COMPONENTS THAT CONSTITUTE A PROPER ATTITUDE FOR THE TEACHER OF ENGLISH IN INDONESIAN SCHOOLS
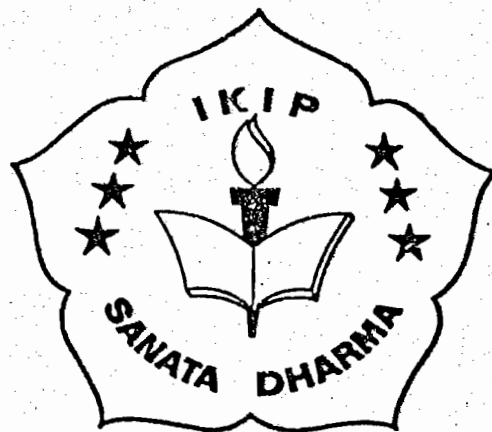
A Partial Fulfilment
of the Requirements for the
Sarjana Pendidikan Degree
(Sl Programe)

by

Endang Rara Temu

I. 227

Yogyakarta, July 1987

COMPONENTS THAT CONSTITUTE A PROPER
ATTITUDE FOR THE TEACHER OF ENGLISH
IN INDONESIAN SCHOOLS

A Thesis

Presented to

The English Education Department

School of Language and Art Education

Sanata Dharma

Teachers' Training Institute

A Partial Fulfilment

of the Requirements for the

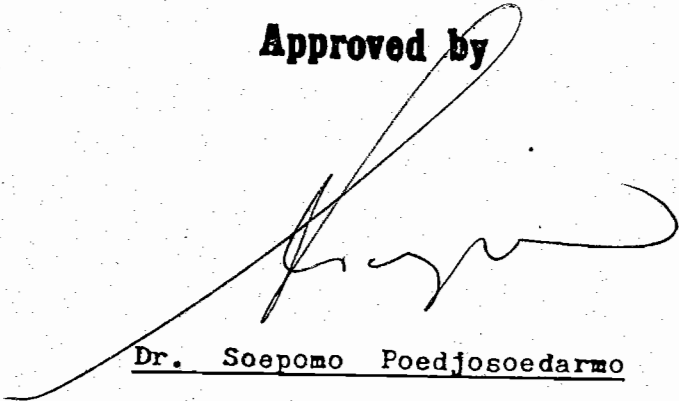Sarjana Pendidikan Degree

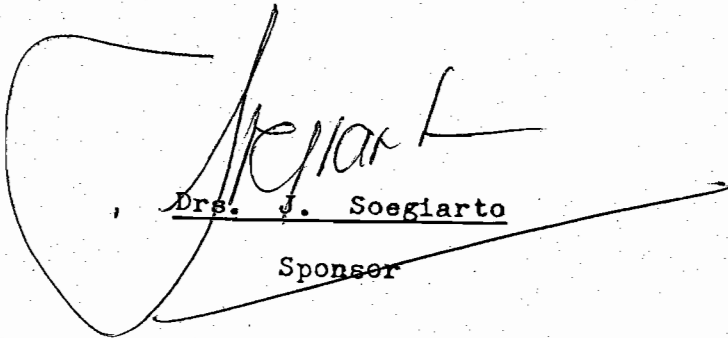(S1 Programme)

by

Endang Rara Temu

I. 227

Yogyakarta, July 1987
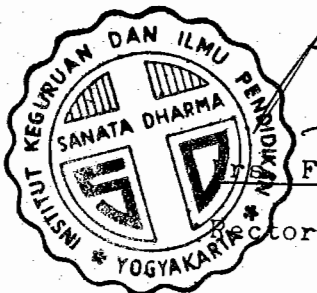
Approved by

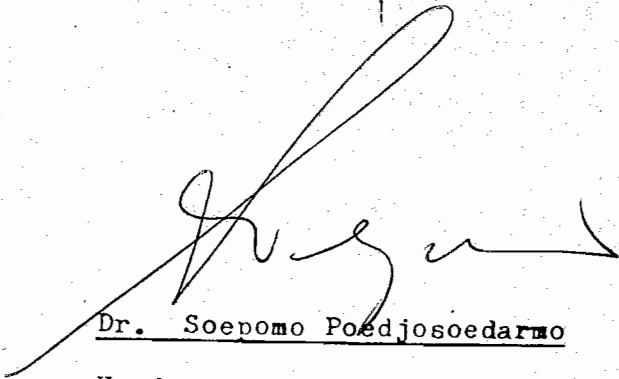Dr. Soepomo Poedjosoedarmo

Major Sponsor

Drs. J. Soegiarto

Sponsor

IKIP Sanata Dharma

Yogyakarta

F. Danuwinata, S.J.

Rector

Dr. Soepomo Poedjosoedarmo

Head of the English Department

ACKNOWLEDGEMENT

TABLE OF CONTENTS

INTRODUCTION

Background of Study

The writer presents this topic because she
realizes that the teacher's attitude towards the students
in the learning of English as a foreign language is a
great influence in achieving the goal, that is, the
gaining of communicative competence in the target
language. As we know, learning a foreign language is very
different from learning other disciplines. The student is
presented with material from the perspective of his or
her own community. While learning English, he is
confronted with other communities. Moreover, he is not
asked simply to learn about the language, he is required
to learn the language, to take it in, as it were, and to
make it part of his means of communication, getting other
knowledge or expressing his ideas.

In the learning of English in schools, students
who expect to be able to convey their ideas through
communication are often discouraged and lose interest,
feeling that learning is a whole lot of stuff from books.

1

A lot of people seem to agree that the results of English teaching in Indonesian schools are far from being satisfactory in the sense that the vast majority of students who study English in schools do not seem to acquire anything that they can use from their study of English.

English teachers have generally looked to weaknesses in materials and teaching method as the root cause of bad results in English teaching.

Although our government has established the 1984 SMP and SMA curriculums which, include goals, materials, methods of teaching and special notes for the teachers, most teachers are still confused in teaching the subjects, especially English. They do not know how they should teach the topic, because there are not enough guides or explanation about the proper strategies to use.

The results is that the teaching of English in Indonesia still employs traditional methods. In Indonesia English teachers still tend to use methods which provide

no time for speaking such as drilling and lecturing, because most of the time is used to teach grammar.

Even if the teachers are aware of the importance of speaking ability in language learning and are motivated to improve their teaching, they still have to face many problems of having not enough facilities.

A teacher's function is to manage his student's learning and of course he should prepare himself to master not only the subject but also many aspects which influence the learning-teaching process. In this case he should know about the proper attitude towards his students and learning-teaching process. We have to remember that the basic aim of teaching is to produce learning.

A teacher should know how students learn. The more the teacher understands about the learning process, the more effort he will make to teach effectively.

According to researchers, attitude formation is often analyzed in the following way. First there is the

cognitive component, the perception of the concept or
situation. Then there is the affective component, or the
feeling that rise about the cognitive element. These
feeling then appraised, good or bad. This is the
evaluative component. Finally, these evaluations are
translated into the behavioural component. The attitude
is acted out.[1]

In this thesis I want to contribute something,
though only a little, concerning the components that
constitute a proper attitude for the teacher of English
in Indonesian schools, in the hope it will be a kind of
help for the teacher to solve his problems in teaching
English to his students. However, I want to limit the
discussion only to the attitude components which are
acted out and can be applied in the English learning-
teaching process.

The Aim of The Study

To find out the components that constitute a
proper attitude for the teacher of English in Indonesian
schools.

---

[1]Alfred N. Smith, 'The Importance of Attitude in Foreign
Language Learning', FORUM, The Art of TESOL, Part One,
Washington, 1975, p. 21.

The Scope of The Study

The discussion will include these points :

1. What a teacher should do to enrich students' exposure.

2. What a teacher should do as a prompter.

3. What a teacher should do as somebody who provides opportunity for the students to be active.

4. What a teacher should do to reinforce the progress of the students.

5. What a teacher should do as somebody who explains points not clearly understood by students.

The Plan of The Study

In chapter one, following the introduction, I will present the first topic which is stated in the scope of study . It concerns what a teacher should do to enrich the student's exposure to the language.

In chapter two, I want to discuss the second topic, that is what a teacher should do as a prompter. Students need to be adressed and admonished in the target language.

In chapter three, I am going to offer the third topic in the scope of the study, that is, what a teacher should do as somebody who provides opportunities for the students to be active.

In chapter four, I will discuss the fourth topic of my scope study, that is, what a teacher should do to reinforce the progress of the students.

In chapter five, I want to present the last topic of my scope study. It concerns what a teacher should do as somebody who explains points not clearly understood by the students.

In the last chapter I draw my conclusion about whether these components are able to constitute a proper teacher's attitude in the learning-teaching process of English.

Method of The Study

This thesis is the result of my library research. It is based on the resources : Acuan Umum Metode Pengajaran Bahasa and other books and articles I state in

the bibliography.

First, I have studied Dr. Soepomo's article, Acuan Umum Metode Pengajaran Bahasa, in order to get an understanding of the content.

Second, I have searched for further explanations of the subject from other books and articles I state in the bibliography.

Finally I have taken Dr. Soepomo's ideas which agree with each topic to be discussed.

In order to present each chapter as clearly as possible, I have added more explanations which I have taken from other books and articles I state in the bibliography.

CHAPTER I

WHAT A TEACHER SHOULD DO TO ENRICH
STUDENTS EXPOSURE

In the learning of English as a foreign language there are several general approaches such as:
- Grammar - translation method
- Aural - Oral approach
- Direct Method
- Ecclectic Method   etc.

A lot has been written about teaching techniques, e.g. how to teach language components: phonology, vocabulary, structure etc. , and the learning of each stage has been studied thoroughly, however the results have not been satisfactory. We have to find out ways to improve the teaching strategy as well as to arrange the variables of the teaching of foreign language. Then, what parts of the method have actually gone wrong?[1]

---

[1] Dr. Soepomo Poedjosoedarmo, 'Acuan Umum Metode Pengajaran Bahasa', GATRA, April 1984, p. 1.

8

As we know up till now, if we discuss language teaching, our object is the language itself, whether it is the language components such as: phonology, morphology, vocabulary and structure, or the four skills: reading, writing, listening and speaking. We rarely pay attention to the stages of the cognitive, psychomotoric and affective abilities which should be mastered by students and many kinds of teacher's tasks in the developing of the method of teaching the target language. However, these aspects are also important to arrange to improve our efforts to find the best method of teaching the language.

To improve the area of the work of the language teacher, we are going to concentrate on the process of language acquisition in little children. We assume that this process includes principles in the process of mastering the language in adults.

The stages of language acquisitions in the process of mastering the target language are as follow:
1. The ability of recognition.
2. The ability of understanding.

3. The ability of application.

4. The ability of evaluation.

5. The ability of developing language sensitivity and attitude

These abilities do not grow as stage in the above order. However, the ability of application should occur before the developments of the other abilities. In other words, the factor of application is so important that without better growing of the quality of the application ability, the other abilities such as: understanding, evaluation, sensitivity and attitude of the language, can not fully develop.[2]

The developing of a child's ability of the language usage is cumulative. Together with the extending the stage of ability, the higher ability appears. However, the application ability should occur within each progress of other stage of abilities.

Below are the stages of abilities which are put into a scheme :[3]

---

[2]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 2.

[3]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 2.

sensitivity/attitude

application application

evaluation evaluation evaluation

application application application

understanding understanding understanding

application application application application

recognition understanding recognition understanding

For developing these abilities, each person
already has a powerful means since he was born, that is
the brain. The human brain is able to identify the form
of text with its components and also its meaning. The
human brain can analyze and identify the important
factors that form the language system. Even if the brain
is out of order, it is stupid-proof. However bad the
quality of the brain is, it is still able to develop the
above language stage of abilities. God has programmed
these abilities of human brains.
(Lenneberg, 1967)[4]

However, children's abilities can only develop
if they are helped by the environment around them, for
example:

---

[4]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 2-3.

