# DIALOGUES,
# STUDENT - CENTERED - TECHNIQUES,
# AND A WRITTEN – ORAL – TEST

A Partial Fulfilment
of the Requirements for the
Sarjana Degree
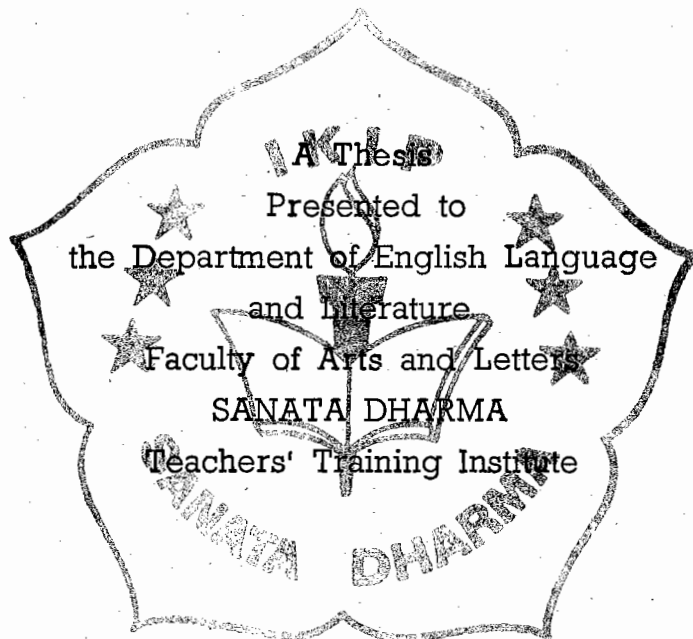
by

*Yoke Kusuma*

Yogyakarta, 1985

# DIALOGUES,
# STUDENT - CENTERED - TECHNIQUES,
# AND A WRITTEN – ORAL – TEST

A Thesis
Presented to
the Department of English Language
and Literature
Faculty of Arts and Letters
SANATA DHARMA
Teachers' Training Institute

A Partial Fulfilment
of the Requirements for the
Sarjana Degree

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Approved by

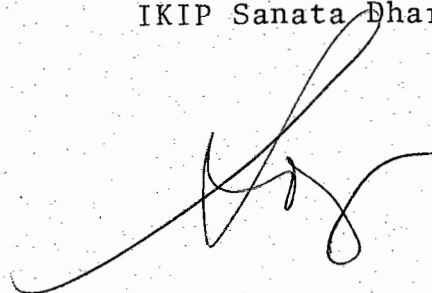Drs. A. Aryanto, M.A.

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# Chapter I

## INTRODUCTION

A very interesting and decisive phenomenon appeared last year: the emergence of the Curriculum 1984. This change of curriculum undoubtedly affected and will affect the entire world of education in Indonesia, and therefore, it affects the teaching of English as a foreign language in high schools.

This new curriculum basically modified the one introduced in 1975. One of the things changed, the one that I think is of the greatest importance, is the use of approaches and methods. The new English syllabus suggests that we use Communicative approach instead of structural approach with its Audio Lingual Method in the previous curriculum.

This modification certainly changes the entire view of English teaching in high schools, especially of how and what to teach. The situation may be problematic since teachers are already accustomed to the structure-based syllabus of the Curriculum 1975.

Believing that the Curriculum 1975 failed in some respects, especially in the oral skill, the writer tries to elaborate the reasons of the failure and synchronically

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relates them to the Curriculum 1984 and the demands of the society. This will be presented in chapters II and III. Some of the reasons may not be new, but still they are not simply to ignore if the system seeks to succeed in achieving its instructional objectives. The writer also analyzes the influencing factor that helps to lead to the failure, that is the understanding of approaches, methods and techniques during the learning teaching process.

Chapter IV is devoted to clearing up the confusion of approaches, methods and techniques because these terms are often misperceived even by trained teachers. This chapter illustrates more details of communication, and leads to a very important question: When should the actual communication take place in the learning - teaching - process? and solves the problem of bridging the gap between the presentation and the actual communication.

Learning principles and the description of practical techniques are discussed in chapter V. These techniques are mainly for practising meaningful and communicative patterns. To clarify each technique, the writer gives an example which is chosen empirically. The examples are subject to change according to the materials taught or the needs of the class.

These techniques are especially chosen to fulfill the needs of the learning-teaching process based on Communicative approach. They are for the practising session which leads to the actual communication. Some of the techniques are meant to provide the students with an opportunity to practise certain patterns or to create their newly acquired language in a relaxed, amusing and situational environment. Other techniques are less controlled and therefore allow the students to use the language creatively.

Although the techniques are especially devoted to high school English teachers, junior high school English teachers or university lecturers might be able to use them by making those techniques simpler or more complicated.

After teaching for a period of time, it is, of course, important that the teacher knows the students' language proficiency. Chapter VI will discuss some possibilities of measuring the students' abilities in expressing their thoughts/feelings and communicating these to others.

Last but not least are some suggestion of how to make use of the techniques and the competencies for the betterment of high school students' performance.

## Chapter II

## CURRICULUM 1975 AND THE TEACHING OF
## SPEAKING IN HIGH SCHOOLS

It is commonly accepted that most high school students cannot express their ideas orally and effectively in English. This phenomenon is caused by various reasons and situations. Among them are:

II.1 The emphasis of language teaching in high schools

II.2 Teachers' competence and teachers' attitude

II.3 Class sizes

II.4 Students' motivation

Following is the discussion on each of the reason.

II.1. The Emphasis of Language Teaching in High Schools

Let us take a look at the Curriculum 1975. The curricular objectives of English teaching in high schools are:

II.1.1 Siswa memiliki pengetahuan tentang pola lanjutan kalimat bahasa Inggris dengan kosa kata (vocabulary) yang diperluas kira-kira 4000 kata (Students have the knowledge of advanced structures of English with expanded vocabulary of 4000 words).

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II.1.2 Siswa memiliki 'working' knowledge of English
yang dapat dipergunakan untuk: (Students have the
'working' knowledge of English that can be used
for:)

II.1.2.1 Membaca yang efektip (Effective reading).

II.1.2.2 Memahami bahasa lisan (understanding
spoken English).

II.1.2.3 Menulis (Writing)

II.1.2.4 Bercakap-cakap (Speaking).

II.1.3 Siswa dengan tepat menggunakan pola lanjutan
kalimat bahasa Inggris dengan kosa kata yang sudah
diperluas kira-kira sampai 4000 kata. (Students
are able to use advanced English sentence
structures correctly with expanded vocabulary of
4000 words).

II.1.4 Siswa trampil menggunakan: (Students are skillful
at using:)

II.1.4.1 kecakapan membaca (reading ability) untuk
menyelami isi buku pelajaran dan bahan-
bahan rujukan (reference) dalam bahasa
Inggris. (reading ability to understand
the contents of textbooks and reference
in English)

II.1.4.2 kecakapan memahami bahasa lisan (listening
ability) untuk menangkap kuliah/percakapan
dalam bahasa Inggris. (listening ability
to understand lectures and conversations
in English).

II.1.4.3 kecakapan menulis (writing ability) untuk
mencatat kuliah dan berkomunikasi secara
tertulis dalam bahasa Inggris. (writing
ability to make notes on lectures and to
communicate in written English.)

II.1.4.4 kecakapan berbicara (speaking ability)
untuk berkomunikasi secara lisan dalam
bahasa Inggris. (speaking ability to
communicate orally in English).

II.1.5 Siswa menghargai bahasa Inggris khususnya dan
bahasa umumnya sebagai suatu sistem untuk
berkomunikasi. (Students appreciate English
especially and languages in general as a system
of communication).

II.1.6 Siswa menyenangi kebiasaan mempergunakan bahasa
Inggris sebagai alat komunikasi di samping bahasa
Indonesia. (Students are fond of using English
as a means of communication along with Indonesian).

