at a course. The levels of students were Beginner. For beginner level of the students were the same like the third or fourth class of elementary school. The ages are around eight or nine years old. The allocation time was one hour. In this course, practicing was higher than theory. It can be said that practicing was about seventy-five percent and the rest is theory. The first thing to teach, the teacher must prepare a lesson plan. The lesson plan contains; title of the material, learning material, media, learning process and the exercise.

The teacher taught vocabulary, more specifically, the teacher taught things in the classroom through oral repetition. The teacher used many kinds of picture the thing in the classroom as the media.

Beginning of the learning activity, the teacher let the students to come into the classroom and let them to have a nice sit. But, before entering the material, there were two important things, those were greeting and praying. Both of them were important for learning activities; that was rather impolite if both the teacher and the pupils started the material directly and immediately. So, greeting and praying were the same like a bit of courtesy. Sometimes, the children were still playing and did their own activity, therefore greeting and pray were able to distract their attention to start studying.

The Teacher : "Hello, students..."

The Students : "Hello, Mister ..."

The Teacher : "*Do'a dulu,ya...* (Let us pray first, ok)"

The Students : "Pay attention, please! Let us pray together, start! Finish! Greeting to the teacher!"  
Assalammu'alaikum wr. wb"

The Teacher : "Wa'alaikumsalam wr. wb  
Good morning, students ..."

The Students : "Good morning, Mr. Octa"

The Teacher : "How are you today?"

The Students : "I am fine, thank you"

After praying then, the teacher asked them the basic questions. In this course, Basic question has the important criteria and requirement for the students. The basic

question was the same like a foundation or basic skill that must be had of all the students of The Independent Center Course Cibinong. The basic questions are; asking the students' personal identity, status, and educational information. Each of the students must be able to answer the basic questions first. If the students could not answer the basic questions, so they had to go out to memorize it. After memorizing and capable to answer, so the student was able to join and follow the material.

The Teacher : "Ok students, what is your name?"

The Students : "My name is ..." (variants answers)

The Teacher : "What is your full name?"

The Students : "My full name is ..." (various answers)

The Teacher : "What are you?"

The Students : "I am a student"

The Teacher : "Where do you go to school?"

The Students : "I go to school at SDN ..." (depend on the pupils)

The Teacher : "Now, what class are you in?"

The Students : "I am in the (some students answer) third/fourth class"

The Teacher : "Where do you live?"

The Students : "I live at..." (different answers)

The Teacher : "Students, talking about hobby, what is your hobby?"

The Students : "My hobby is ..." (several hobbies of them)

The Teacher : "And know, what do you want to be?"

The Students : "I want to be a/an ..." (various answers)

The third and fourth grade of students are children, so because they were still children, so it is impossible for the English teacher to use one hundred percent full of speaking English to the student, so the percentage of speaking in Bahasa was about forty percent.

The Teacher : "Ok students, now I will give you the title of today's material.

*(Baiklah anak-anak, sekarang saya akan memberikan judul*

*materi kita hari ini)*

"Are you ready?"

The Students : "Yes!"

The Teacher : "Say it again, loudly!"  
*(Katakan sekali lagi, lebih keras!)*

The Students : "YES, MISTER!"  
(The students looked so enthusiastic and zealous)

The Teacher: "The title of today's topic is "THE THINGS IN THE CLASSROOM"  
*(Judul materi kita hari ini adalah: "Benda-benda diruang kelas")*

The Students : "Ooohhh..."

The Teacher: "Now, I please to you to mention the things in the classroom as much as you can. Understand?"

*(Sekarang saya minta kalian untuk menyebutkan benda-benda didalam ruang kelas sebanyak yang kalian bisa. Mengerti?)*

The Students : "Ok!"

The Teacher : "Mention it, now!"  
*(Sebutkan itu, sekarang!)*

Sometimes, the teacher pointed, touched and gave the clues concerning some particular things in the classroom. It is for helping them thinking, translating and answering loudly.