1. The language that can be listened to or read, and essentially has the function of the raw data to be analyzed by the student's brain.

2. Polite address or questions that essentially act as the brain's motivator to analyze and use the target language actively.

3. Opportunities or even forces to do the exercises and develop the ability to speak in the target language automatically.

4. Responds to the expressed language, that in turn finally can function as: means to correct or reject the identified language.

5. There are corrections to the wrong usage.

6. There are explanations and aids that can assist the right formation of knowledge, right application, right understanding, right evaluation and a good growth of sensitivity and attitude toward the language.[5]

Those are the environment's tasks which offer everything to help children in developing their abilities to master their mother tongue. Those are also the tasks of a language teacher who teaches the language and exposes students to the language.

---

[5]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 3.

In short, if we want to develop the method of teaching a language, a mother tongue or a foreign language, we should pay attention not only to the language itself but also to pay attention to stages of the cognitive, psychomotoric and affective abilities which should be mastered by students and many aspects of teaching in the learning-teaching process.[6]

A. Exposure

As we know, the most important task of an English teacher is to expose students to the target language. This means that he should give as much opportunity as possible to the students to learn the target language. In this case, the students can learn both the spoken and written form of the language.

Exposure in the sense of aquisition means to accumulate raw data and then arrange, analyze and identify them. Besides, it also function as a thing which is able to correct the previous acquisition. From the application point of view, exposure can function as a model for students to imitate in the effort of

---

[6]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 3.

expressing the language in the daily usage. In short, exposure has many function; that is why the teacher should make an effort to expose the students to the target language as much as he can.

As stated above, we have to expose the students to language as much as we can and do it methodically, in accordance with the following steps:

1. In order that there is language recognition, exposure should be synonimous or be about to what the student has experienced in the knowledge. Moreover it should be referential and situational.

Example:

word has been known	exposure
mad	crazy
	insane
	lunatic

2. To get the understanding, exposure is supposed to be contrastive and contextual. Exposure should be directed to the student's understanding in dentifying new things they have to know to whatever things they

have already known before. However it should become
the basic knowledge for developing contexs of broader
usage.

These things are easily identified because the
previous knowledge has been clearly understood or
easily recollected. In the strudtural research the
new things are integrated with the previous ones.

Example:

get　　　　　　　　　get - got - got

　　　　　　　　　　　He get a book.

　　　　　　　　　　　He got a letter yesterday.

3. In order that there is application, exposure should
   be challenging. It should motivate the students so
   that they will apply their language experience in the
   communicative usage actively. Then, exposure should
   also be effective, relevant, meaningful and agreed by
   many people.

4. In the developing of evaluation capability, exposure
   should be <u>comparative and evaluative</u>. Moreover it also
   should be normative. The exposure should direct to the
   ability of comparing many things by using norms which
   have already been used in social life.

5. Finally, in order that the students have language sensitivity and language attitude, exposure should be <u>aesthetic and ritual</u>. Up till now we have already known that ritual or religious ceremonies and artistic performances can establish many kind of fanatism.[7]

Below is an explanation of the exposure of each stage of student's abilities:

1. In the stage of recognition ability

Similar exposure means exposure which has almost the same meaning as what has been mastered by the students. And referential - situational exposure means exposure within the spoken area.[8]

Example:

HEALTH

a. I hear you have been <u>ill</u>.

b. <u>Well</u>, I had the flu for a couple of weeks, but I'm fine now.

c. You're looking <u>well</u>.

d. Yes, thank you! What about your sister?

e. She had such a bad case of flu that my parents had

---

[7] Dr. Soepomo Poedjosoedarmo, <u>GATRA</u>, April 1984, p. 9-10.

[8] Dr. Soepomo Poedjosoedarmo, <u>GATRA</u>, April 1984, p. 10.

to take her to <u>hospital</u>.

f. Oh, I'm sorry to hear that.

a. bad condition of helth.

b. and c. compare '<u>well</u>' in <u>b</u> with '<u>well</u>' in <u>c</u>.

'<u>well</u>' in <u>b</u> is an interjection used here simply

as introductory word.

'<u>well</u>' in <u>c</u> is an adjective meaning healthy.

e. <u>hospital</u>, is a place where sick, injured, or

wounded people are cared for.[9]

2. In the stage of understanding ability:

Contextual exposure means exposure which contains

different significance meaning of certain word caused by

different contexts.

Example:

MARK

- He shot but missed the <u>mark</u> completely.

(mark = target)

- Before he shot he overstepped the <u>mark</u>.

(mark = boundery)

- His boots made <u>marks</u> on the polished floor.

(mark = scratches)

9

Anne C. N ewton, <u>Notes on The Dialogues</u>,FORUM,Special
Issue. The Art of TESOL, Part One,1975, p. 74.

Contrastive exposure is exposure which contains different significance of what the students have known.[10] Examples:

understood word	exposure
man	The men get some books.
get	The man gets a book.
	The man got a book.
a	The man got some books.

Contrast: man - men, get - gets, get - got, a - some.

The differences are in the exposure. The differences however, are supposed not to be far in the various differences semantic areas. In this way, the new things will enrich the student's knowledge with alternatives of forms and different meaning in the similar significant usage.[11]

Because exposure should be applied as much as possible, the teacher should make an effort to find as many contrastive words as possible. In the mean time he should also select the words which are actually attractive and frequently used in daily life.

---

[10] Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 10.

[11] Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 10.

A contrastive method of exposure can be applied by pointing out the generic concept compared to the specific concept with the synonymous ones.[12]

3. In the stages of application ability:

The exposure is used for preparing the students to apply the language in the daily life. They need motivation. However, the exposure should be challenging effective, relevant and agreed by many people. Besides, the student wants to apply the language because he wants to express his ideas, feelings, and desires. That is why, a teacher should motivate the students in such a way, that the students are forced to expose their needed language as fruitfully as possible and not get any constraints in expressing their ideas, feelings and desires.[13]

Moreover, the environment should also give facilities for increasing the student's exposure by filling libraries with useful materials, books, magazines, cassetes and scheduling the television and radio programmes in the target language study.[14]

---

[12]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 10.

[13]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 10.

[14]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 12.

4. In the stage of evaluation ability:

In order to gain the stage of being able to evaluate the target language, the exposure should be comparative and evaluative. It should also make the students realize the propriety and effectivity of the language. In this case, the students need experience of the target language and each experience should be able to be compared with previous experiences. The comparation concern the level of the propriety and effectivity.

If the student's stage of ability has reached a certain level and they have often been exposed by synonymous words, their ability of evaluation will develop automatically. Then, the important thing is to make an effort in a good way to direct them realize the existence of the applied norms in society.[15]

5. In the stage of language sensitivity and language attitude of abilities:

The gaining of this stage of ability is usually parallel with the gaining of the stage of evaluation ability. Parents should help their children to gain ability by urging them to attend religious ceremonies or

---

[15]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 12.

watch artistic performances which are presented in the target language.

Religious ceremonies and artistic performances are able to create a feeling of fanatism and to increase the student's sensitivity of the language usage.[16]

B. What A Teacher Should Do To Expose The Students.

From the above statements we see that, in order to develop the method of language teaching, teachers should pay attention not only to the language itself but also to stages of the cognitive, psychomotoric and affective abilities which should be recognized by the students.

As we know, the cognitive domain concerns the acquisition of new knowledge or getting more understanding. The psychomotoric domain concerns the acquisition of habits of using the new knowledge, while the affective domain is having to do with the 'attitude' such as falling in love, or liking the target language.

---

[16]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 9.

Concerning these domains, Dr. Soepomo divides the student's stages of abilities into five steps. The following is a summary of these steps:

Stage of the developing abilities.	exposure should be
Recognition	- similar
	- reverential
	- situational
Understanding	- contrastive
	- contextual
Application	- challenging
	- effective
	- relevant
	- agreeable
Evaluation	- comparative
	- evaluative
	- normative
Language sensitivity and language attitude	- aesthetic
	- ritual

Having seen the steps of exposing student's stages of abilities and knowing the meaning of each exposure, the teacher can choose, arrange and determine the material based on students previous acquisition.

Since the teacher's function is to manage the student's learning, (SAL = Student Active Learning), teachers should motivate and stimulate the students to expose themselves to the target language.

For the purpose of exposing the stage of recognition and the stage of understanding abilities the students lists of synonymous words and explain them in the daily usage, by pointing at the semantic features. (See Chapter V)

Example:

	Nouns	Verbs	Adjectives
Generic word	entrance	to kill	big
Exposure	door	to murder	great
	gate	to assassinate	masive
	passage	to massacre	enormous

Nouns	Verbs	Adjectives
entry	to butcher	super
ingress	to slay	superior
inlet	to slaughter	grand
portal		mighty
access		monumental
introduction		immense
vestibule		major

Let us compare the above examples with the Javanese words :

Generic word	putri	nggawa	apik
Exposure	ibu	nyunggi	bagus
	simbok	munji	sigit
	biyung	manggul	ngganteng
	nyai	mikul	jatmika
	nini	nggendong	jenthoro
	randa	mbopong	gagah
	prawan	ngemban	ayu
	gendhuk	nyawung	manis
	kanca wingking	ngindhit	endah
	prameswari	nyengkiwing	sulistya

By finding the distinctive features, the teacher can contrast all the words that are synonymous. (See Chapter V)

Examples of distinctive features:

- location
- function
- owner
- colour (attribute)
- form (shape)
- quality
- material composition
- belonging (part of)
- way to prepare
- level of speech
- degree of quality
- duration

Contextual exposure is exposure which is based on contextual rules and becomes the texture of the text.

Example:

word	emic	etic
get	receive	I get a letter every week
	obtain	I got promoted to be a teacher
	come	I usually get to Surabaya on time

The meaning of 'get' becomes:

  - more varied

  - more concrete

Context will give students a good and real understanding (etic level).[17]

For the purpose of developing the other stage of abilities the teacher should supply the titles of books, amgazines, newspaper that contain attractive stories, news, dialogues, anecdotes etc., and casettes, radio programmes in the target language. Of course the teacher should select them in accordance with students intellectual ability, because if the students meet things beyond their capacity they will be frustated. (Please see the appendix)

---

[17]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 10.

CHAPTER II

WHAT A TEACHER SHOULD DO AS A PROMPTER

Prompter here means that the teacher acts as somebody who makes the students ready to speak English spontaneously or somebody who helps the students with what they have to say.[1]

Prompting also means addressing or questioning the students in order that they are forced to respond automatically in the same language.

Prompting is usually done in the teaching process of developing student's acquisition of the language. It requires the understanding of a 'text', oral, in the communicative context in which it occurs. It must take into account the roles of the participants in a particular setting as well as the function of the 'text'. It also consider the totality of how students interpret and respond within English or the target language codes.

---

[1]A.S. Hornby, E.V. Gatenby, H. Wikefield, The Advanced Learner's Dictionary of Current English, London, 1957, p. 992.

In this case, there are problems which are
admittedly complex, but the students need to be
addressed and questioned if the teachers want to
strengthen communicative competence as a goal of
instructional programme. Even when the goal is 'reading
comprehension', the students are able to comprehend
reading passages, students who have mastered the
language orally can learn to read more or less readily
by themselves or with limited help. On the other hand,
students who have learned to decipher script cannot as
a rule speak by themselves.

Teachers and students have tried reading,
translating, and analyzing as ways to enter a language.
These are partial experiences. Students do not know a
sentence until they can speak it. When students read a
sentence aloud, they have to manipulate only part of
language, and the memory and attention factors are
passed or minimized. Translation adds complexity but is
still less than using the language as language. Analysis
is quite removed from language use. In short, in order
that the students can use the language they should
apply it.