II.1.7 Siswa menghargai bahasa Inggris sebagai alat untuk
memperdalam ilmu pengetahuan dan mengenal kebudayaan
bangsa lain. (Students appreciate English as a
means to broaden knowledge and get to know other
people's culture).[1]

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[1] _____, Kurikulum Sekolah Menengah Atas (SMA),
1975, Garis-garis Besar Program Pengajaran, Buku II D.2.,
Bidang studi: Bahasa Inggris, Departemen Pendidikan dan
Kebudayaan, p. 1 - 11.

Looking at the curricular objectives of Curriculum 1975, we understand that the number-one skill in high schools is reading. However, speaking is also a goal to achieve (see points II.1.2.4, II.1.4.4, II.1.6, and II.1.7). But in reality, there is a trend to ignore this skill because most of the time is devoted to teaching structure and vocabulary building to support the reading skill.

## II.2 Teachers' Competence and Teachers' Attitude

The success of a speaking class depends on several factors. The most important of which is the teacher. The teacher is the key figure of the language course.[2] It is the teacher who sets the tone for the learning activities, decides the procedures, techniques and the level of difficulty of the language. It is also the teacher who selects the appropriate materials for the class and paces the speed of learning for the whole year. These are not all yet. Teachers' attitude also needs to be taken into consideration in a successful speaking class. The following is a further explanation of things discussed above.

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[2]Edward David Allen and Rebecca M. Vallet, _Classroom Techniques: Foreign Languages and English as a Second Language_, Harcourt Brace Jovanovich, 1977, p. 3.

II.2.1 Teachers' Competence

II.2.1.1 Goal Setting

It is already clear that the goals of
teaching play a very important role in
learning-teaching process. All teachers
are expected to teach in order to achieve
the goals that have been set; they are
the National, Institutional, Curricular
and General Instructional Objectives.
From the General Instructional Objectives,
teachers decide the Specific Instructional
Objectives. At the moment of setting the
Specific Instructional Objectives, a
teacher plays a significant role. All
teacher's competence, experience, and
personality help decide whether the
Specific Instructional Objectives are
proper or not. The Specific Instructional
Objectives a teacher sets may either cover
Cognitive, Affective or Psychomotoric
comain. If the Specific Instructional
Objective is:

(i) The students can differentiate between
the use of 'Good Evening' and 'Good
Night' in accordance with time and
situation.

this shows that teacher puts more stress
on the Cognitive aspect. The result is

that the students have the knowledge of different
kinds of greetings. It is a question whether they
can greet somebody appropriately or not. But if
the Specific Instructional Objective is :

(ii) The students can react orally to the greetings
    expressed by somebody in accordance with time
    and situation,

the teacher, in this case, emphasizes on the
Psychomotoric domain. Consequently, the students
should have mastered the knowledge of how to use
greetings appropriately first before they are able
to use the greetings themselves.

In the case of goal setting, a competent teacher
will set a Specific Instructional Objective like
the above example (ii). Automatically, when the
students are able to use the target language as
a means of communication, they will usually
appreciate the language. This means that the
objective which measures the Affective domain is
achieved :

(iii) The students appreciate English as a means
    of communication.

However, teachers still do not know exactly how
much the students appreciate the language they
learn. When teachers want to know how much the
students appreciate the language, the ways to
measure this domain is by giving :

    - observation

    - interviews

- questioners

II.2.1.2 Knowledge of spoken English

Teachers should have, first of all, the knowledge of the spoken English language so that they could help achieve the Specific Instructional Objective. A teacher , for example, should know when to use 'How old are you ?, otherwise the students will use this expression at any time.

Another example is an expression that is used to react when someone is praising, for example : 'You look nice today!'. When the teacher does not teach the students how to react, the expressions that may come up maybe as follows :

- 'I do not think so.'
- 'Is that right ?'

For Indonesian people, to accept what people praise about their goodness or beauty is not common. They will always try to deny it.

One more example is the expression :

'It is up to you' which can not merely translated into :'Terserah pada anda'.

'It is up to you' also means 'It is your responsibility'.

Have a look at this dialogue:

Anne Smith (to an Indonesian guide):

'Where shall we go?'

Guide: 'It is up to you'.

Anne : ???

For the guide, this means to convey the right answer that is to offer the tourist the lead and to make himself humble. However, the tourist understands it the other way round, to her it means that the guide is not responsible for the job he is doing. From the illustration above, it is clear that a teacher should have competence in the spoken English which means that he should know about the use of certain expressions and the cultural backgrounds.

II.2.1.3 Fluency

Being able to set appropriate goals and having the knowledge of the spoken English language do not guarantee the success of teaching speaking. Since a teacher is also a model of English speaker, it is desirable that a language teacher be a fluent speaker of the language he is teaching.[3]

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[3]Ibid., p.4.

A poor teacher of English, will teach poorly, no matter what approach he uses. However, the situation in Indonesia is different. Most English teachers' language proficiency is often far from perfect. How can someone who is not fluent himself be expected to teach the communicative use of English?

## II.1.2.4 Techniques

No matter how fluent the teacher is, he will fail if he does not master the appropriate approaches, methods and techniques. Low dedicated teachers tend to use simple techniques like reading aloud, reading and translation, doing structural exercises, and memorization of the dialogues most of the time. It does not behoove them to use various techniques to teach speaking nor to create new ones. Reading aloud, reading and translation, doing structural exercises, and memorization of the dialogues are useful only as icebreakers. Icebreaking is a stage of teaching at which the teacher attempts to prepare the students' minds so that they are ready to enter the coming activities, because when

the students start a lesson, they are in

the zero condition (having nothing in

their mind about what is going to happen

in the class).

The fact in most of Indonesian high

schools is that teachers tend to use

these techniques most of the time of

their teaching.  Therefore, they have not

yet achieved even the cognitive level of

the domains mentioned above.  As a result,

during the speaking session, the students

do not know how to use the expressions in

the dialogues and so they are never able

to use them in the daily life.


II.2.2 Teachers' Attitude

The attitude of the teachers also influence a
student's success.  A positive attitude on the part of the
teachers is essential.  The many techniques suggested in
this thesis will work only if the teachers personally
convinced that the students are capable of learning another
language.  The following is a list of several items that
I quote from: CLASSROOM TECHNIQUES: FOREIGN LANGUAGE AND
ENGLISH AS A SECOND LANGUAGE[4] that a good speaking teacher
should have:

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[4]Ibid., p.5.

II.2.2.1 the target language dominates the class-
room interaction, whether or not the
teacher or the students are speaking.
When the teacher is speaking, students
are exposed with the target language so
that they have the opportunity to listen,
identify, imitate and then use the target
language. Students are also expected to
speak the target language as much as they
can, no matter whether the utterances
they produce are grammatically correct or
incorrect. The purpose by doing so is
giving them a chance to practise speaking
in the target language. There are two
main criteria of acceptance or acknowledge-
ment of the students' utterances, namely:
- the utterances are understood or not
e.g. He buy 5 books yesterday.
(This sentence is accepted though it is
grammatically incorrect, but still we
understand the real meaning.)
- keeping to the list grammatical mistakes
e.g. Is you do play football.
(This sentence is not accepted because
it cannot be understood whether it is a
question, a statement or an order.)

II.2.2.2 the teacher has an excellent command of
the target language:

The teacher is likely the sole model of an English speaker to the students. The teacher-student contact is therefore the only possible English speaking environment that the students will have. It is undeniable that students tend to imitate the expressions, ways of speaking and choice of words that the teacher has. If the teacher is incorrect, how can we expect the students to be correct?

II.2.2.3 the amount of the teacher talk is less:
During the learning-teaching process, learning is the more important element than teaching. It is, therefore, the students who should dominate the English speaking in the classroom.

II.2.2.4 the teacher is more expressive and animated:
It is wise to show one's feeling towards things liked or disliked to a certain extent. When a student speaks correctly and fluently, the teacher should express his feeling of being satisfied. However, it is not favourable to show that he is very upset when a student makes a mistake. A show of being unsatisfied would be more appropriate.

The teacher should also be spirited
himself to make the class more lively.
In many cases, the teacher can actually
animate the dialogues, the expressions
and the class atmosphere.  Teaching
'Apologies', for example, can be role
played even at the beginning of the class:
the teacher pretends that  he comes late
for a few minutes, and with a serious
facial expression he apologizes for being
late; and that is the icebreaker to enter
the topic.