The Students : "Chair, whiteboard, table, pen, pencil, bag, ..."  
(They say at the same time)

The Teacher : "Come on, students! Again!"  
(The teacher does a gesture to them)

The Students : "Chair, whiteboard, table, pen, pencil, bag, book, marker"

The Teacher : "Is that all, students?"  
*(Hanya itu saja, anak-anak?)*

The Students : "Iya, Mister"  
(Yes, sir)

The Teacher : "Ok, now please listen to me! All of you must be quiet and pay attention to me! Ok!"

*(Baiklah,sekarang dengarkan saya! Kamu semua tenang dan perhatikan saya, oke!)*

In this session, the teacher mentioned the things in the classroom and the students were paying attention, absorb and calm. All of the students really used their brain maximally.

The Students : “Yes, Mister” (The students focus)

The Teacher : “The total of the things in the classroom are thirteen. They are: Chair, map, pencil, flower vase, ruler, protractor, pen, clock, book, calendar, ceiling fan, table and compass”

The Students : (The students totally listen and comprehend quietly)

The Teacher : “Ok students, now please repeat after me!”  
*(Sekarang ikuti kata-kata saya, oke!)*

Afterwards, the teacher pronounced the name of the things in the classroom and the students repeating of what the teacher says. The words were totally short, so they must pronounce quickly not slowly. The teacher asked them to shout and said the words loudly. Although the pronunciations of the children were not so clear and clear, so the teacher must correct the pronunciations of them. In this point, the teacher made sure that they must be able to pronounce so well. The students must speak and shout several times until they were able to pronounce it.

The Teacher : “CHAIR!”  
The Students : (The students repeat it)  
“CHAIR!”

The Teacher : “MAP!”  
The Students : (The students repeat it)  
“MAP!”

The Teacher : “PENCIL!”  
The Students : (The students repeat it)  
“PENCIL!”

The Teacher : “FLOWER VASE!”  
The Teacher : “That’s pretty good, students! Your voice was loud!” *(Bagus anak-anak! Suara kalian keras!)*

The Teacher to : “Well, students! I want you to translate into either English into Indonesia! Or into Indonesia into English! Ok! Get ready, students! Please shout!”

*(Baiklah,anak-anak! Sekarang saya ingin kalian menterjemahkan kedalam Bahasa Indonesia atau Bahasa Inggris.)*  
*Oke, anak-anak! Teriaklah )*

The Students : “Ok, Mister!”

The next activity was translating together. All of the students translated the words given by the teacher directly. It must be two languages; those are both English to Indonesia and Indonesia to English. It has a purpose, the purpose is to measure and test how far do they know and capable to translate about the things in the classroom.

If they could not translate, they may open their dictionary. In this point, the using of dictionaries was allowed to be used by the students to look for the certain answers.

The Teacher : “What is “Buku” in English?”

The Students : “Book!”

The Teacher : “Now, “Pulpen”!”  
(So far, the students are able to translate it easily)

The Students : “Pen!”

The Teacher : “What about “Peta”?”

The Students : (One student answered, the rest just copy) “Map!”

The Teacher : “Ok, now “Bangku”!”

The Students : “Chair!”

The Teacher : “Emmm, What about “Sapu”?”

The Students : “Broom, Mister!”

The Teacher : “Ok! Enough! That was quite nice about your vocabulary.”

*(Oke!Cukup! Pembendaharaan kalian lumayan juga)*

The Teacher : “Now, I want to point some of you to translate into either English or Indonesia! Have you got it?”

*(Sekarang, saya akan tunjuk beberapa dari kalian untuk menterjemahkan ke dalam*

*Bahasa Indonesia atau Bahasa Inggris! Mengerti?)*

The Students : “Yes, mister!”

Not all the pupils had a good behavior and attitude during learning activity was occurred. Sometimes, the teacher found a student who did not pay attention the material. So, the teacher acted quickly, the teacher pointed the particular student who did not pay attention, and then the teacher gave a question as the punishment.