Parents or teachers have the task of encouraging students to apply the target language. As we know above, without application, the acquisition progress will be hindered. The students will easily forget the language and they are often pursued by frustation. The effect is the development of stages of student's abilities will be hindered.

Teachers can give the students opportunities to apply the language by practising it in the daily usage. It can also encourage them in order that they actually express something in the target language.

In University or Senior High School, the students might get the opportunities of doing assignments of writing sciences or arts. In other words, the teachers give their students opportunities to be active and creative.[2]

A. How a teacher should be a prompter

1. For developing the stage of recognition ability the teacher should:

---

[2]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 5.

a. Speak English in the classroom

Students need to become accustomed as soon as possible to the unfamiliar sounds of the new language. Equally important, they need to develop an awareness of English as a living medium of comunication rather than as a 'school subject' with which they are struggling.

At the beginning level, this can be accomplished by welcoming students to class each day with simple greetings in English. If the room is too warm or too cool, ask Rudy in English to open or close the window. Employ gestures, sketches on the blackboard demonstrations, objects, or pictures to make your meaning clear. It is advisable not to speak Indonesian to your students, nor to translate from English into Indonesian unless absolutely necessary. Your aim is to enable your students to understand and to speak English automatically without having to 'stop and thinking' or to perform laborious mental translation before responding to, or in English.[3]

b. Give the students chances to practise the language by imitating the models:

to question, to respond, to address, to greet etc.

---

[3]Audrey L. Wright, The Art of TESOL, English Teaching FORUM, Washington D.C. 20547, p. 337.

The models can be native speakers, or those who are not native speakers but have achieved a high level of mastery. Tape or videorecordings can now be used by any teacher, native or not, to provide good models and variety of authentic native speakers.

If the teacher is the only one to be a model in the classroom then he can do his job easily because if it is needed he sometimes uses the mother tongue. The main point is that the students are used to communicate by using English language.[4]

Teach the language as it is, not as it ought to be. Often the speakers of the language have a notion that some imagined earlier form or a form elsewhere is the correct one. Yet, linguistics tells us that the forms used by educated native speakers and not any imagined artificial standard are the guide to what is correct and acceptable as educated native speech. This principle means that the language style to be taught is educated native speakers.[5]

---

[4]Dr. Soepomo Poedjosoedarmo, GATRA, April 1984, p. 6.

[5]Robert Lado, Language Teaching, A Scientific Approach, Bombay, New Delhi 1974, p. 54.

To acquire a balanced command of English and
the confidence to use it as an actual means of
communication, the students need practice in speaking
a wide variety of questions as well as in answering
them. In university, neither the textbook nor the
teacher always provides this particular kind of
exercise in the classroom.

Kind of questions:

Questions that the student or the teacher asks
in the classroom after the early stages of learning
normally fall into four roughly defined aspects:

(i) Personal requests that arise naturally
during the course of the class.

May I borrow your pen ?

(ii) Comprehension questions seeking to
clarify doubtful points and establish that
the material under consideration has been
thoroughly understood.

Why did Tony run away ?

(iii) Grammar question on particular lexical
items.

What is the past tense of the verb to
draw?

(iv) General questions e tending the scope of
the vocabulary in items included in the
class material by placing them in different
context, particulary in questions pertinent
to the student's own experience - his
family, study, job, future plans, etc.

Have you ever gone skating, Tom ?

This last kind of questioning is
probably the most useful of all, because
its relatively personal unrestricted
nature brings it closer to normal use of
spoken language. While addressing
respectful persons of course students
should not omit courtesy words such as
please, and Sir or Madam.[6]

c. Give the students opportunities (permits the
students to be active and creative) to copy words,
sentences, paragraphs, texts.

2. For the development of the stage of understanding
ability

---

[6]Alun L.W. Rees, The Art of TESOL, Part One, Washington
D.C. 1975, p. 44.

a. Forcing the students to practise

Personal requests [7]

Since requests commonly made in class tend to be limited in number and restricted in content, the teacher might compile a list of personal requests as follows.(For brevity, it omits the words please, Sir; the student of course will suply these courtesy words as the occasion demands):

May I come in ?

Do you want us to copy that down ?

What's the date ?

What day of the month is it ?

What did you say ?

What page did you say ?

Which line is it in ?

What's the third word ? I can't make it out.

Is king written with a capital K ?

Would you say that again ?

Shall I open the window/ switch on the light ?

Shall I close the door/ the window ?

Would you mind if I open the window ?

May I borrow your pen for a minute ?

Would you lend me your pen ?

---

[7] Alun L. W. Rees , The Art of TESOL, Part One, p.44.

May I leave the room ?

May I leave class early today ? I have to ...

When is the homework done ?

What mistake have I made here ?

Is this right ?

Would you mark me 'excused' on the roll

tomorrow ? I have to ...

May I leave now ?

Shall I erase the board ?

Would you like me to clean the blackboard ?

Do you want the door open or close ?

Here is a list of Specific Question Cues:

Specific Question Cues
A. Wh — Words

Wh — Words	Like to be followed by	Sample Question
(i) when	+ auxiliary	When did Bob go to see the man ?
(ii) where	+ auxiliary	Where will Bob meet us ?
(iii) why	+ auxiliary	Why did Mary go ?

Specific Question Cues.

A. Wh – Words

Wh – Words	Likely to Be Followed By	Sample Question
(iv) whose	+ noun (or N-Group)	Whose notes are finished ?
(v) a. who	+ ordinary verb	Who called Betty ?
b. who (m)	+ auxiliary	Who (m) did Tom speak to ?
(vi)a. what	+ auxiliary	What would Bill like to do ?
b. what	+ ordinary verb	What made that noise?
c. what	+ N or N-Group	What game did he decide to play ?
(vii)a. which	+ auxiliary	Which was cheaper, Mary's or Tom's ?
b. which	+ ordinary verb	Which came in first, the train or the bus?
(viii)a. how	+ auxiliary	How will Sylvia get home ?
b. how	+ adjective	How tall is Fred ?
c. how	+ adverb	How soon can he get here ?

Specific Question Cues.

B. Auxiliaries in Initial Position

(ix) a. aux   + N or N-G   Could Mary answer the

                                                 question ?

      b. aux   + there   Is there room for me ?

C. Tag Questions

(x)   a. Affirmative   Ken wasn't late, was he ?

      b. Negative   Ken was early, wasn't he ?

---

b. Giving assignments of describing something which can be contrastive and contextual.

It is necessary to distinguish situation from context. Situation is extra - linguistic, context intra - linguistic. In other words, the situation is the stuff outside language that one is talking or writing about, and the context is the language framework in which the individual linguistic item is set. For example, if I say "I am hungry", there is nothing in the situation to necessitate my using am in the first case and the other person using is in the second. The fact that we use am in the gap

in I ...... hungry and is in the gap in Mr. Hill
...... hungry is dictated by the context, not the
situation.[8]

c. Giving the students a chance to participate in
discussions, seminars, and speech competitions,
in the target language.

    The topic discussion of course, should not be
beyond the student's abilities.
For Examples: Weather, Sports, Friend, My Daily
Routine, My Family, etc.

3. For Developing Stage of Evaluation Ability

a. Prompting

    The teacher can prepare a chart of question
cues for classroom display when needed, can hand it
out in mimeograhed form for the student to keep, or
can write it on the board for the student to copy.
The teacher may decide to retain the chart for his
own guidance only. The teacher can prompt individual
students with different cues merely calling out a
number on the chart, or by giving the abbreviated

---

[8]Alun L.W. Rees, The Art of TESOL, Part One, p. 95.

cue itself. For example, he might say "Six - A" or
"What with auxiliary." Or he could prompt with the
actual initial words: "What should ...... ?" He may
assign a different cue to each of several students
or the same cue to more than one. He may also
include more general instructions to insure variation
such as:

> Negative
>
> Alternative (...... or ......)
>
> Auxiliary   (other than do) etc. [9]

b. Assigning the students to write their ideas about
something.

Example:

The students should write their ideas about
the following arguments:

The Pessimist vs. The Optimist

Bill and Mary had opposite ideas about the
weather. He was a pessimist and she was and optimist.

When Mary asked Bill to go to the beach with
him one day, he was pessimistic, telling her (that)
he thought it was going to rain and asking her to
look at the clouds. On the other hand, Mary was
optimistic. She said (that) it couldn't rain again

[9] Alun L.W. Rees, The Art of TESOL, Part One, p. 95.

that day, since it rained every day that week.

People like Bill, who notice clouds in the sky are pessimists, while people like Mary, who don't notice them, are optimists.[10]

4. For Developing Stage of Sensitivity and Attitude:

a. The students should do analysis.

Example:

The students can analyze the above arguments.

b. The students should participate actively in a play drama or art performances in the target language.

In short a teacher as a prompter, should prompt the students to apply their acquired language by paying attention to the development of stages of their abilities.

---

[10]Nancy Arapoff, The Art of TESOL, Part Two, Washington D.C. 1975, p. 235.

CHAPTER III

WHAT A TEACHER SHOULD DO AS
SOMEBODY WHO PROVIDES OPPORTUNITY TO
THE STUDENTS TO BE ACTIVE

As we have seen from the previous chapters for developing method of teaching, a teacher should not only pay attention to the language itself but should also pay attention to the development of the students' stage of abilities and other aspects of the teaching process.

In this chapter I want to discuss what a teacher should do to give chanches to his students to be active that are based on the development of stage of students' abilities. In this case, the teacher should look at the development stages of students' abilities which are concerned with the cognitive, psychomotoric and affective domains. These are:

(1) The development of stage of recognition ability

(2) The development of stage of understanding ability

(3) The development of stage of application ability

(4) The development of stage of evaluation ability

(5) The development of stage of sensitivity and attitude.[1]

---

[1] Dr. Soepomo Poedjosoedarmo; GATRA, April 1984, p. 1-2.

Besides, he also has to remember that the teacher's function is to manage the students' learning. The teacher monitors and directs his students to be active. This activity should not be too far beyond their knowledge acquisition, otherwise they will be frustrated. That is why teachers should also limit the material in accordance with the previous knowledge of the students.

A. There are many activities that students can do to develop their stages of abilities.

  1. The students can do exercises of the language components such as: phonology, grammar and vocabulary.

  2. The students can drill and do exercises or practices of the language skills : listening, speaking, reading and writing.

Follows are the explanations of the activities :

1a. Phonology

The teacher should give chances to the students to recognize sounds, understading and producing the "stream of speech". [2]

---

[2] Charles C. Fries, Teaching and Learning English as A Foreign Language, p. 24.

At the very beginning the chief emphasis is placed
upon general imitation (or mimicry) of the pronunciation
of a native speaker of English. The first aim of this
mimicking is to develop the ability to recognize and to
discriminate the English sound features that are used to
distinguish those particular sound features that are dis-
tinctive or phonemic in English.

Second, overlapping this first step is the general
imitation to the basic covering patterns of the sound in
context word stress, intonation or the sequence of pitch-
es at phrase ends, and the waves of sound stresses that
constitute English rhythm. For th is second step also
the chief aim is to improve the receptive grasp of the
stream of speech-recgnition, and then afterwards, pro-
duction.

These activities can be done in the laboratory or
in the classroom by listening to the native speaker, a
tape recorder or teacher himself as a model. The stu-
dents then imitate, drill the English sounds which in-
clude :

    (1) vowels

    (2) consonants

    (3) suprasegmental features.

Examples:

(1.). <u>Vowel sound</u>

For developing stages of :
Recognition and application abilities.

(i:) as in <u>me</u>, <u>beat</u>, people [3]
Production:

Raise the tongue in the mouth and the muscles of the tongue and cheeks. Draw the lips back in a " smile " and make a voiced sound.

<u>front</u>	<u>middle</u>	<u>end</u>
eat	these	we
easy	teacher	be

Understanding and application abilities

(a) Practise these contrasting sounds, which are often confused.