II.2.2.5 the teacher moves around the classroom a
   great deal:
   We agree that looking at the teacher
   standing at one position in front of the
   classroom is both tiring and boring.  More
   than that, the situation creates a wider
   gap between the teacher and the students.
   The gap is not beneficial at all.  By
   moving around, of course, not too often,
   the teacher will solve the above problem.
   The teacher-student relationship will be
   closer so that the students will be more
   active in the class, and the teacher
   himself will know the students better.

II.2.2.6 the teacher encourages and reinforces

student participation:

The teacher is expected to indicate by

his facial expressions, gestures or

verbally when it is needed to encourage

the students to participate. Almost all

students tend to fear making mistakes.

It is the teacher's task to encourage

any attempts made by the students to speak

in the target language, and eliminate any

hindrances that may block their attempts

to speak. When a student tries to speak

in the target language, the teacher is to

take the opportunity to support and

reinforce him by directing the class to

listen to him, and encourages the rest of

the students to do so at other opportunities.

II.2.2.7 the climate is warm and accepting:

A warm and accepting climate will enable

the students to express their ideas. When

the climate is not warm nor accepting, the

students prefer to keep silent. This

climate is not beneficial for a lively

speaking class.

II.2.2.8 the teacher often smiles, praises and jokes:

Smiles, praises and jokes are positive.

They help decrease or eliminate any

potential tension.  Jokes, especially,
those that are directed, will reduce
boredom.

II.2.2.9 the teacher seldom critizes the student's
behaviour:
Criticisms are negative in the sense that
they make people who are criticized feel
inferior or humiliated.  Criticisms, if
ever needed, can be conveyed in other way
like by pointing out the good points that
the students have made, while sincerely
asking them to improve only one point at
a time.

II.2.2.10 there is a greater number of different
activities per lesson:
A teacher sometimes should play the role
of a circus coordinator who constantly
tries to present the audience with a great
number of different shows; acrobatics,
animal shows, clowns, trapeze and magic
demonstration at such a combination that
move and amuse the audience.  The
difference is that the teacher is both the
coordinator and the performer, and the
objective of teaching is to allow the
students learn something.  In a lesson,
the teacher can use a great number of

techniques (cf. the 'circus techniques').
If the teacher does so, the students will
not feel bored and their motivation
increases.

II.2.2.11 the teacher has excellent classroom
control:
It is best that the teacher knows and then
is able to predict what might happen in
the classroom. Therefore, when he is
teaching, he is already prepared to solve
any problems that may arise.

II.2.2.12 the teacher exhibits patience:
The learning ability of one student
differs from the others. One student
learns quickly, the others do at average
speed, and the rest may learn slowly. It
requires understanding and patience from
the teacher when he faces this situation.

II.2.2.13 when correcting students' errors, the
teacher does so gently:
Everybody will feel offended, ashamed or
frustrated if somebody else criticizes
his behaviour. When a teacher corrects
the students, he may mean it for the sake
of the students, but the students will
get it as being punished. He will suffer

from egodevaluation, a stage at which
he will loose his self-confidence and
will misbehave. However, a teacher can
do the correction gently, not criticize,
the students' errors.

He can:

(i) say: 'That is right, but would you
change the word to a better one?'.

(ii) use 'finger correction'; by using
fingers to locate the errors and then
say: 'I am not sure about this word.
Could you give me a better one?'.

(iii) etc.

## II.3 Class Sizes

The ideal speaking class consists of 12 to 16
students. With these numbers of students, we can easily
apply speaking techniques like: grouping, pair activity
or role playing. In reality, the normal high school
class size is of 35 to 45 students. In this situation,
speaking techniques are difficult, if not impossible, to
make every student in the class have an opportunity to
practise speaking. To overcome this problem, teachers
will generally make use of language laboratory to try to
achieve the oral skills. For this respect, the students
will practise more listening than speaking. Even if they
have an opportunity to practise speaking, it will be

difficult for the teachers to control whether or not they
are really practising. Therefore, the progress of the
students' speaking ability is difficult to measure.

II.4 Students' Motivation

The society does not seem to permit the students
to use their oral skills, especially speaking. This is
because there are very few or no relevant places for the
students to use their English in the actual communication,
except for some students who live in the places where
there are a lot of English speaking people like Yogyakarta
and Bali. That is one of the reasons why most of the
students have low motivation in learning speaking. The
main reason, I think, is poor techniques used by teachers
when they teach speaking. They usually just use the
'dialogue' technique which procedures are almost the same
from time to time. The procedures are:

    1. presenting the dialogue in written

    2. reading the dialogue and asking the students to
       repeat

    3. asking the students to memorize the dialogue

    4. explaining the difficult words and structures

    5. students presenting the dialogue in pairs

This technique may cause the students feel bored of
learning English. Besides, the technique is too much
burden for the students because the teachers usually
expect the students to produce the structurally correct

utterances while the students are not ready yet. The teachers rarely manipulate the dialogues to express the students' own ideas. The students, therefore, do not see the importance of memorizing the dialogue, because they cannot use them outside the classroom. With this in minds, the students will tend to forget the dialogue as soon as the lesson is over.

# Chapter III

## CURRICULUM 1984 AND THE SPEAKING SKILL

### III.1 The Importance of English

Now let us take a glance at English as it is used all over the world. English is spoken as a native languague by nearly 300 million people in the United States, Britain, Ireland, Australia, New Zealand, Canada, the Carrabean and South Africa, without mentioning smaller countries of smaller pockets of native English speakers (for example: in Rhodesia and Kenya).[5]

English is also used as a second language in which the function is more noteworthy in a long list of countries where only a small proportion of the people have English as their native language: India, Pakistan, Nigeria, Kenya and many other Commonwealth countries and former British territories, the Philipines and Ethiopia.[6]

While in numerous other countries like: Burma, Thailand, South Korea and some Middle Easter countries for example, it has a second language status in respect of higher educated people and a foreign language for most people.[7] In those countries, imported books on science and technology are written in English. English is a top

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[5]Randolph Quirk et al., A Grammar of Contemporary English, Longman Group Ltd., Essex, 1972, p.3.
[6]Ibid., p.3.
[7]Ibid., p.3.

requirement of those seeking good jobs and is often the language in which much of the business of 'good jobs' is conducted.[8] In the fields of economics, politics (international diplomatics), international aviation, shipping, sport, literature, literacy and public communication, English plays a vital role.[9]

## III.2 English in Indonesia

In Indonesia, most people consider it as a foreign language, while it might be a second language for higher educated people. Along the line with the development of Indonesia, a great deal of business is conducted in English. Companies that are operated jointly with foreign investors require good English speakers. Exporting firms, international banks, foreign embassies, and other foreign agencies need people who really have a good command of English. It is also becoming more and more common that Indonesian people go to study abroad. They are, of course, expected to be able to speak one foreign language, especially English.

## III.3 Curriculum 1984 and Dialogue

When we have a look at the syllabus of English language at the Curriculum 1984, we have 15 lesson units in every semester. The time allocated for each semester

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[8]Ibid., p. 3.
[9]Ibid., p. 3.

is 54 periods, but is allocated for three periods in
every lesson unit to cover five aspects of teaching:
Structure, Reading, Vocabulary, Speaking and Composition.
From this calculation, we have nine periods extra. These
nine periods are supposed to be used for reviews,
enrichments and tests. However, we cannot find in the
syllabus of English (GBPP/Garis-garis Besar Program
Pengajaran) any description on how much time should be
devoted to a dialogue session in every lesson unit.

But when we have a look at 'the Beberapa Catatan
Khusus' (the Specific Notes), it is clear that of 48
effective hours per semester, 16 is for Structure, 28 is
for Reading and Vocabulary Building, and 4 hours is for
Dialogue.[10]

Comparing the Curriculum 1984 with the Curriculum
1975, Dialogue is one of the new ideas explicitly
introduced in the Curriculum 1984. Believing in the
communicative Approach, the designers of this curriculum
try to push the four-hour-dialogue in the 48-hour teaching
English in one semester.