Thus, they were still children; of course some of them looked playing something or they did not pay attention fully. Their attention was easy to distract by the other.

In this part, the teacher looks the certain students who did not paying attention. So, the teacher points him/her.

The Teacher : (The teacher sees and points Johnny, because he is quite naughty) “Johnny! Listen to me and answer with a loud voice! Ready!”

Johnny : “Yes!” (He responds a bit of shamefully while the others are seeing at himself)

The Teacher : “What is “Buku” in English?”

Jhonny : “Book!”

The Teacher : “Outstanding! Now, “Peta!””

Jhonny : “Emm... Map!”

The Teacher : “You are great! Please, Translate “Penggaris!””

Jhonny : “Ruler!”

The Teacher : “Hmmm, that was rather good!”  
(*Hmmm, Agak bagus!*)

The Teacher : (There is one mischievous student again, her name is Rhyzma)

“Hello, Rhyzma...”

Rhyzma : “Hello, Mister Octa...”

The Teacher : “Rhyzma, the English of “Bangku” is ...

Rhyzma : “Chair, Mister!”

The Teacher : “Are you sure? Is it chair? Oh, come on girl!”  
(*Yakin kamu? Chair,ya? Yang benar saja, nak!*)

Rhyzma : “Emm ...  
Chair, Mister... Table,  
Mister... “

(She answered unsurely)

The Teacher : “You must be sure and convince, Rhyzma!”

(*Yakin dong, Rhyzma!*)

Rhyzma : “*Iya, Mister Bangku tuh Bahasa Inggrisnya Chair.*”  
(Yes, sir. The English of “Bangku” is Chair.)

The Teacher : “Absolutely, Rhyzma!

Focus, ok!”

(*Tepat sekali, focus ya, oke!*)

So far, the students paid attention to the teacher. When the teacher was pointing some students, it will make an effect to them, because while the teacher was pointing, the other students will focus on the student that was being pointed. The result, the student will feel regret that they did not pay attention or too much joke with the other.

The next session, the teacher displayed kinds of picture. In this part, they may relax but they have to focus. The students will use their visual to see the picture of the things in the classroom together. With their dictionaries still opened, they translated it together.

The Teacher : “Look! I have got something for you.”  
(*Lihat! Saya ada sesuatu untuk kalian*)

The Students : (The students are curious...)

The Teacher : Please, guess it ... (*Ayo tebak...*)

The Students : *Apaan sih , mister? ...*  
(What is that, sir?)

The teacher : “I have thirteen pictures of the things in the classroom”  
(*Saya mempunyai tiga gambar benda-benda di ruang kelas*)

The Teacher : “Ok, now! Please pay attention!  
(*Baiklah! Sekarang perhatikan*)

The Teacher : (The teacher previews the picture of a book)

The Teacher : “Ok! As you can see, this is ... what?” (*Seperti yang kamu lihat, ini adalah ... apa?*)

The Students : “Book!”

The Teacher : “That is nice!” (*Bagus*)  
“Now, take a look!” (The teacher displays a picture of pen)

The Students : “Pen!”

The Teacher : “Excellent!  
This one is a...” (The teacher gives a preview a picture of ruler)

The Students : (The students are seeing it and shout...) “Ruler!”

The Teacher : “This thing is ....” (The teacher shows a picture of flower vase)

The Students : “Flower vase!”

The Teacher : “Now, what is this?” (*Ini apa?*)  
(The teacher shows a picture of calendar)

The Students : (Some of the students answered...) “That is a map”  
(Some of the students only said) “Map”

The Teacher : “This one is ...” (The teacher appears a picture of pencil)

The Students : “Pencil!”

The Teacher : “That is so easy, huh! What about this one?”  
(The teacher displays a picture of compass)

The Students : “*Entar dulu mister, aku cari dulu*”  
(Wait for a moment, sir. me look for it, first!)

Let

The Students : “Compass!”

The Teacher : “Good job!”

The Students : “What picture is it, students?”  
(The teacher displays a picture of clock)

The Teacher : “Clock!”