Read first horizontally and vertically.

eat – it		heel – hill
seat – sit		leak – lick
feet – fit		heem – him
seek – sick		sleep – slip

---

[3]Clary E. Dixon, <u>Pronunciation Exercises in English,</u> Salatiga, p. 181.

(b) Practise the following phrases, being careful to give the correct value to each sound.

steel mill   peat hit

deep pit   sick sheep

big field   deep sink

rich meal   read it

Sentences :

- She was very eager to meet the new dean.

- A cool breeze began to blow from the east.

- Eventually, she will have to economize somehow.

- After reading for only an hour, I feel into a deep sleep.

- The sea air seemed to give me new life.

(2). Consonant sound

For developing stage of recognition ability

(p) as in pec, happy, hope

Production: Close your lips, then blow them open with a puff of air but without voice.

peak   people   heap

pick   September   hip

For developing stage of understanding ability

Comparison:

(a)   Practise these contrasting sounds, which are often
      confused.

      Read first horizontally and then vertically.

      bomb - palm   beer - peer

      bear - pear   bath - path

      rib - rip   beak - peak

      cab - cap   bet - pet

(b)   Practise the following phrases, being careful to
      give the correct value to each sound.

      big pig

      pick berries

      bad puppy

      burned pan

      pretty bird

      be proud

      better prose

      bad pen

      play ball

      by plan

      bitter plum

      please bring

Sentences:

The paper was printed and published without profit.

We had to learn both the past and the present of all verbs.

Paula carefully put the apples and peaches in the basket.

Our proposal was promptly opposed by almost everyone present.

Drops of water kept dripping from the roof.

(3). Suprasegmental feature

(a) stress

(b) pitch

(c) intonation

(a) stress [4]

Examples:

- Adjacent stress

Key: ▭ ▫

'very   cold

Exercises: 'brown 'dog

'sharp 'pen

'round 'table

---

[4] W. Stannard Allen, Living English Speech, p.5.

- Several adjacent stress

    a `book

    a 'good `book

    a 'very 'good `book

    a 'very 'good 'text `book

    a 'very 'good 'school `text `book

- Special stress (stress for meaning)

    We like `tea

    I prefer `coffee

    Joan is engaged to `John

    White House = U.S.A. President's Palace

    white house = white coloured house

(a+b). <u>pitch</u> and <u>intonation</u>

Examples:

    <u>high</u> ---- Rising intonation

    Did she say six o'clock ?
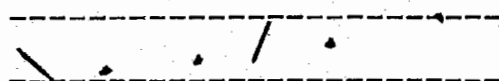
    (I'm not quite sure what she said)

    <u>low</u> ---- Falling intonation

    'Send me a card won't you ?
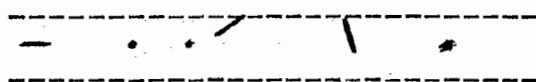
Exercises:

Pattern: I'll 'ask him my 'self, if necessary
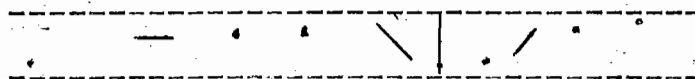
- I 'think it's 'quite fair on the whole

-. We were 'always 'good friends still last year

Pattern: He 'wants me to 'stay
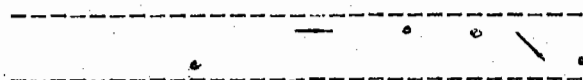
(though I intended to leave)

He 'went to 'bed in the 'morning
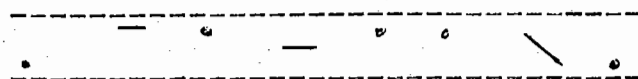
(instead of night, as you might expect)

-. 'These 'goods are for export

-. You are 'nearly 'falling a sleep[5]

1b. Grammar

For developing the stage of recognition,
application and understanding abilities, I provide an
easy way using what is called "The missing link".[6]

---

[5] W.Stannart Allen, Living English Speech, p.63-65

[6] John E.Gardner and Noel W.Schutz Jr., The Art of TESOL,
English Teaching Forum, Part One, Washington 1975, p.127 -
128.

The "missing link" in our English instruction is
a method that will adequately bridge the gap between
drill situation in the classroom and actual communication
outside the classroom. The question we ask ourselves as
we look at our course material as just how we can
facilitate, in our classroom instruction, the ability of
our students to communicate in situation outside of the
classroom. In short, how we can provide the missing link
in our English language instruction.

The chart below illustrates the course design as
the above example. The division into a manipulation
phase and communication phase was intinated by Prator in
the passage cited above and actually a somewhat different
method of implementation.

Manipulation phase   Communication Phase

    Form   Content

Situation drill	Contrast drill	Narrative Activity
(M - 1)	(M - 2)	(C)
Introduce a new	Contrast the new	Communicate using
structure in a	structure with	the structures in
relevant socio	previously learn-	culturally orient-
linguistic context	ed structure	ed discussion.

[6]John E.Gardner and Noel W.Schutz Jr., The Art of TESOL,
English Teaching Forum, Part One, Washington 1975,
p.127-128.

The manipulation phase (M - phase), consists largely of conventional audio lingual patters drills, with the focus on the morphological form of syntactic form or combination of these. At this point the student is not required to struggle with meaning; he is primarily concerned with gaining the ability to PRODUCE in an acceptable manner to produce these features in the various morphosyntactic environments considered important by the instructor.

The communication phase (C - phase), shifts attention to the CONTENT, or meaning of the language, and is primarily concerned with developing the ability of the student to use the structural feature of features introduced in M - phase, but the focus is on communication. Thus, a student is required by type of activity involved to concentrate on getting his ideas across on the transfer of content, rather than on the mechanisms of English structure. All the while, of course, the instructor is aware of the structural features and is ready to help a student, when he is not able to handle the structure, or to guide him when he misuses a structural feature. The technique allows for much moreloosely controlled responses on the part of the student than the cue-response M-phase drills.[7]

---

[7]John E.Gardner and Noel W.Schutz Jr., The Art of TESOL, English Teaching Forum, Part One,Washington 1975, p.127-128

The situation drill (M-1 phase) is simply a variety of the pattern or structural drill normally associated with the audio-lingual method. It is manipulative using substitutions, transformations, juxtaposition, etc, with a cue-response format. But while the emphasis in this drill (as it is part of the M-phase) is on FORM, there is a content factor as well.

The following is a sample from an M-phase situation drill written for teaching the regular past in its various syntactic variations,with an introductory statement about the situation i.e. volleyball is a game widely played in many parts of the world and forms a part of the sports activities at our school.

M-Phase Drill:
Change the present-tense form of the verb into the regular past-tense form.

They never serve	(They never served)
They always watch	(They always watched)
They seldom spike	(They seldom spiked)
They often practise	(They often practised)
They rarely play	(They rarely played)
They occasionally block	(They occasionally blocked)
	etc.[8]

---

[8] John E.Gardner and Noel W.Schutz Jr., <u>The Art of TESOL</u>, <u>English Teaching Forum</u>,Part One,Washington 1975,p.127-128

If a drill is very long, including all the various manipulations, and given situation does not lend itself to being used for the entire length of drill, a new situation can be introduced.

The contrast drill (M-2 phase)

This is also a cue-response drill, which, change the present-tense form of the verb into the regular of the undelying semantic choices in using various structures, is shown on the chart as a bridge connecting the M-phase and C-phases. This might be done by introducing two structures in the M-1 phase, say the present in one lesson and the past in another, and then contrasting the two forms in the second lesson. However it is done, the emphasis here is on the student's choosing the appropriate structure to indicate the meaning required by the cue. It is at this point that grammar notes might be introduced in order to point out the cognitive framework underlying the morphological or syntactic structures.

The following drill contrasts the past with the present, using adverb cue.

Teacher : Doesn't he want to play ball?(all the time)
Student : Maybe he does; he plays ball all the time.

Teacher   : Doesn't he want to help him? (last night)

Student   : Maybe he does; he help him last night. [9]

Teacher   : Doesn't he want to watch TV?(yesterday)

Student   : Maybe he does; he watched it yesterday.

Teacher   : Doesn't he want to talk about it?(every day)

Student   : Maybe he does; he talks about it every day.

(Note : The teacher may whisper the adverb cue, point to one of several such cues written on the blackboard, or perhaps have cue cards to flip)

In contrasting these structures, the teacher probably would want to use more than a single drill, for by using a variety of contrast drill of different types he can better ensure the student's ability to choose the appropriate form in given communication situation outside of the classroom. We might note that the contrast drill could also be situation-oriented.

1c. Vocabulary

Considering that the purpose of giving the exercises is for developing the student's stage of abilities, a teacher should select the items based on the

---

[9]John E.Gardner and Noel W.Schutz Jr., The Art of TESOL, English Teaching Forum,Part One,Washington 1975,p.127-128

following steps:

For developing stage of recognition ability, the
teacher should make the students active by assigning
them to find out or to identify the correct words
or definition of the given stems.

Examples:

a. Select the c orrect option to whic h the definit-
ion refers.

A person who receives and pays out money in a
bank.

    A. broker   C.creditor

    B. accountant   D.cashier.

b. Select the best synonym of,

    advocate

    A. support   C.contradic

    B. advise   D.damage

c. Select the best definition of,

    dilatory,

    A. growing gradually large

    B. slow in getting things done

    C. showing care and effort

    D. heavy with drops of water

For the developing stage of understanding ability
teachers should give problem to the students to find out

the meaning of a certain word which is placed in the context or match two groups of given words.

Examples:

    a. It's rained 'continually' for two whole days.

        A. without stopping   C. regularly

        B. heavily   D. at odd moments.

    b. I saw a nasty .... between two cars this morning.

        A. happening   C. damage

        B. danger   D. accidance

    c. Choose one word from the list on the left and put it after the word on the right.

bus	fire	alarm
bomb	hair	......
gun	telephone	......
cut	post	......
shave	atom	......
office		
alarm		
queue		
jam		
bullet		
exchange		

headquarters

centre.

2. Language skills

Students' activities by exercising the language
skills should be designed by teachers to develop the
stages of students' abilities. In this case, the aim is
to establish students' psychomotoric domain.

The most important stage of ability which concerns
the psychomotoric domain is the stage of application
ability. Besides, this stage of application ability always
comes before the development of each stage of other
abilities.

Here are some ways of developing the students'
stages of application ability by developing language skills.

   a. For developing the listening skill, the teacher
      should give the students chances to listen to
      English conversation, speech, or story telling.
   b. For developing the speaking skill, the teacher
      should prompt the students to speak in the target
      language, to memorize English dialogues, speeches,
      to retell short stories etc.
   c. For developing the reading skill, the teacher

should give his students turns to read aloud in
the classroom or to submit recorded cassettes of
their reading aloud (reading aloud); should
tell the students to report or retell their read-
ing of books or passages (silent reading).
d. For developing the writing skill, the teacher
should assign the students to copy reading
passages, write reports about something or
paraphrase stories, summary novels etc.

For developing students' stage of evaluation ability,
the teacher can assign the students to analyze the con-
tents of novels, sciencos or other reading, or they can
also comment on their friends' dialogues, speeches etc.

For developing students' stage of sensitivity and
attitude, the teacher can give the students chances to
participate in plays, dramas, or other art performances
in the target language.

For all the above activities the teacher should se-
lect the material in accordance with the students'
abilities.If needed, the teacher may choose the resources
from books, cassettes etc.   (See the Appendix).

CHAPTER IV

WHAT A TEACHER SHOULD DO TO REINFORCE
THE PROGRESS OF STUDENTS

Motivation is the most important aspect which determines the effectiveness of the learning-teaching process. Even if the teacher is skillful in the subject, that is the target language and he applies an appropriate method of teaching, has good attitudes towards his students, always pays attention to the development of stage of student's abilities, if the students do not have motivation to learn the language, the result will be unsatisfactory.