III.4 Time Allocation and Integrated Teaching

The Curriculum 1984 also suggests that teachers use
an integrated teaching style,[11] for example:

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[10]_____, Kurikulum Sekolah Menengah Atas (SMA),
1984, Bidang Study: Bahasa Inggris, Departemen Pendidikan
dan Kebudayaan, p. .
   [11]Ibid., p.

one period which is 45 minutes consists of a ten minute structure session, twenty munutes' reading, ten minutes' vocabulary building with or without five minutes' dialogue.

But when we have a look at the speaking competencies, we can see that those competencies do not relate to the other aspects, such as Structure, Reading, Vocabulary and Composition, for example:

1.1 Struktur (Structure):

Pola kalimat dengan

- kata kerja to be (+, ?, -)

- kata kerja to have (+, ?, -)

Sentence patterns with

- verb of to be (+, ?, -)

- verb of to have (+, ?, -)

1.2 Bacaan (Reading)

Pengetahuan tentang olah raga nasional badminton

(the knowledge of the national sport 'Badminton')

1.3 Kosa Kata (Vocabulary):

Penggunaan kata-kata yang berhubungan dengan olah raga dan bulu tangkis

(the use of words related to sports and badminton)

1.4 Percakapan (Speaking):

Percakapan tentang memberi salam (informal greetings)

(The speaking of how to greet people using informal greetings)

1.5 Karangan (Composition):

Menyalin satu paragraph dari bacaan

(To copy one paragraph of the reading passage)
From the example above, we can see that the speaking
materials stand by themselves. It is also clear that
what it is meant by integrated here is not the integrated
of the materials but the integrated of time. Because of
this, there is also a possibility not to integrate the
speaking session in every period.

Now let us see the positive and the negative
aspects of both an integrated and an unintegrated teaching.

## INTEGRATED

| positive | negative |
|---|---|
| - There is only one competency to cover separately and intensively. <br> - The students may not get confused because they have only one competency at a time. | - The time is too limited. <br> - As a result, the students may have not time to know how to use it in the appropriate cultural situation. |

## UNINTEGRATED

| positive | negative |
|---|---|
| - The time is enough since we can divide the four-hour-speaking-session into eight or more speaking | - There are several competencies to learn at a time. |

sessions.

- The students will have
  enough time to practise
  and use it in the
  appropriate situation.
- One competency might come
  up in several speaking
  sessions which is
  beneficial for the
  students' understanding.

Looking at the positive and negative aspects of both teaching styles, we tend to choose the unintegrated one. But it does not mean that the integrated teaching is not suitable for the speaking session. We understand that to teach the grammatical structures, reading and vocabulary building, teachers can use various techniques including the speaking techniques.

It is favourable to reinforce one aspect/skill whenever there is an opportunity to do so. When we teach reading for example, there are a lot of opportunities to reinforce vocabulary, structures or speaking learned previously without disregarding (ignoring) the main objective of teaching reading, for examples:

(i) Teacher greets students before the actual learning-teaching activities go on.

(ii) Teacher relates words/structures found in the reading passage to what have been

presented previously.

(iii) Teacher asks the students to answer orally
in English comprehensive questions or other
types questions, for example:

Teacher: Why did Columbus sail westward?

Student: Because he believed that by
sailing westward he would get
back to the point where he started.

Teacher: (after encouraging, to other
students;)
Do you agree with what (name) has
said?
(This is the chance to make use of
the expressions of agreement or
disagreement).

# Chapter IV

## APPROACH, METHOD, AND TECHNIQUE

### IV.1 Approach, Method and Technique and Curriculum 1984

When we use the word <u>approach</u>, we mean that an idea or theory is being applied: that whatever the teacher does, certain theoretical principles are always borned in mind.[12] When we talk about a <u>technique</u>, we mean a procedure used in the classroom.[13] Finally a <u>method</u> is a set of procedures or a collection of techniques used in a systematic way which is hoped will result in efficient learning.[14]

A technique then is the narrowest term, meaning one single procedure.[15] A method will consist of a number of techniques, probably arranged in a specific order.[16] The word <u>approach</u> is much more general and has the implication that whatever method or techniques the teacher uses, he does not feel bound by these but only by the theory in which he believes.[17] If he can find new and better methods or techniques which will fit in with his approach, then he will adopt these.[18]

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[12]Peter Hubard et al., <u>a Training Course for TEFL</u>, Oxford University Press, 1983, p. 31.
[13]Ibid., p. 31.
[14]Ibid., p. 31.
[15]Ibid., p. 31.
[16]Ibid., p. 31.
[17]Ibid., p. 31.
[18]Ibid., p. 31.

We therefore have a hierarchical system[19]:

```
                    +----------+
                    | approach |
                    +----------+
              /          |          \
      +----------+  +----------+  +------+
      | method A |  | method B |  | etc. |
      +----------+  +----------+  +------+
         |    \      /     \       /
    +-----------+  +-----------+  +------+
    |technique A|  |technique B|  | etc. |
    +-----------+  +-----------+  +------+
```
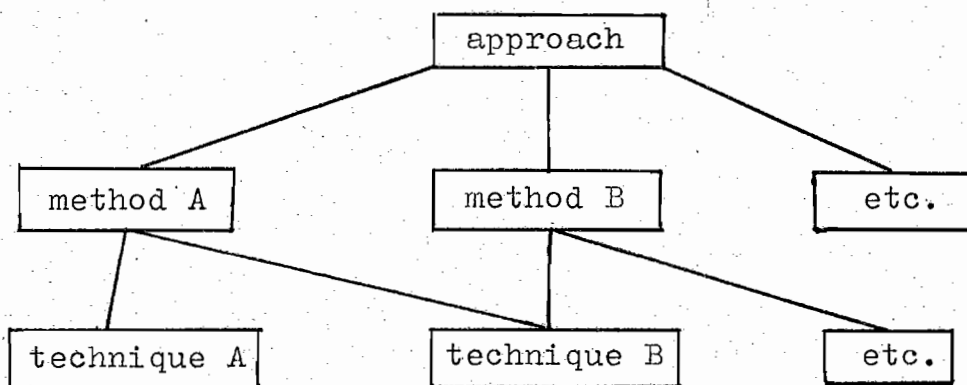
It follows from this that different approaches may share the same techniques and even the same methods; and different methods may share the same techniques.[20]

What approaches and methods do we need in teaching English as a foreign language?
We were expected to apply Audio Lingual Method to carry out Curriculum 1975.

However, Curriculum 1984, which materials are based on the previous curriculum, is modified in certain aspects refering to the Communicative Approach. It is suggested that we use Communicative Approach because the language forms studied will hopefully enable the students to use the language to communicate either receptively (reading and listening) or productively (writing and speaking).

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[19]Ibid., p. 31.
[20]Ibid., p. 31.

It is clear that the Curriculum 1984 designers claim that the use of Audio Lingual Method to carry out the Curriculum 1975 is not effective. The question is: Are English teachers prepared to teach using communicative approach, method and techniques?

In case of teaching reading and listening, I would argue that this is not really problematic since teachers can easily get communicative reading texts or listening materials from newspapers, magazines, books or available English teaching cassettes from radio broadcastings, like: BBC, ABC, VOA and TVRI, and then adopt them to the class.

Newspapers like INDONESIAN OBSERVER, THE JAKARTA POST, THE STRAIT TIMES, or any other foreign newspapers can provide appropriate and contemporary materials for reading to support the so-called 'Unsur-unsur baru' in the Curriculum 1984. The Unsur-unsur baru are:

1. Lingkungan Hidup (Living Environment)

2. Pendidikan Kependudukan (Demography)

3. Pengembangan Wawasan Nusantara

   (The Development of Indonesian Archipelagic

   Concept)

4. Kamtibmas, khususnya lalu lintas

   (The Security and Order of the Society, especially

   traffic)

5. Kewiraswataan dan Ketenagakerjaan[21]

   (Enterpreneurship and Manpowership)

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[21] _____, Kurikulum Sekolah Menengah Atas (SMA) Bidang Studi: Bahasa Inggris, Departemen Pendidikan dan Kebudayaan, p.