The Students : “Absolutely!” (*Tentunya!*)

The Teacher : *Hap!* “This picture is ...”  
(The teacher tries to give an image of protractor)

The next day, the teacher came back again to the course. The teacher wanted to make a test as a measurement. The student had to answer the written question on the papers. So, the students did the question very carefully and quietly. After finishing to answer the questions, the papers must be collected to the teacher.

### 3.2. Teaching Analysis

There are many reasons of each learning activity that the teacher has done from the beginning to the end of the learning activity.

The first thing done by the teacher is praying. The praying has purpose. It is for making a good habitual for them to do everything. The teacher told them praying is not only for studying to pray first, but also for the entire of the students’ activity. Hopefully, that it will be given an easier thing in learning process. The next step is asking basic question. The basic questions are; asking the students’ personal identity, status, and educational information. Basic questions are the same like an obligation or a foundation that must be having and capable to be answered of all the Independent Center students. The basic questions are for making the students to speak basically. (The basic questions really depend on the level of the pupils).

After the pupils mentioning, it is time for the teacher to mention the things in the classroom. The students totally focus and pay attention very carefully to the teacher. The students used their ear as the listening media to absorb and memorize of what the teacher said. Setiawan (2007:67) says, “Keberanian kognitif dalam mengajar akan tumbuh berkembang serta terlihat, ketika guru memberikan proses pengulangan informasi yang disampaikan secara lisan.” (*A cognitive meaning in teaching will grow, amend and be seen when a teacher gives a process of information repetition which is delivered orally*). So, mentioning orally to the young learners will have positive things; such as: The students’ capability will grow, amend and be seen.

It is almost like of the previous activity, that was repeating the things in the classroom, but this repeating is rather



different. The students must repeat it in a short word. That was not allowed to shout in long word. This repetition had an objective, in order to them to be more understand in pronounce first then go on to the next aspect. As explained by Susan (2006:242) that "Repetition, at appropriate intervals, is a key strategy to use with low-literate clients. Review information often, and set aside time to remind learners of what has already been learned and to prepare them for what is to follow." Thus, the beginner students are the similar with low-literate clients. They review the information occurs frequently and it sets time to remind the learner of what the learners have learnt and preparing what will happen next.

This was a translating session where the pupils translate into either English to Indonesia or into Indonesia to English together eagerly and directly. The louder voice was needed in this session. This session made an effect of them, in order to them understand and know about it. Mangieri et al. (1984:106) which argues: "Helping students to develop an extensive speaking vocabulary should be a major aspect of teaching oral communication skill". Translate into either English or Indonesia directly will develop or build an extensive speaking vocabulary. After translating together, the teacher saw a particular student who had a less of paying attention to the teacher. So, the teacher pointed him/her to answer the question as the punishment. Pointing of the student has a purpose; it is for testing the sensitiveness of the students and also increasing their behavior to be more pay attention

In this activity, the teacher showed the pictures to them. They translate it together with the picture showed at that time. So, not only mentioning, but also they used their visual to see the images. By displaying some pictures, it will help them to be easier to understand it. Calhoun (1999:21) argues: "The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies." PWIM stands for Picture Word Inductive Model. The role of pictures really makes the learners to be easier to listen and elicit vocabulary speaking.

Before going home, the teacher made a game. The game was still related to the material. It had a purpose, did the students still understand or forget concerning the material. The teacher knew where was the student which has understood or no. If the students could not answer, the teacher gave another question until the certain student was able to answer.

One last thing, the next day the teacher gave a written test. The written test had a purpose, it is for measuring about the progress and development of the students and how far did they understand about the material which was given by the teacher.

### **3.3. Teaching Evaluation**

Teaching elementary school children is not easy, especially teaching English for them. Perhaps for them, English lesson is something that hard and complicated. Most people said that teaching elementary school children is the most easily. But the fact, it is difficult especially elementary school children in third or fourth grade. Thus, the writer thinks that teaching English through oral repetition was effective. The students were attracted and enjoying the lesson. It is like a wise word which said that it is not a burden to study English, but it is an entertainment. So, the teacher gave a motivation and belief to them that studying English is an amusement or solace.