The following are several points that a teacher can use as principles to arouse or at least maintain students' motivation to study.[1]

a. Make the students realize that the subjet matter is relevant to their objectives in life.

---

[1]Dr. Soepomo Poedjosoedarmo, Remedial Work Instruction, IKIP Sanata Dharma, Yogyakarta, 1985.

59

b. Try to create a pleasant learning and teaching atmosphere.

c. The sense that the students are capable of attaining the objectives of the study should at least be maintained or even encouraged.

d. Offer the student's subject matter that has a challenge. They should be able to do the work which is not beyond their ability.

e. Make the students feel that they are constantly making progress in their study.

f. Appreciate what they have done. Give them rewards when they have done the right thing and punishment when they have not done the right thing.

g. Create situations which contain some competition.

In this chapter I want to discuss only point of the above principles, that is, the underlined one, the teacher should appreciate what the students have done: Give them reward when they have done the right thing and punishment when they have not done the right thing, because I think this point is the proper way to limit the discussion of reinforcing the progress of the student learning the target language.

Learning a new language, in this case English, is not an easy task, but with proper guidance and encouragement from the teacher, students will arrive at the agreeable discovery that English has become an enjoyable habit. This discovery is the key to a new and exciting word of communication.

What a teacher should do to reinforce his students progress.

A.   Be encouraging.

Psychologists have confirmed that praise of good performance stimulates students to do better work than punishment or criticism for bad performance.

One must keep in mind that learning a foreign language may be a difficult and often frustating task for an adult. He is asked to discard his familiar mode of communication and to learn a new one. He must train the muscles of his tongue and lips to produce new sounds. New neurological patterns must form in his brain. Suddenly the familiar environment is full of strange objects for which he knows no name. He is reduced to the

helplessness of childhood, and must learn to communicate all over again.

Many adult resent the feeling of helplessness, of "being a child", that as part of learning a foreign language. They are affraid to speak for fear of making errors or of eppearing ridiculous. Help the students by praising their good performances and their progress. Ask the harder question of the better student. Complements will make the students do their best and when a real desire to learn exists, half of teacher's job is already done.[2]

B. Praise desired behaviour.

In addition to stating desired behaviour by phrasing rules in a positive way, the teacher should follow up by praising or otherwise rewarding such behaviour when it is observed. Research on behaviour modification (Bandura, 1969) has shown this to be a powerful tool, both for reinforcing desirable behaviour in students who show it and modifyng the behaviour of those who do not. Praising desirable behaviour is

_____

[2]Andrey L. Wright, The Art of TESOL, Part Two, Washington, 1975, p. 339.

especially necessary with slower students who find the
work difficult and need encouragement from the teacher
to help give them the confidence and incentive to
persevere.[3]

In addition to praising frequently enough, the
teacher needs to praise appropriately. Here are some
guidelines for praising appropriately:

1. Praise should be simple and direct. It should be
   delivered in a natural voice, without gushing or
   over dramatizing.

2. Praise is usually more effective if it is given in
   straightforward declarative sentences such as,
   "That's very good, I never thought of what before",
   "instead of gushy explanation, "Wow!" or retorecal
   questions, "Isn't that wonderful!"

3. Any noteworthy effort, care, or perseverence should
   be recognized, "Good! You figured it out all by
   yourself. I like the way you stuck with it without
   giving up", instead of, "Yes! That's right". Whenever
   a student acquires a skill, this should be noted,
   both to praise the student and to reinforce the value
   of the skill: "I notice you've learned to use a

---

[3] Thomas L. Good, Jere E. Brophy, _Looking In The Classroom_,
p. 207-213.

variety of different kind of sentences in your compositions. They're more interesting to read now. Keep up the good work".

4. The teacher should use a wide variety of words when praising students.

5. Verbal praise should be becked with nonverbal communication of approval. Somehow, the praise of "That's good, Billy", should be more effective when delivered with a smile, a tone of communicating appreciation or warmth, or gestures such as a pat on the back.

The students will be encouraged by the teacher and motivated to work for him if they know that he sees and appreciates their efforts and progress. The teacher can create this condition by making a concerted effort to praise student's effort and progress, using natural, genuine language and describing the behaviour being praied in specific terms.

C. Effective punishment

Punishment is sometimes useful in working with a student to help him control his behaviour, but only in

some situations and only when used in combination with
other techniques. A teacher who relies heavily on
punishment cannot succeed,except in the most narrow
temporary sense, because the result can be that the class
will obey him out of fear when he is present but will be
out of control when he is not in the class.

Thus, punishment can do more harm than good,
especially in overused. Nevertheless, teachers should
not hesitate to administer punishment when circumstances
call for it. When properly used, it is a legitimate and
helpful method of dealing with certain discipline
problems. To use it properly, however, teachers should
know when to use it, what sort of punishment to use, and
how to apply it.[4]

1.When to punish

As a general rule punishment is appropriate only
in dealing with isolated incidents, no matter how severe
because in a simple occurence of misbehaviour there is
no reason to believe that the student acted deliberately
or, at least, that he will repeat it again in the future.

---

[4]Thomas L. Good, Jere E. Brobhy, Looking In The Classroom,
p. 207-213.

Punishment especially should be avoided, even in case of repeated misbehaviour, when it appears that the student is trying to improve.

In fact, any approximations of appropriate behaviour should be rewarded. In these instances, teachers should give students the benefit of the doubt by assuming their good will in trying to improve and by expressing confidence in their abilities to do so.

2.What punishment does.

Researcher's evidence shows that punishment is primarily useful only for controlling misbehaviour, not for teaching desired behaviour. Punishment can reduce or control misbehaviour, but by itself it will not teach the student the desire to misbehave.

3. Using punishment for the right reasons.

Punishment should be used consciously and deliberately as a part of repeated misbehaviour. When attached personally they will respond, like any else, with enger, resentment, and a desire to strike back. Needless to say this will not help solve the problem.

4. <u>Type of punishment.</u>

Different types of punishment are not all equally appropriate. Behaviour restrictions limitation of privileges and exclusion from the group are recommended punishment; severe personal criticism, physical punishment and assignment of extra work are not recommended.

a. Personal attacks on the student are never appropriate.

b. Physical punishment can sometimes be a useful and appropriate technique especially for infants. We do not recommend its use in schools, however, for several reasons:

(1.) It is difficult to administer objectively and unemotionally.

(2.) It is usually over quickly, and it has an air of finality about it.

(3.) Physical punishment usually fails to induce guilt or personal responsibility for misbehaviour in the offender.

(4.) Physical punishment is only temporarily effective at best.

c. Some teachers punish by assigning extra work by having the students write out something like "I must not talk in class", a certain number of times. We do

not recommend assigning extra school work as punishment
because this would give effect to the student's
attitudes toward school work.

In some circumstances, an effective device may be
to ask the student to write a composition about how he
should behave.

5. How to punish effectively

Punishment should be flexible, so that the
student can redeem himself and restore normal status by
showing improvement. This gives the student some
incentive to improve, and it helps drive home the point
that the teacher punishes because he must not because he
wants to.

CHAPTER V

WHAT A TEACHER SHOULD DO AS SOMEBODY
WHO EXPLAINS POINTS NOT CLEARLY
UNDERSTOOD BY THE STUDENTS

In the learning-teaching process, students often find things that are not clearly understood. It is one of the teacher's tasks to explain them as clearly as possible till they get a real understanding. This also happens in the learning-teaching English as a foreign language. Since English is a very difficult subject to learn, the teacher should be ready to explain the language problems and help them to get the distinct meanings in the usage.

Though explanation is necessarily given in the language acquisition process, because there is a lot of misunderstanding and confusion for the learners, it should be given at the right time and with the right references.

Explanation at right time means that it should be given when the learners really need it, since explanation is useless when they do not need it. It has to be done when they experience difficulties which cause them to make mistakes. This is the right time for the teacher to help them. Therefore, at this time, such help is usually effective.

Explanation with the right reference refers to the important features or component of the discourse which the learners think about. For example, those components involve several things like grammar, semantic features or meanings that must be symbolized by the discourse.

It is clear that explanation should exist in the learning-teaching activity in any lesson, including grasping the meaning of words exactly and clearly. Thus, it is the teacher's task to explain, to make plain, clearly or intelligible or to clarify the meaning of words.[1]

---

[1]Elly Lismuryaty Lisetyawan, _Explanation by Pointing at Semantic Features_, Sanata Dharma, Yogyakarta, 1985, p. 15-17.

From the beginning of this thesis I have related the activity with the development of stage of students' abilities. However, the following 'explaining' activities should also be related to these abilities.

According to Dr. Soepomo Poedjosoedarmo, explanation has to be done when the students experience difficulties which cause them to make mistakes, or in other words the teacher should remedy the student's errors.

These errors usually concern the language components such as: phonology, grammar and vocabulary.

A. How a Teacher Should do to Explain Points not Clearly Understood by Students.

1. How to Explain Phonology

For developing stages of recognition and understanding abilities.

a. Vowel

I have often observed the following mispronunciation that is commonly made by students. The failure to pronounce

an English vowel correctly such as <u>by</u> in <u>stand by</u>. They
tend to pronounce <u>bei</u> instead of <u>bai</u>.

To remedy this mispronunciation the teacher
should let the students listen to the correct
pronunciation and explain how to produce the sound then
give as much drilling as posible to make them establish
the psychomotoric domain.

Examples:

(<u>ai</u>) as in dry, eye, buy.[2]

(a).Production: The sound is an elision of the two vowal,
<u>ah</u> and <u>ee</u>.

I	time	by
eye	night	my
ice	like	sigh

(b).Comparison:

(b1) Practise these contrasing sounds, which are
often confused.

Read first horizontally and then vertically.

oil	– aisle	quoit	– quite
toy	– tie	toil	– tile

---

[2]Clary E. Dixon, <u>Pronunciation Exercises In English</u>,
Satya Wacana, Salatiga, p. 3-4.

(b2).Practise the following phrases being careful

to give the correct value to each sound.

fine boy   annoying time   dial the Savoy

might voice   poised mind   quite a voice

(c).Sentences :

- The Island was well isolated and difficult to

reach especially at night.

- His poor eyesight made it useless for him to

try for the prize.

- He is an Irish writer or rather idealistictic

stories.

- He was so frightened, that he dropped both

knife and rifle and ran away.

b. How to explain consonants.[3]

For developing stages of recognition and

understanding abilities.

The common errors made by students, especially

Javanese students, are the results of Javanese

language interference.

---

[3]Clary E. Dixon, Pronunciation Exercises In English,

Salatiga, p. 5.

Examples:

The students pronounce the as $n\theta\partial$ instead of $\partial\partial$

to remedy this mispronunciation the teacher should do

the same way as the vowel pronunciation above.

(a). Production:

Place the tip of the tongue against the cutting edge

of the upper front teeth; the breath is then blown

out with voice.

the	mother	with
there	brother	bathe
this	neither	smooth

(b) Comparison:

For developing stage of understanding ability.

(b1). Practice these contrasting sounds, which are often

confused. Read first horizontally and then

vertically.

then – den	that – vat
they – day	than – van

(b2) Practice these following phrases, being careful

to give the correct value to each sound.

with the book	shut the door
bathe the baky	goes there
at that time	of this group

(c). Sentences:

- I didn't know whether he was your father or your
brother.
- It was difficult for them to breathe in such
cold weather.
- There is little good leather on the market now.

2. How to remedy errors on syntax.

One of the serious syntax errors is in the verb
usage. The use of tenses is especially a great problem
for Indonesian students, because we don't have tenses
in Indonesian.

a. Errors on verbs.

When I saw the ship coming toward the harbour, I begin
to get affraid.