Although the materials for speaking are not **vague** anymore, the teachers still face a little bit different challenge. English teachers used to teach speaking based on grammar in which the materials could be interpreted differently, for example:

Siswa memiliki pengetahuan yang lebih lanjut tentang cara mengembangkan pendapat atau menjawab pertanyaan bahasa Inggris secara lisan yang mencakup unsur-unsur:

'grammar', 'vocabulary', pronunciation'.

(Students have the advanced knowledge of how to develop opinion or to answer questions in oral English which covers 'grammar', vocabulary' and 'pronunciation') Curriculum 1984 is competency based where teaching speaking is to achieve a certain degree of competence, for example:

(i) Percakapan tentang menanyakan jalan

(Asking directions)

(ii) Percakapan tentang mengatakan rasa menyesal[22]

(Expressing regrets).

Therefore, the teachers have to adjust their approaches, methods and techniques and also sequence the competencies based on the level of difficulty.

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[22] _____, Garis-garis Besar Program Pengajaran, Bidang Studi: Bahasa Inggris, Kelas 1 Inti, Departemen Pendidikan dan Kebudayaan.

## IV.2 Communicative Competence and Actual Communication

The distinction between communicative competence and actual communication parallels the one between linguistic competence and linguistic performance.[23] The difference is that language used for communication is not impoverished manifestation of an idealized system of knowledge but an ongoing process of negotiation and evaluation which is a product of complex interactional process.[24] Michael Canale outlined four components of communicative competence:

1. grammatical competence, including knowledge of vocabulary, rules of words and sentence formation, linguistic semantics, pronunciation and spelling.[25] This competence will be the base of any communication by means of language. A person should:

   - master an amount of vocabulary, for examples: girl, eat, go, a school, yesterday, you, foot, on, etc.

   - have the knowledge of ordering the words and sentence formation, so that he can form a sentence like: -

   - I went to school on foot yesterday.

   - Yesterday, I went to school on foot.

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[23]Jack C, Richards and Richard W, Schmidt, *Language and Communication*, Longman Group Ltd., 1983, p. 1.
   [24]Ibid., p. 1.
   [25]Ibid., p. 1.

- have the knowledge of the meaning of each
  word and the whole sentence.  He does not
  say, for examples: *I went to go to school,
  because he knows what 'when' and 'go' mean.
- should be able to pronounce each word
  correctly, for example, 'went'/went/ is not
  pronounced /wɔnt/.  To pronounce the sentence
  with correct intonation, for example: /I
  /I 'went to school/onfoot/'yesterday//
  he does not stress the word <u>to</u> and <u>on</u> nor will
  he say: /I went to/school on foot/yesterday//.
  Finally, if he expresses this idea in written
  language, he should be able to spell words
  correctly, for example, on foot not on food.

2. sociolinguistic competence, including rules of
   appropriateness of both meanings (allowable
   messages) and grammatical forms in different
   sociolinguistic contexts.[26]
   The context (i.e. the place, the people, and the
   situation involved) determines the choice of
   words, intonation, types of sentences to be u
   used, for examples:
   - it is appropriate to say: 'Could you give me
     the sample of the patient's stool?'
     in a laboratory.  However, it is very unlikely
     to use such a sentence anywhere else,
     especially in a restaurant.

---

[26]Ibid., p. 1.

- 'Shut up!' is used only for minors.

- in emergency cases, it is unlikely to use

  long sentences: Help!

  Fire!

  Hurry up!

3. discourse competence, the knowledge required

   to combined forms and meanings to achieve

   unified spoken or written texts.[27]

   When people are to give long descriptions,

   reports, speeches and so on, they are required

   to use more than one sentences. Therefore,

   they need to have the competence of grouping

   sentences in such an order to form a paragraph,

   and grouping paragraphs in such an order to

   form a wider passage.

4. strategic competence, knowledge of verbal or

   non-verbal communication, strategic that may

   be called upon to compensate for limitations

   in one or more of the other areas of

   communicative competence[28], for example: the

   use of postures, gestures, facial expressions

   and change of tone of voice are used to achieve

   effective communication.

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[27]Ibid., p. 1.

[28]Ibid., p. 1.

Canale and Swain stated that communicative competence was understood as the underlying systems of knowledge and skills required for communication (for example: knowledge of vocabulary and skill in using the sociolinguistic conventions for a given language).[29]

Actual communication is the realization of such knowledge and skill underlimiting psychological and environmental conditions such as memory and perceptual constraints, fatigue, nervousness, distractions, and interfering background noises.[30]

Communicative competence is an essential part of actual communication but it is reflected only indirectly, and sometimes imperfectly (for example: in random, and in advertent slips of the tongue, mixing of registers) due to general limiting conditions such as those mentioned above.[31]

Communicative competence refers to both knowledge and skill in using the knowledge when interacting in actual communication.[32] Knowledge refers to what one knows conciously or unconciously about the language and about other aspects of communicative language used; skills refer to how well one can perform this knowledge in actual communication.[33]

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[29]Ibid., p. 1.
[30]Ibid., p. 5.
[31]Ibid., p. 5.
[32]Ibid., p. 5.
[33]Ibid., p. 5.

IV.3 <u>When Does Actual Communication Take Place in a</u>
      <u>Speaking Class?</u>

    Peter Hubbard et al. in their book <u>A TRAINING</u>
<u>COURSE FOR TEFL</u> established procedures for teaching a
new pattern as follows:

    1. presentation

        a stage at which the teacher is firmly in co

        control in doing most of (if not all) the

        talking.

        There is no possibility of error, because the

        student is not invited to speak.

    2. controlled practice

        when the teacher remains in control.

        The possibility of errors has been reduced to

        a minimum; when errors occur, the teacher

        corrects them until the class produces the forms

        correctly, meaningfully and consistently.

    3. free practice stage or production

        The teacher relaxes control. Mistakes will

        occur, but students will correct each other or

        themselves when challenged.

    The question now is: At what stage should
communicative language practice be fitted into the
teaching process described above?
The most obvious suggestion would be to add it after the
free practice stage. Once students have been encouraged
to produce the new pattern freely and meaningfully, it

would be reasonable to introduce a practice activity
which gives students a motive and provides them with an
opportunity to use their newly acquired language for a
purpose. Therefore, the coming stage is something to
plan at home.

### IV.4 How to Bridge Drills to Actual Communications?

A good teacher should be able to predict things
available in the classroom or around the school,
students' personal data, general knowledge or situation
that may help to create a situation in which students
can communicate using the newly acquired language.

Julia Dobson in her article: DIALOGUE: WHY, WHEN,
AND HOW TO TEACH THEM suggested that teachers:

1. begin by altering the dialogue to make it
   conform to the reality surrounding the teacher
   and the students, for example:
   Mary: What time is it?
   Tom : It is a quarter to five.
   Mary: Aren't we supposed to be at Jim's house
   by five o'clock?
   Tom : Five or five thirty.
   He said it did not make any difference.
   Mary: Then, maybe we could pick up your suit
   at the cleaners.
   Tom : Sure, we have plenty of time.

From this dialogue, she added these questions
to help to create what she called 'free
communication':

'What time is it now?'

'Are you supposed to be at home by ...?
(mentioning the nearest time to what the
students have answered).

'Is his name (indicating another student in the
class) Jim?'

'What is his name?'

'Do you have shirts/dresses at the cleaners?'

'Did you go to cleaners yesterday afternoon?'

'Do you have plenty of time tonight?'

2. Ask the students to suggest one more exchange
   that would be a logical addition to the
   conversation, for example: after John says:
   'Sure, we have plenty of time'.
   Mary could say: 'Then, maybe we could stop at
   the post office,too'.

3. have the students paraphrase the lines of the
   dialogue

4. As an aid to simple paraphrase, teachers might
   like to use the stick figures, or puppets they
   employeed earlier in manipulative drills.