There are some negative and positive results when the learning activity was occurred. It can be found at three aspects; those are: the students, the teacher and the material.

Now, there are the positive results below. For the students, the students were participating and enjoying. At that learning process, they also pronounce the topic directly. The teacher pronounces and gives examples for several times, so, it deserved that they know how to pronounce it well. The role of images gives a real benefit to them. It helps them to be easier to understand the material. The positive result of the teacher, the teacher feels like a bit of easier to teach them. The existence of pictures really makes a proof to them. So, it can be said that, the students do not have to think what was the thing look like. One word, they just see the picture.

The other positive result, the teacher thinks that it is not a kind of monotone learning activity; it is like a kind of teaching variation. It could be said that, teaching is activity not only writing, but also doing variants things.

Here are the score lists of the students:

No	Name	Score
1	Amar Amri Yahya	90
2	Ardina Damayanti	90
3	Faiz Ridha	90
4	Fajar Prasetyo	80
5	Fanni Fajarani	90
6	Ivvi Izzati	100
7	Rhyzma Ardinalia	100
8	Vartan Octavianus	100

## IV. CONCLUSION

### 4.1. Conclusion

Using the oral repetition as the technique that is being used by the teacher is so effective and has splendid result. The pupils are interest and looked enthusiastic. The class is so alive and active. That is study English. So, within this technique, it takes two aspects at the same time, those are speaking, listening. Students were false in pronunciations.

Students were false in pronunciation. So, for the students who had mispronunciations, the teacher told them to listen the example of real pronunciations of the teacher. After listening well, the teacher allowed them to pronounce. Once they were still wrong, they must repeat for many times until they were able to pronounce it well.

Not all the wits of the students were the same. It can be proved, that the wits or the intelligence of the students were different each other, for the students who had a less of it, they must pay attention fully, repeat and memorize. These processes of learning English are slowly but it will be seen surely.

Noise will disturb the others' concentration. Noise must be stopped immediately and quickly. Sometimes, prohibitions cannot make them to be silent. So, the teacher told them to move from their

seat away for some students who were too noisy.

Besides learning of thirteen vocabularies about the certain material and in order to increase or upgrade the students' capabilities, the teacher told and gave them strongly suggestion to learn and of course practice it at their students' home each other nicely. So, they will learn it at their home.

Teaching English use an oral repetition technique has a benefit. The students use their eyes for seeing the images, ears for listening the correct pronounce and the last one is brain for memorizing. In short, because of using those three media, the young learners feel like easier to absorb and understand about the material.

### 4.2. Suggestion

Most people say and assume, the lesson of English is something that is scared and complicated for the students, especially young learners. To overcome and make it clear and in order to make them interest, there must be varieties and innovation to teach English for them. So, the writer suggests that, teaching English through oral repetition is fun and effective. It is much better, if the teachers use many appropriate media for teaching English, such as flash cards, things imitations, imaging, visual aids, models and etcetera. The role of those things will change their perception that studying English is not difficult anymore.

Using images as the tool of teaching are so effective and it will make the students feel like a bit of easier to learn of comprehending English. If there are no images to display to the students at all, the real things around the classroom can be used as the replacement media for learning English directly.

For reader who concern at teaching English, especially teaching English for young learners, it is better to use many appropriate media and many other sources. The first thing before teaching, the teacher must make a preparation, be confident and be ready either mentally or physically.

Thus, for the next writer who has an intention to be an English teacher, he or she should be creative and innovative in developing the teaching-learning activities inside of the classroom and try to make the class alive, active and energetic, especially in

learning vocabulary that usually makes bored for the students.

The writer suggests for the next English teacher, the teaching-learning process can not be done or success without the cooperation between the teacher and the students. Moreover, the English teacher certainly has the most responsibility to the students as the target of the learning process.

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