It is wrong because "begin", which is a present
tense, conflicts in meaning with "saw", which is a past
tense. The cause of the error is confusing the use of
the tenses. The right one should be: When I saw the
ship comming toward the harbour, I began to get affraid,

Wrong: When I come home at night, she will be reading
her newspaper.

Right: When I come home at night, she is reading her
newspaper.

b. Errors on the relative adverb.

The other errors are the misuse of relative
adverbs of <u>When</u> and <u>While</u>.

Examples:

- <u>While</u> the ship is launched, the crowds cheer.
- <u>When</u> the men were preparing for the launch, the people
started to arrive.

To avoid the above mentioned errors the students
should study the correct use of adverbs accurately.
Intensive exercises should be given and regular sentence
pattern drill is advisable.

<u>When</u> tells us what time two simultaneous actions happen.
It also implies that the two events are completed, unless
otherwise stated.

<u>While</u> tells us that one action is happening at the same
time as another. It is often used with continuous tense.

<u>Example of exercises:</u>

- .... the captain steps on board, he is
  saluted.
- .... the main engine is being installed,
  the auxiliary machinery is fitted.

<u>3. How to explain vocabulary.</u>

Here are a number of ways of grasping the meaning
of a new words:

<u>a. Self- defining context.</u>

The context makes the situation clear, and this
in turn illuminates the meaning of the new word.
Example:

Late   The class is at 10:00. Peter comes at 10:15
          He is <u>late</u>.

Early   The class is at 10:00. John comes at 9:45.
          He is <u>early</u>.

On time   The class is at 10:00. Mary comes at 10.00.
          She is <u>on time</u>.[4]

<u>b. Definitions.</u>

Definitions in the target language may be used
effectively if they are expressed in terms that are

---

[4]Robert Lado, <u>Language teaching</u>, p. 122.

better known or more easily guessed than the word defined.

Example:

Ladle   A deep spoon with a long handle, used to
           serve soup, etc.

c. Opposites.

When one member of a pair of opposites is known, the meaning of the other can be made clear trough this.

Example:

Empty   The bottle is empty (opposite of full).

d. Synonyms.

A synonym may be used to approximate the meaning if the synonym is a better known than the word being taught.

Example:

Enough   One minute is enough (sufficient) for
           this problem.

e. Pictures.

Pictures of any kinds have been successfully used to show the meaning of words and utterences. They are

particularly effective to cue the meaning stimulus in practice exercises. The pictures need not be elaborate or very artistic. A circle and some lines, for example, can be used for prepositions as in the figure below.

into   Peter goes <u>into</u> the circle.

in   He is <u>in</u> the circle.

<u>trough</u>   He goes <u>trough</u> the circle.

<u>around</u>   He goes <u>around</u> the circle.
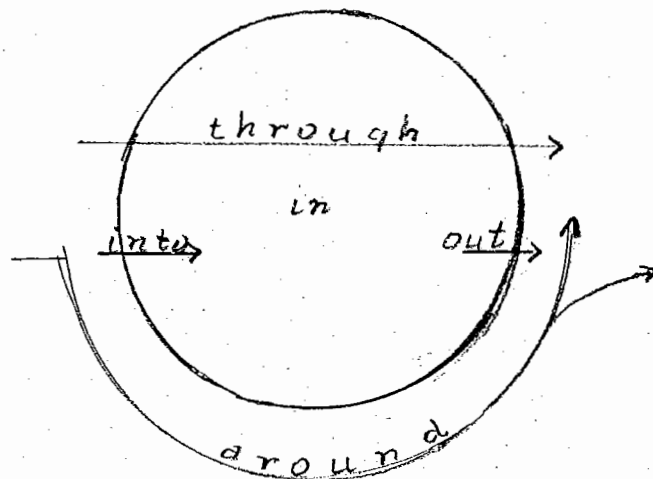
f. Dramatization.

Many actions can be acted out or demonstrated. Examples:

<u>Sleep</u>   (Lean head on hand to one side and close eyes)

<u>Walk</u>   (Walk)

<u>Stand up</u>   (Stand up and have the class stand up)

<u>Sit down</u>   (Sit down and have the class sit down)

<u>Shake hands</u> (Shake hands)

<u>Open</u> ·	(Open a book)
<u>Close</u>	(Close the door)
<u>Kill</u>	(Action of stabbing or shooting, then take fall and close eyes)

g. Realia.

Real objects or models of real objects are effective in showing meanings. For example names for food appearing in stores and restaurant menus can be learned with plastic toy models of the hundreds of food now available. Using real money, both paper and coins, is another good device.

h. Illustrative sentences.

Most words have a variety of restrictions on their use and at the same time have certain special uses that represent survivals from an earlier period in the history of the language. Systematic descriptions of these restrictions and idiomatic uses would be laborious and ineffective in teaching the words for use. It is better to give several examples that illustrate the range and variation of usage. This is particularly useful in learning words for speaking and writing. Let the students repeat these sentences.

Example:

think   Peter <u>thinks</u> clearly.

                <u>Think</u> before you speak.

                I <u>think</u> so.

                Did you <u>think</u> he was here ?

                I can't <u>think</u> of his name.

Practise from meaning to expression.

Having put across the meaning of the new word, one is ready to lead the class in practising its use to reinforce the trace and turn it into a habit. There are many types of practice, for this purpose. They vary as to the stimulus by which the meaning is suggested to elicit the expression. Pictures, realia, context and dramatization can be used. Series and systems can be used also. This is controlled practice in which does not create new uses or new contexts but merely reminds students of the ones presented.

Although there are many ways of how to explain words to our students, but <u>the most effective ways is by pointing at the Semantic Features</u>, because by pointing at the Semantic Features the teacher is able to develop all stages of students abilities.

B. What are Semantic Features ?[5]

Dwight Bollinger in Aspects of Language says that in the beginning of language development a child needs concrete materials when he learns to make verbal responses to things. For example, a dog, to become recognizable and repeatable segment of reality, the child needs to make contacts with it, feel the hair, see the tail wag, watch the fawning behaviour, hear the bark, and hear whenever older children or adults are talking about utterances repeat with a certain pattern of sounds, /dog/. So, the texture of hair, a certain size, shape, colour of eyes and the name 'dog' are the characteristics of a dog.

The child's first experiences with the assistance of the parents and playmates, make it possible for the first abtracting to be done from objects that can be seen, touched, heard, tasted, and smelled. If this had to be done completely out of touch with solid objects, the child could not build on the foundation he already has; fortunately most early talk is about visible and tangible things. As time goes on, the raw material is now the unending string of sentences that the child hears

---

[5]Elly Lismuryati Lisetyawan, Explanation by Pointing at Semantic Features, Yogya, December 1985, p. 15-17.

and there are some words with contexts which tend to focus on particular characteristics or the concepts behind the words.

The word boy is a good example of how a meaning is abstracted. The first step is from concrete reference the child hears the word applied to an individual, perhaps to himself. From the experience the child will conclude that boy is 'male', 'human being' and 'young'. Those are the features or the traits of the word's meaning which are called semantic features.

Some semantic features are common to many words, e.g. 'male' is part of the meaning of the words such as man, boy, father, uncle, brother, etc. The common features are usually shared in the synonymous words.

However, some features are not shared in the synonymous words. They even distinguish the meaning of one word from another. They are called the distinctive semantic features. Take the examples for the words widow and relic. There is a slight difference in meaning of both words, that is the feature 'style' in relic.

Relic is very rarely used for it is an old use, a slang and vulgar expression.

In reality, learners often misuse words since they are not aware that there are some distinctive features between two words that are similar in meaning. In such a condition, the knowledge of semantic features will help the learners to understand the correct meaning of words. The knowledge of semantic features that the teacher has may help him to analyse the features, classify the features and show the distinction of one word from another. The result of the analysis of semantic features can be used in teaching the exact meaning of words.

1. The Analysis of the Semantic Features

In order to find the semantic features of words, the teacher has to do some steps:

a. Look up the synonyms of the words in a dictionary.

b. Observe the definition(s) of each word analysed

c. Add information the writer gets.

d. Contrast the definition(s) of words with each other to see the differences. These differences are the significant semantic features of the contrasted words.

e. List the semantic features of properties.

By pointing at semantic features the students are able to recognize words that have the same meaning but different in usage.

(1). For Developing Students Stage of Undertanding Ability.

The knowledge of semantic features will help the learners to understand the correct meaning of words, for the students are able to contrast the new words with the word he has already known or in generic meaning.

(2) For Developing Students' Stage of Evaluation Ability.

In this case, by pointing at the semantic features, the teacher may help the students to analyze the features, classify and show the distinction of one word from another.

(3) For Developing Students' Stage of Sensitivity and Attitude Ability.

By pointing at the semantic features the teacher

may help the students to distinguish clearly the differences of usage of slang colloquial and formal words. They can identify the social status of people who use that language.

In the following tables we will observe how to explain synonymous words by pointing to the generic term and their distinctive features. We will see the significant components of a noun, a verb and an adjective. We will also see the important features of a verb from the arrangement. We will contrast words that are synonymous and analyze them.

In table I we will observe a noun with the synonymous words with the features.

In table II we will observe a verb with the synonymous words and the features.

In table III we will observe an adjective with the synonymous words and the features.

The systematic of the writing will be as follows:
A. The word that are synonymous with their lexical meaning.

B. The synonymous words in the table with their
   distinctive features.

C. The explanation of the words using the table.

The above steps is the way to explain words by
pointing at the features.

I. NOUNS.

A. Lexical Meaning

1. Woman   : common expression of an adult, female,
                human being.

2. Lady   : woman belonging to the upper class.
                A woman has good manners and some
                claim to social position.

3. Mistress   : woman who lives with a man as if she
                were his wife, or is helped by him and
                visited for the purpose of sexual
                relations.

4. Wife   : a legally married woman.

5. Spinster   : an unmarried woman, who is rather old,
                usually over 40. Sometimes a spinster
                is considered unfavourable.

6. Lassie : girl, sweetheart, it is a dialect used for Scottish girls.

7. Girl : common expression for a young unmarried, female human being.

8. Maiden : girl, young unmarried woman, usually it is used in literature and is rather old fashioned.

9. Queen : a. wife of a king.
b. woman ruler in her own right.

10. Princess : a. wife of a prince.
b. daughter of a sovereign.

11. Aunt : the sister of one's father or mother; the wife of one's uncle.

12. Mother : a woman who is married to a man who is called father, so she is a female parent. From the marriage she gets children. The children call her 'mother'.
A mother lives in a home with father and her children. Mother, father and children are called a family.
A mother is very loving, kind and nice to her family. She takes care of her children. She prepares food for her family every day. Sometimes she makes clothes for her children.

Title	Address Form	Marital Status		Law Status		Age	Social Status	Kinship	Quality	Style	State	Task
		Married	Un Married	Legally Married	Illegally Married							
						Adult			Ordinary			
	V					V	Upper Class		Good Manner			
					V	V	Low					
		V		V		Adult						
			V			Old			Unfavourable			
			V			Young				Sweet heart	Scoft	
						Child						
			V							Old fashioned		
		V				Adult	Very high					
		V	V			Young Adult	High	V				
		V	V			Young Adult		V				
		V				Adult					Kind	Manage the family

89

C. The Explaining of the Words Using the Table

1. woman   : female human being; adult, ordinary.

2. lady   : female human being; adress form, adult,
                 upper class social status usually
                 good manner.

3. mistress   : female human being; illegally maried,
                 adult, low social status.

4. wife   : female human being; legally married,
                 adult.

5. spinster   : female human being; unmarried, old,
                 usually over 40.

6. lassie   : female human being; unmarried, young,
                 sweet heart, Scottish girl.

7. girl   : female human being; unmarried, child.

8. maiden   : female human being; unmarried,
                 old fashioned.

9. queen   : female human being; married, adult,
                 very high social status, wife of a
                 king or woman ruler in her own right.