5. Tell each student to compose his own paraphrased
   version of the dialogue as homework.

6. Once the students have become adept at this
   kind of exercise, teachers can call on two of
   them to stand up and ad-lib a paraphrase of
   the dialogue.
7. For an even closer approximation to free
   expression, teachers can simply outline a
   situation similar to the one in the dialogue
   and have two students perform the conversation
   completely on their own, for example:
     Beginning tomorrow, you have a two-week
     holiday, but limited money. Discuss with
     your friend what you plan to do.
8. Prepare the situation for improvisation as in
   Suggestion 7.
9. Tell the students to write/create original
   dialogues around any situation of their own
   choosing.
10. Use the dialogue to stimulate free conversation
    among the students.

To make this exercise as successful as possible,
teachers should prepare carefully before the class
begins, work out the situation in mind and manipulate the
situation to create communicative conversation.

Chapter V

LEARNING PRINCIPLES AND STUDENT-CENTERED-TECHNIQUES

## V.1 Learning Principles

As we have seen the approaches and methods in an overview in chapter IV, here are some learning principles that the writer believes would be supportive to our teaching of speaking. As an ESL (English as a Second Language) teacher at the Galang Refugee Processing Center, the writer had experimented these principles in different levels of classes and programs. It turned out that the students could be better speakers of English.

In the classroom, these learning principles will influence how a technique is carried out. It will also influence the teacher's personality, and the situation in the classroom.

Here are some learning principles that are quoted from OPENING LINES, a competency-based curruculum in English teaching as a second language, published by the Consortium, the Experiment in International Living, Save the Children Federation and World Education.

1. The students do the learning.

Since learning is more important than teaching, teachers should pay more attention to the learning process, give the students more opportunities to work on their own experiment

in language learning and reduce the teachers'
talk.

2. Learning is enhanced when the students have an
active role in class.
It is clear that the students do the learning,
not the teacher.  Therefore, the students should
be given active roles.

3. Language is for communication.
The teachers should avoid practice which is not
communicative.

4. The teachers' job is to provide a structured
task which allows the students to work on the
subject matter.
It is not necessary for teachers to explain
everything to the students.  Let the students
find or solve the problems with the least help.
This will be beneficial for them.

5. Learning is doing.
A good example for this principle is asking
for clarification.  Here are the procedures of
the activity:
- Teacher: Get me some chalk!
- Student: Yes, I will
            (the student leaves the class without
            asking the colour or the amount of
            the chalk)
            Here your are!
            (the student gives 2 white chalks)

- Teacher: I am sorry.  I don't want white
            chalks and these are not enough.
- Student: What colour do you need and how
            many?
- Teacher: Red and I need 5 chalks.
- Student: Oke.  I will get them.
            (the student goes to take 5 red
            chalks and hands them to the teacher)
- Teacher: Thank you.

From this illustration, it is clear that the
student learned from his experience.  If he
does not want to do one thing repeatedly, he
should ask for clarification.  Imagine if the
teachers teach this lesson in written, how many
students will remember to ask for clarification
after one month of teaching?

6. Learning is enhanced when students are having
   a good time.

   Can students learn well when teachers get angry
   in the classrooms?  The teachers should provide
   good environment for the students to learn.

These principles are student-centered rather than
the traditional teacher-centered one.  By using these
principles, teachers' roles will be reduced to a minimum
and this will give the students an opportunity to talk
more.

## V.2 Classroom Arrangement

To allow learning situations illustrated above,
we should take into considerations of how to arrange the
classroom seatings. The traditional classroom arrangement
will hinder the students to carry out some useful
techniques. This old fashion arrangement does not provide
a relaxed environment to allow the students to have a good
time. There are a gap among the students and also a gap
between the teacher and the students, which are not
beneficial at all, which tends to put the teacher into the
position of the most important figure in the classroom,
while actually a teacher is hoped to be the facilitator or
guide in the learning activities. For the situations
illustrated above, it is suggested that teachers use the
following classroom arrangement, which is the most
practical one and not necessary to rearrange the previous/
traditional classroom seating available.

1. For pair activities

   a) 

   b) 

   c)
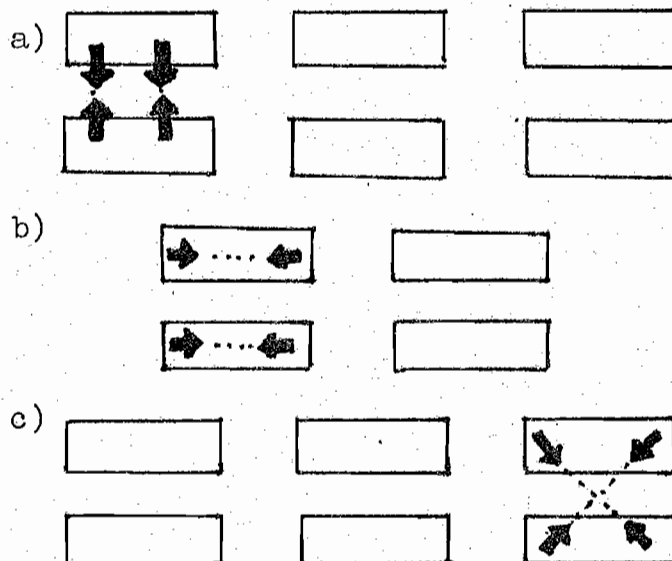
2. For small group activities
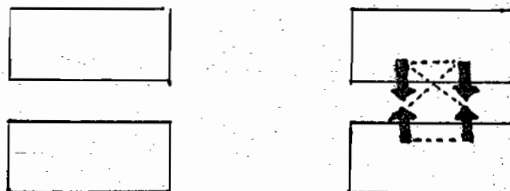
3. For bigger group activities
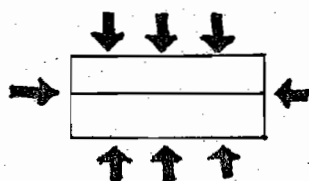
## V.3 Student-Centered-Techniques

The following techniques are techniques that can
be used in teaching speaking. Some techniques like:
Picture Stories, Stripped Dialogue, Role Play,
Disappearing Dialogue may not be found here because they
are so familiar that almost every teacher has known
about them.

The time, materials, the language patterns or the
objective may change according to what the class needs.
Teachers, therefore, are expected to be careful in choosing
a certain technique since appropriate techniques will
result a better learning.

1. Technique: Dyads

   Objective(s): - The students are able to give correct
                   answers to the questions given
                 - The students are able to express them-
                   selves by the help of this technique

Estimated time: 15 minutes

Materials needed: dyads

| Speaker A | Speaker B |
|---|---|
| 1. Are you moving? | |
| | 2. Yes, I just rented a house in Jalan Kaliurang |
| 3. Really? What kind of place is it? | |
| | 4. It is really big. It even has a backyard and a garage. |
| 5. It sounds great! How many rooms does it have? | |
| | 6. It has 2 bedrooms, a modern kitchen, a living room and a dining room. |
| 7. It is certainly bigger than this house. | |
| | 8. It sure is. This house is too small. |
| 9. I think one year in this place is enough. | |
| | 10. Oh, I know. I will miss you too, especially this quiet neighbourhood. |

PROCEDURE:

1. Students are paired off, and receive their parts for practice.
2. The students read the lines silently.
3. At first, the students can take their time and refer to the paper as many times as necessary.
4. When they are ready, the activity can start.
5. Speaker A finishes a line, then Speaker B says his/her lines in the same way.
6. By practising the dialogue this way, the students will learn the dialogues in a more natural way.
7. While the students are practising, the teacher can go around the room to listen and help students.
8. Switch off the roles.

Variation: (i) Scramble up the part B.
Let speaker A and speaker B match the questions with the answers.

(ii) Scramble up both part A and part B
Let the speakers sequence the questions and answers logically.

Caution : Make sure that all of the students understand the vocabulary and meaning of the dialogue since the main objective of this activity is to use English in a meaningful way.

Classroom arrangement: Pair seatings

2. Technique        : Characters

   Objective        : The students are able to describe

                      their family

   Estimated time   : 10 minutes

   Materials needed: Family trees
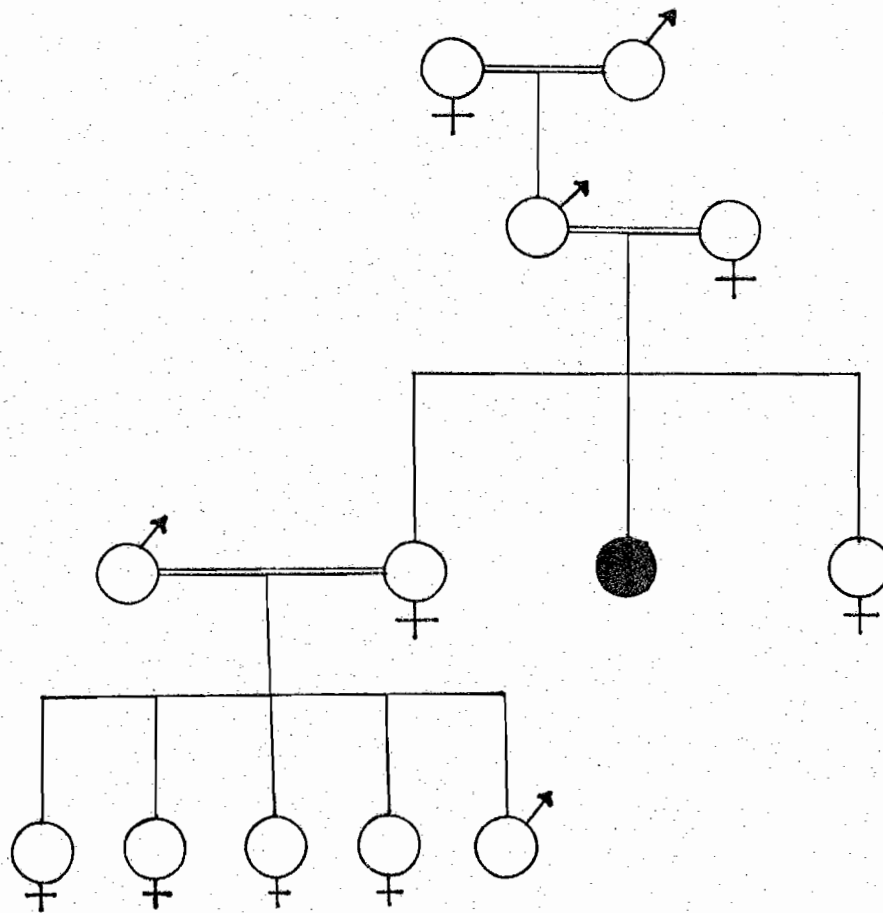


PROCEDURE:

1. Teacher writes some key words on the blackboard.

   for examples: name, relationship, marital status,

   job, languages, age, etc.

2. Ask students to draw their family trees.

3. When they finish, students are expected to tell

   their family one another.

possible language:

His name is  Gunawan            (real name)

He is my  uncle        (relationship)

His job is  a driver

He is 50 years old            (age)

He is married            (marital status)

His hobbies are reading and dancing

etc.

Variation: Before the students perform the monologue,
they can greet the listener and say:

Hello.  I am        (real name)  I would like
to introduce myself to you.  Or

Hi Jim, let me introduce my sister to you.

Classroom arrangement: Pair or group seatings


3. Technique       : Recitation and Substitution

   Objective       : The students are able to tell personal
                     data with some help from the teacher

Estimated time : 10 minutes

Material needed: Blackboard

PROCEDURE       :

1. Teacher writes the following words on the blackboard.

   My name is

   I am from

   I am                            years old.

   I live on

   etc.

2. Teacher presents the recitation with information about herself.

3. Then students present their own recitations in pairs.

4. Teacher asks the students to substitute 'My' with His/Her and the other subjects.

5. The students then present the recitation with the information about her/his family members.

Variation: The teacher can create the other recitations which is more complicated and according to the topics he/she wants to teach.

Classroom arrangement: Pair or group seatings

4. Technique      : Survey

   Objectives     : - The students are able to ask personal questions using various patterns
                    - The students are able to answer personal questions using various patterns

   Estimated time : 10 minutes

   Materials needed: Charts

| name | place of birth | date of birth | address | hobbies | etc. |
|------|----------------|---------------|---------|---------|------|
|      |                |               |         |         |      |
|      |                |               |         |         |      |

possible questions:

- What is your name?

- Can you tell me what your name is?

- Where were you born?

- What is your place of birth?

- etc.

| name | speak French | cook Chinese food | drive a car | etc. |
|------|--------------|-------------------|-------------|------|
|      |              |                   |             |      |

possible questions:

- Can you speak French?

- Will you speak French tomorrow?

- Did you speak French yesterday?

- When will you be able to speak French?

- etc.

| name | tuesday afternoon | saturday morning | sunday night |
|------|-------------------|------------------|--------------|
|      |                   |                  |              |

possible questions:

- What did you do on Tuesday afternoon?

- What will you do on Tuesday afternoon?

- What will you be doing on Tuesday afternoon?

- etc.

PROCEDURE:

1. Teacher draws a chart on the blackboard.

2. Teacher gives one pattern at a time.

3. Have the students ask and answer a certain amount of questions one another, using the chart as a guide.

4. After a certain amount of time, the students report their findings.

Variation: Teacher can create different charts with different questions in accordance with the items he/she wants to teach.

Caution : Be sure that the students get the information themselves, not by copying from their friends' charts.

Classroom arrangement: The students may walk around or just sit down while they are gathering the information.

5. Technique : Cummings Device

   Objective : The students are able to converse by using the phrases and words available.

   Estimated time : 15 minutes

Material needed: Blackboard

PROCEDURE:

1. Teacher writes the phrases and the lists on the blackboard.

   - Excuse me, which bus goes to _____(1)_____?

   * Bus number _____(2)_____

   - Where is the bus stop?

   * It is _____(3)_____

   | (1) | (2) | (3) |
   |-----|-----|-----|
   | hospital | 3 | - on the corner |
   | post office | 1 | - accross the street |
   | bank | 6 | - next to the |
   | telephone office | 4 | telephone booth |
   | market | 2 | - around the corner |
   | art shop | 8 | - overthere |
   | Batik factory | 7 | |
   | travel agent | 9 | |

2. Students practice the exchange and the substitution classically.

3. Then the teacher can erase the phrases and leave the lists on the blackboard.

4. In pairs or in groups, students perform exchanges.

Variation: Make the phrases more difficult and let the students create their own lists if possible. Use places in the city where the students live.

Caution: Be sure that students really communicate

using these phrases, not only memorize them.

Classroom arrangement: Pair or group seatings.

6. Technique: Go Fish

Objectives: - The students are able to make questions

using the words or the pictures given

- The students are able to respond to the

questions given

Estimated time: 15 minutes

Material needed: sets of matching cards

PROCEDURE:

1. Prepare several sets of matching cards consisting

of 24 to 30 cards, and give each group a set of

cards.

2. In small groups of 4 to 6, students take turns

asking each other for cards to match those they

have in their hand.

possible questions:

- Do you have some sugar?

- Do you have some oranges?

or

- Will you buy some sugar tomorrow?

- Will you buy some oranges tomorrow?

or

- Did you take my sugar yesterday?

- Did you take my oranges yesterday?

etc.

3a. When students do not have the cards, they say "Go fish".

3b. When students have the cards, they say, "Yes, I ..." (according to the questions) and give the cards.

4a. Then, the students who ask take a card from the pile.

4b. Then the students who ask questions may ask for other cards to the same students or others.

5a. The next turn is for the people who sit next to them.

5b. They will stop asking after they get no cards from the other players.

The following procedures are like 3a, 4a, and 5a.

6. Continue until all cards have been matched.

7. The student who gets the most pair will win the game.

Variations: Put pictures on the cards

Put phrases or sentences on the cards

put words on the cards

Caution: Use one pattern at a time.

Classroom arrangement: Group seatings

7. <u>Techniques</u>      : Total Physical Response (TPR)

   <u>Objectives</u>      : - The students are able to understand

                         and do the instructions

                       - The students are able to give

                         instructions

<u>Estimated time</u> : 15 minutes

<u>Material needed</u>: Things in the classroom

<u>PROCEDURE</u>:

1. Teacher gives a series of instructions for the

   students to do, for examples:

     Please stand up.