10. princess   : female human being; married or un
                 unmarried, high social status.

11. aunt   : female human being; married or
                 unmarried, young or adult.

12. mother   : female human being; married, adult; kind,
                 loving, nice to the family; home manager.

II. VERB.

A. To Kill and the Synonyms and their Lexical Meaning.

1. to kill : put to death, cause the death.

2. to murder : unlawful killing of a human being on purpose.

3. to assassinate : kill especially an important politician or ruler, violently especially for politician reason.

4. to massacre : cruel killing of large numbers of people especially defenceless ones.

5. to butcher : kill violently especially with a knife.

6. to slay : kill, murder (literature).

7. to slaughter : kill in large numbers.

B) Table II Verbs

SEMANTIC FEATURES / VERBS	Subject (agent)	The way the action done	Object	Purp
Kill				
Murder		Secret, illegal	Anyone	
Assossinate	a hired killer		Important person	Jel
Massaere		Mercilles	Many people	
Butcher	Profesional killer	violently by force cold blood	animal	for
Slay	Knight, soldier		Something dangerous people/animal .	
Slaughter		Brutally	Animal/ human being in a large number	

C. Using the Table We Can Explain the Above Words
As Follows.

1. to murder   : is to kill anyone secretly
                    and illegally.

2. to assassinate : is killing an important person
                    with a gun or a knife caused by
                    jealousy, done by a hired killer.

3. to massacre   : is killing many people mercilessly.

4. to butcher   : is killing animals violently for
                    food with a knife, done by a
                    profesional killer.

5. to slay   : is killing dangerous people, animal
                    or something with a sword, done by
                    a knight or a soldier.

6. to slauhter   : is killing a large number of
                    human beings or animals brutally.

III. ADJECTIVES

A.   The lexical meanings

big	: large ; grown-up, important.
great	: above the average in size or degree.
massive	: large, heavy and solid.
enormous	: very large; immense.
mighty	: string; powerful ; very great.
huge	: very large; immense; enormous.
immense	: very large; enormous.

B. TABLE III ADJECTIVES

SEMANTIC FEATURE / ADJECTIVE	DEGREE			BELONGING					MEASUREMENT					
	range	infinite	degree	size	volume	appearence	beauty	quality	power	ammount	extent	importance	weigtt	ability
1. big				more than average										
2. great								more than average						
3. massive			supreme degree		V				V					
4. enormous			supreme degree		V					V				
5. mighty					V				V					
6. huge			V			V								
7. immense			V			V								

C. Using the Above Table We Can Explain the Above
Words as Follows.

1. big   : of great size or importance.

2. great   : similar with big having more than average.

3. massive   : very big having more than average size/
                volume.

4. enormous   : very big amount.

5. mighty   : big power.

6. huge   : similar with big, more than average in
                size and volume.

7. immense   : similar with big, more than average in
                size and volume; unmeasurable.

Semantic features are really very useful to teach
meaning because if we explain the meaning of words by
pointing at the semantic features, we actually represent
the accurate and clear concept of the word. Furthermore,
by using semantic features in the explanation, we
actually convey the cultural units of the language which
the word contains.

CONCLUSION

In this conclusion I would like to draw the main idea of my thesis based upon what I have discribed earlier.

In the learning-teaching language process, the teacher should expose his student to as much language as possible. Exposure means, the teacher provides chances to the student to recognize and identify the language sounds, forms and meanings of the target language by listening and reading as much as possible.

The teacher's effort to expose his student is the most important of his tasks, because the student needs raw data to develop his stages of abilities. From this data the student is able to recognize and identify the language sounds, forms and meanings.

96

In order that the student does this task eagerly
and is not frustated, the teacher should provide the
material which is in accordance with the student's
acquisition ability and he will then be motivated to
learn.

Then, the student will be able to use the target
language, in this case English, in his daily life if
the teacher forces him or stimulates him to apply the
language by prompting him to use it as the learning-
teaching medium in the classroom.

The student needs to be addressed, greeted,
questioned, in English so that he will respond in the
same language.

The function of language application is to check
whether his English acquisition is right or wrong. If the
people arround him or his English teachers consider his
application is right then he will know that his English
acquisition is right. The result is that the student will
speak or use the language eagerly or willingly. On the
other hand, if his English usage is considered wrong by

his teacher, he will realize his language acquisition is wrong and will improve his misuse. The other function of applying the language is to strengthen his language acquisition.

Because through application of the target language the student is able to express his ideas, feelings and desires, by doing exercises he does not only learn to use the words but also learns to compose or arrange the right patterns of the expressions and meanings. In this case the teacher should provide good examples to the student to imitate. Besides this, he should also provide chances to the student to be active and creative in practising the language usage.

However, for maintaining or motivating the student to continue practising the language till he can use it automatically in the daily life, the teacher should en- courage him. He should praise or reward him for his favourable behaviour or punish him for his misbehaviour approprietly.

Then, if the student finds things which are not clearly understood, the teacher should be ready to ex- plain them as clearly as possible, explaining the words'

meanings it would be better for him to distinguish by pointing at the semantic features, because semantic features are really very useful to teach the words' meanings. If the teacher explains the meaning of the words by pointing at the semantic features, he actually presents the accurate and clear concepts of the words. Furthermore, by using semantic features in the explanation, the teacher is able to develop the stages of student's abilities.

From the whole discussion of what a teacher should do to develop the student's three domains we can divide them into three groups:

A. That the teacher should provide examples of how the student should use the target language in the daily usage by using English as the learning-teaching medium in the classroom or using other facilities such as: tape-recorder, radio receiver or video-tape-recorder, or if it is possible to invite a native speaker to demonstrate the language pronunciation, stress and intonation accompanying the gestures etc., so that the students can imitate them correctly.

B. That the teacher should encourage the student to maintain his effort of applying the language in the daily usage by prompting him to respond in the same language. He should also praise and reward the student for his favourable behaviour and punish him for his misbehaviour. He should then be ready to explain things not clearly understood by the student.

C. That the teacher should provide opportunities to the student to be active and creative in practising the language usage, but he should limit and select the material in accordance with the student's ability in order that he will not be frustrated.

Finally, let me suggest that for improving the teaching method the teacher should not only pay attention to the language itself, but also to the development of stages of student's cognitive, psychomotoric and affective domains and to the other aspects of the learning-teching process. In developing these stages of student's three domains, the student needs as much raw data as possible and the teacher should participate in an effort to facilitate the school obtaining the needed books and other modern aids.

Appendix

The following are lists of English books
etc. that can be used as resources of material
to expose the students to English acquisition.
(See Chapter I).

A. 1. BOOKS.

	TITLE	PUBLISHED BY	Book store / Library	F O R	CONTENTS
1.	Standard JACK and BTTY by Kyohei Hagiwara Matsuo Inamura Kaiichiro Takezawa	For Indonesian Pt."Sinar Huda ya" Jakarta	Gramedia Book store, Yogya	Step I. SMP Students	Around 2000 words
					− simple grammar
				Step II and	− attractive stories
				Step III, for	− daily usage language
			Gunung Agung,	SMA students SMA students	Good for strenghten students' "Text book" *acquisition*
2.	Essential English for Foreign Students By C.E.ECKERSLEY	Longmans London 1959	Yogya.		− grammar
					− vocabulary, − attractive
					stories(contextual,situational)
					Good for students exposure
3.	Living English STRUCTURE by W.Stan − dard ALLEN BA.	Longmans Lon- don, New York	many book store	SMA students students of university	Grammar book. Elementary/ intermidiate/ advance. Good for exercises,drilling
4.	English IDIUMS For Foreign Students by A.Y. Worrall	Longmans Great Britain	−many book store	Book one and book two, for SMA students	English idioms for daily usage. Good for students exposure

	TITLE	PUBLISHED BY	BOOK STORE / LIBRARY	F O R	C O N T E N T S
5.	Exercises in ENGLISH conversa - tion. By Robert J. Dixson	Regents Publish ing company,Ind. USA, 1971	Gunung Agung, Yogya.	Book one and book two,for SMA students	Everyday conversation ; in the classroom, Yudas' life, Mis cellany, etc. Good for conversation exercises.
6.	Short and Easy conversation,com- piled by Bukhari Katar	"Media" Jakarta 1982	Gunung Agung, Yogyakarta	SMA students and other St. of English cources	-Attractive stories, comprehen sion Pracis and Composition, and Structures exercises. Good for structure exercises Retelling, and reading comprehension
7.	Practice and Pro- gress by L.G. Alexander, New Concept English	Longmans, London. 1972	sold by many book stores	SMA students and other St of English cources	-Textbook, many exercises. Good for students activities, in strengthening their language!
8.	Learn English Efficiently by C.J. Munters	Jembatan, JKT 1952	sold by many book stores	SMA Students	-3000 important daily usage of English usage. Good for memorizing and vocabulary exposure.

	TITLE	PUBLISHED BY	BOOK STORE/ LIBRARY	FOR	CONTENTS
9	CURRICULUM ENGLISH SMA for Indonesia by Prof.J.B.Aller,MA	DEP DIK BUT Times Educational Co. Ltd.	sold by many book stores	SMA students	Textbook, full of exercises Good for Students activities
10.	ELEMENTERY STORIES for Reproduction by L.A.Hill	Oxford University Press	Gramedia Book Store Yogya	SMA STUDENTS	Around 1000-headed level funny stories,each consists of 150 words. Good for story telling etc.
11.	Intermidiate Comprehension Pieces by L.A.Hill	Oxford University Press,London Tokio, 1978	Gramedia Yogyakarta	SMA Students	Around 1500-headed level Consists of 34 pieces, each approximately 300words long Good for reprodüction.
12.	Advanced Stories for Reproduction by L.A.Hill	Oxford University Press, London Tokyo,1975	Gramedia Yogyakarta	SMA Students	Contains 60 stories, each about 225and 350 words long Good for reproduction and reading comprehension.

	TITLE	PUBLISHED BY	BOOK STORE / LIBRARY	FOR	CONTENTS
13.	Creative English For Indonesia For SMA by Dr.J.C. Richard Drs.I Made Markus Book one,Book two, Book three. Work book : one two, three.	P.T.PUSTAKA Ilmu Jakarta 1980		SMA STUDENTS as complement	-All basic exercises and language material Work-book for practice and consolidate language items taught. Each unit contains: dialogue, pronunciation, language review, pattern practice,etc.
14.	THE SCARLET PIMPERNEL by Baroness ORCZY Indonesian Edition	J.B.WOLTERS Jakarta,1953	IKIP NEGRI (clearance-sale)	SMA students (third year)	- Anattractive story, for learning cultural life of English noblemen
15.	2500 ANECDOTES For All Occasions, Edited by Edmund Fuller	Avenel Books New York 1980	IKIP Sanata Dharma Lybrary	SMA teachers and University students	- A source for teaching memorizing

	T I T L E	PUBLISHED BY	BOOK STORE/ LIBRARY	F O R	C O N T E N T S
16.	ESSENTIAL IDIOMS in ENGLISH Revised Edition by Robert J. Dixson	A.Regents Pu-blication, Simon and Schuster, New York, 1971	Gramedia Gunung Agung Yogyakarta	SMA Studens and studens of English cources	Idioms and their usage. It explains why the idiom cannot be translated litterally from one language into another without some change in its meaning or connotation.
17.	A PRACTICAL ENGLISH GRAMMAR by A.J.Thomson and A.V.Martinet	ELBS (The English Langu-age Book Socie-ty) and Oxford University Press 1980	Gramedia and Gunung Agung Yogyakarta	SMA Students and teachers	Conversational form of grammatical usage. To encourage students to speak the language as it is spoken by the native speakers.
18.	GUIDE TO PATTERNS And USAGE In ENGLISH by A.S.HORNBY	ELBS And Oxford Univer-sity Press 1983	"	SMA Students and teachers	The patterns of English sentences. Good for sudents to learn English language patterns in the daily usage.

A.2. BOOKS WITH CASSETTES

	TITLE	PUBLISED BY	BOOK STORE/ LIBRARY	F o R	C O N T E N T S
1.	Streamline ENGLISH by Bernard Hartley & Peter Viney Diparture Part A: Unit 1 – 40 Part B: Unit41 – 80	Oxford Uni . versity Press 1981	Gramedia Yogyakarta	SMA students and other students of English cources	-Dialogues and Exercises . Good for Role - playing and memorizing.
2.	Basic Course English 900. Book one, book two to six.	Collier Mac- millean, London,1981.	Gramedia Gunung Agung, . _ Yogyakarta	SMP,SMA students and students of English cources	There are ten units in each! textbook in the series.Each! study unit consists a group! of fifteen base. on sentences related to a meaningfulsituation.
3.	The Bruton English DIALOGUES AND SONGS by Peter Bostock	Thomas Nelson & Sons Ltd. Hongkong,1979	Gunung A- gung, Yogya	SMA students and others	Dialogues and Songs These are intended to provide students and teachers with supplementary material.
4.	New concept English FLUENCY IN ENGLISH by L.G.Alexander . Recorded drills : Tapescript	Longman Yayasan Kani- sius, Yogya	Yayasan Kanisius Yogyakarta	SMA teachers and students	Advanced exercises For practice and drill in the classroom and laboratory.

	TITLE	PUBLISHED BY	BOOK STORE/ LIBRARY	FOR	CONTENTS
5.	Dialogues for Oral Practice in English by Gloria S. Poedjosoedarmo, Book I, II, III, IV	Pt. Gramedia Jakarta 1985	Gramedia Yogyakarta	S E L T U (Staff English Language Training Unit)Gajah Mada University and Adults	Each lesson consists of : - a basic dialogoe (which is to be memorized by the students). - comprehension questions; - drills based on sentence patterns - variations dialogues - A vocabulary list - Cultural notes - Grammatical notes + Casseys to help students memorize using the correct pronunciation and intonesion pattern. Good for students exposure and application of the target language .

	TITLE	PUBLISHED BY	BOOK STORE/ LIBRARY	FOR	CONTENTS
6.	NEW ENGLISH BY PHRASES Written and Compiled by A.C.AYLWEN M.A. (Oxford) = 30 books + 15 cassets	INTERSAF CO. (ASIA) Ltd. 1985		SMA STUDENTS and students of English	Aims of the writer . in order that the students get the ability of: understanding, speaking reading and writing. THEY contains: - Greetings, Introduction, Requests, Thanks and Regrets. - Understanding, Numbers, Age - Time , Dates, the Weather the seasons. - Visiting/Going Abroad. - Common Sign and Abbreviations. Correspondence and Interviews. - On the Telephone - The Post Office - Cinema, Theatre, Music. - Sports(book one). - Sports (book two). - In the Air - At Sea - On The Train - On the Road - Breakdown - the Garage. - Accident/Insurance - At the Restaurant - Food - Drinks - At the Hotel (book 1) - At the Hotel (book 2) - The Police (book 1) - The Police (book 2) - At the Bank (book 1) - At the Bank (book 2) - Medical Scenes (book 1) - Medical Scenes (book 2) - Shopping, Shopkeeping (book 1) - Proverbs

A. TINGKAT ANAK-ANAK

1. BBC ENJOY ENGLISH — Edisi Dwibahasa
   — Doug Case & Diana Webster.
   Harga kaset (3 buah) untuk buku ke-1 dan 2 ... Rp. 9.000,—
   Harga buku ke-1 Rp.6.000,— buku ke-2........ Rp. 6.000,—

B. TINGKAT DASAR

1. FOLLOW ME — Bahasa Inggris Pemula.
   Sudah mendapat rekomendasi dari Depdikbud.
   Edisi asli/reprint.
   — Barry Tomalin. Terdiri 4 jilid .... @ Rp. 3.500,—
   — Setiap buku dilengkapi 1 kaset .... @ Rp. 3.000,—
   — Harga kaset video (8 bh BETAMAX) .... Rp.480.000,—
2. FOLLOW ME — Edisi Dwi Bahasa.
   Penjelasan diberikan dalam bahasa Indonesia.
   Harga buku ke-1 Rp.11.500,— buku ke-2 ...... Rp. 11.500,—
   Harga kaset buku ke-1 (2bh) .... Rp. 6.000,— *)
   ke-2 (2bh) .... Rp. 6.000,—
3. BBC KURSUS DASAR BAHASA INGGRIS
   — Buku ke-1
   — Doug Case & John Milne.
   Harga kaset (4 buah) .... Rp. 12.000,—
   harga buku .... Rp. 5.800,—
4. BBC KURSUS DASAR BAHASA INGGRIS
   — Buku ke-2
   — Doug Case & John Milne.
   Harga kaset (4 buah) .... Rp. 12.000,—
   harga buku .... Rp. 5.800,—

B. TINGKAT MENENGAH & LANJUT

1. FOLLOW THROUGH — Kursus Bahasa
   Inggris Tingkat Menengah.
   — Nick Melver. Buku ini merupakan lanjutan
   dari FOLLOW ME.
   Harga buku berikut kasetnya (1 buah) .... Rp. 17.500,—

*) Persediaan kami sedang kosong, barangkali Anda masih
bisa mendapatkannya di toko-toko buku.

2. GETTING ON IN ENGLISH — Kursus Menengah
   Bahasa Inggris BBC
   — John Haycraft. Harga kaset (3 buah)... Rp. 9.000,—
   buku .... Rp. 5.000,—
3. CHOOSING YOUR ENGLISH — Kursus
   Lanjut Bahasa Inggris BBC
   — John Haycraft & Terence Creed.
   Harga kaset (4 buah) .... Rp. 12.000,—
   harga buku .... Rp. 5.800,—
4. PEOPLE YOU MEET — Bahasa Inggris
   Percakapan dari BBC
   — Lyn Williams. Harga kaset (2 buah)...... Rp. 6.000,—
   buku .... Rp. 4.500,—

C. BIDANG KHUSUS

1. THE LANGUAGE OF BUSINESS
   — Angela Mack. Harga kaset (4 buah) .... Rp. 12.000,—
   buku .... Rp. 13.000,—
2. BUSINESS COMMUNICATION — Bahasa Inggris
   Tertulis Praktis untuk dunia bisnis modern.
   — Cynthia Beresford. Edisi asli .... Rp. 8.000,—
   Edisi dwi bahasa .... Rp. 4.500,—
3. GOING TO WORK IN ENGLISH — The English
   You Need for Getting a Job
   — Susan Norman & Chris Faram. Harga buku Rp. 8.000,—
   kaset (2 buah) .... Rp. 4.000,—
4. THE SADRINA PROJECT — Bahasa Inggris
   Pariwisata.
   — Nick Melver. Harga kaset (1 buah)..... Rp. 3.000,—
   buku .... Rp. 3.500,—
5. THE PETROLEUM PROGRAMME — Bahasa
   Inggris Perminyakan.
   — P.L. Sandler. Harga kaset (3 buah)..... Rp. 9.000,—
   buku .... Rp. 6.000,—
6. MEDICALLY SPEAKING — Bahasa Inggris
   Kedokteran.
   — P.L. Sandler. Harga kaset (2 buah)..... Rp. 6.000,—
   buku .... Rp. 11.500,—

B. For exposure through watching films:

(Video and Television)

We can see the television programmes from the 'Monitor' magazine.

Example:

- On Wednesday afternoon (17:15)

  "Bahasa Inggris Untuk Anda" (English For You)

- On Friday afternoon (17:30)

  Serial film of "Muppet Cilik"

- On Sunday afternoon (12:30)

  Serial film of "Highway To Heaven" or other serial

  films in the evening such as

  "Dreams" on Monday (20:00)

- Other serial film. (Video Cassette)

  "People You Meet".

C. Radio Broadcasting:

- B B C   76 m.   Morning : 05:00 (IWT)

- A B C   49 m. and 17 m.   Morning : 04:00 (IWT)

- V O A   25 m.   Morning : 05:00 (IWT)

BIBLIOGRAPHY

Allen, Harold B. and Chambell, Russel N. , _Teaching English_
as A Second Language : A Book of Readings, Second
Edition, Mc. Graw-Hill International Book Company,
Toronto, United States of America, 1972.

Allen, W. Stannard, _Living English Speech: Stress and_
Intonation Practice for Foreign Students, Longmans
Green and Co Ltd. , London, Great Britain, 1956.

Depdikbud, _Garis-garis Besar Program Pengajaran: Klas I_
Ilmu Sosial, Mata Pelajaran Bahasa Inggris,
Depdikbud, Jakarta, Indonesia, 1984.

Dewantara, Ki Hadjar, Bagian Pertama _PENDIDIKAN_, Madjelis
Luhur Persatuan Taman Siswa, Yogyakarta, 1977

Dixon, Clary E. , _Pronunciation Exercises in English_,
Satya Wacana, Salatiga, Indonesia, 1975.

Forrester, Earl A. , _Learn Better English: The Easy Way_,
Grey Stone Press, United States of America,
1960.

Fries, Charles C. , _Teaching and Learning English as Foreign_
Language, Cushing-Malloy Inc. , Ann Arbor, Michigan,
United States of America, 1956.

Gardner, R.C. , _Social Psychology and Second Language_
Learning: The Role of Attitudes and Motivation,
Richard Clay (The Chaucer Press) Ltd. , Bungay
Singapore, 1985.

Gari, Sri Pramudewi, _An Investigation of English Teaching_
in SMA in Yogyakarta, IKIP Sanata Dharma,
Yogyakarta, 1985.

Garner, John E. and Schutz, Noel W. Jr. , 'The "Missing Link" in Our English Instruction' , The Art of TESOL : Selected Articles from the English Teaching Forum, Part One, English Teaching Forum, Washington D.C. 20547, United States of America, 1975.

Good, Thomas L. and Brophy, Jere E. , Looking in Classroom, Harper & Row Publishers Inc. , New York, N.Y. 10022 United States of America, 1973.

Hornby, A.S. , Gatemby, E.V. , Wakefield, H. , The Advanced Learner's Dictionary of Current English, Oxford University Press, London, Great Britain, 1957.

Lado, Robert, Language Teaching: A Scientific Approach, Tata Mc. Graw-Hill Publishing Co. Ltd. , Bombay, New Delhi, India, 1974.

Lisetyawan, Elly Lismuryati, Explanation by Pointing at Semantic Features, Sanata Dharma, Yogyakarta, 1985.

Newton, Anne C. , 'Notes on The Dialogues' FORUM, Special Issue : The Art of TESOL, Part One, Washington, United States of America, 1975.

Poedjosoedarmo, Soepomo, Dr. , ' Acuan Umum Metode Pengajaran Bahasa ', GATRA : Ke Arah Pengajaran Bahasa dan Sastra Indonesia, Th. 2 , Nomor 1, April, 1984.

Poedjosoedarmo, Soepomo, Dr. , ' Strategi Dasar Pengajaran Bahasa ' BASIS, Yayasan B.P. Basis, Yogyakarta, April, 1978.

Rees, Alun L.W. ,'Get Them to Ask the Questions',The Art of TESOL : Selected Articles from the English Teaching Forum, Part One, Washington D.C. , 20547, United States of America, 1975.

Savignon, Sandra J. , Communicative Competence: Theory and
Classroom Practice, Texts and Contexts in
Second Language Learning, Addison-Wesley
Publishing Company Inc. , United States of America,
1983.

Wright, Audrey L., 'Initial Techniques in Teaching English
as A Second Language' , The Art of TESOL: Selected
Articles from the English Teaching Forum, Part Two,
English Teaching Forum, Washington D.C. , 200547,
United States of America, 1975.

===============