     Please sit down.

     Would you please come in front?

     Will you please give me your book?

     Clean the blackboard, please!

     Get me a broom!

     etc.

2. Drill the students for about 3 minutes.

3. Ask the students to give instructions one another.

4. While the students are practising, the teacher is

   monitoring and giving helps as needed.

<u>Caution</u>: When the students make mistake, correct them

          after the activity is finished.

          The class may be noisy during this activity.

          Let them make noise as far as necessary.

<u>Classroom arrangement</u>: The students can either sit or

                         walk depending on the commands.

8. Technique: Schedule

    Objectives: - The students are able to ask their

    friends' activities

    - The students are able to tell their

    activities that their friends ask.

    Estimated time: 15 minutes

    Materials needed: Charts and pencils

    PROCEDURE:

    1. Give each student a blank one-month calendar.

| Ap. 85 | | | | | | 1 | 2 |
|---|---|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 10 | 11 | 12 | 13 TODAY | 14 | 15 | 16 |
| | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

    2. Ask the students to write their activities in a

    month.

    3. When they have finished, ask them to share their

    information by asking/answering some questions as

    follows:

    - What did you do on April 12?

    - What did you do last Thursday?

    - What do you plan to do on Wednesday, April 27?

    - What will you do on this Saturday?

    - etc.

4. Do this activity for about 10 minutes.

Variations: 1. Give the students the same blank
calendar.

2. Ask them to write their friends' names
in each box.

3. Then, ask them to find the information
of what their firends did, do or will
do in a certain date.

Caution: Tell the students not to use the same
expressions all the time, as for example:
study English, listen to the radio, play
tennis. Ask them to use communicative
expressions.

Classroom arrangement: The students may walk around
while the activity is going on.

9. Technique        : Cocktail Party

   Objectives       : - The students are able to use various
                        Yes-No questions in asking for
                        information
                      - The students are able to understand
                        various Yes-No questions

Estimated time : 15 minutes

Material needed: Handouts

PROCEDURE:

1. Distribute the handouts to the students.

2. Give them 3 minutes to look over it.

3. When the students are ready, let them find the information by asking one another.

4. After a certain amount of time, stop them and ask them to report their findings.

   possible questions in the handout:

   FIND SOMEONE WHO:

   - was born in Samarinda.

   - has a sister whose name is Lily.

   - can play a drum.

   - has ever been to Lake Toba.

   - never eats durians because she/he does not like the smell.

   - is good in playing scrabble.

   - has a mother in West Sumatera.

   - has 12 cats in her/his house.

   - went to visit her/his grandmother in Bandung last month.

   - joined the chess match last June.

   - etc.

Caution: Provide about 25 questions.

   When the activity is going on, make sure that every student uses English only in questioning. Also, do not let the students copy their friends' answers. This activity is good for a review.

Classroom arrangement: The students are free to walk around during the activity.

10. Technique : Cloze

   Objective : - The students are able to create relevant sentences to complete the dialogue

   Estimated time : 20 minutes

   Material needed: Brownpaper or blackboard

   PROCEDURE:

   1. Teacher presents the cloze on the brownpaper or blackboard.

---

BUS INFORMATION


A : May I help you?

B : _____

A : Where are you calling from?

B : _____

A : You can take the bus right there.
    Take either the number 4 or the number 10 bus.

B : _____

A : No, you don't.  The bus goes directly to Malioboro.

B : _____

A : It takes about 30 minutes.

B : _____

A : It is Rp. 150,00.

B : _____

A : You are welcome.

---

2. Let the students discuss this cloze either in pairs or groups for 10 minutes.

3. When they are ready, let them practice with their friends.

Variation: The teacher can help the students by providing some key words if necessary.

Caution: Let the students practise with their friends outside the group, so that they would have various expressions which have the same meanings.

Classroom arrangement:  Pair or group seatings

11. Technique      : Constructalogue

    Objectives     : - The students are able to make their own dialogues from a list of words and expressions

Estimated time: 15 minutes

Material needed: Blackboard or brownpaper

PROCEDURE:

1. Teacher presents the words or expressions either on the brownpaper or blackboard.

```
┌─────────────────────────────────────────┐
│           TAKING A MESSAGE                │
│                                           │
│   A : Hello.   Bill?                      │
│   B : Sorry.   Not home                   │
│   A : When - go back?                     │
│   B : No                                  │
│   A : You give him a message?             │
│   B : Sure. Wait. Get a pencil            │
│   A : Call Jon at 7:00. 246-8964.         │
│   B : O.K.                                │
│   A : Thanks a lot.                       │
└─────────────────────────────────────────┘
```

2. In pairs, students create short dialogues.

3. Students perform the dialogues

Variation: Put pictures on the blackboard/brownpaper

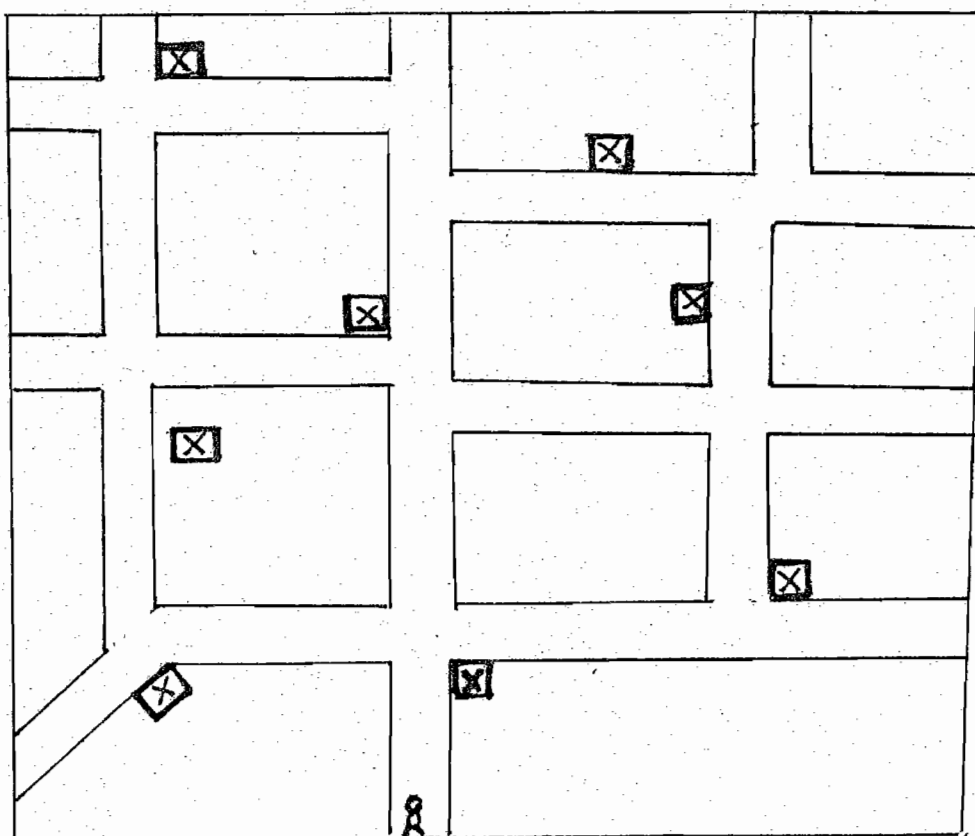instead of words.

Classroom arrangement: Pair seatings


12. Technique       : Silent Way

Objectives        : - The students can ask and show di

directions

- The students can understand and

follow the directions

Estimated time : 15 minutes

Materials needed: Rods, papers and pencils for

drawing maps

PROCEDURE:

1. Brainstorm the students about buildings, for example: Laboratory, Hospital, Department Store, Train Station, Police Station, etc.

2. Divide the class into four-person-groups.

3. Let the students build their own cities on the paper. The rods will represent the buildings. They should have at least six buildings.

4. After they have planned their cities, each group is divided into two. Half goes to the other group, where they ask directions to the buildings. The other half stays and gives directions.

5. When they finish asking, let these students go back to their seats and switch off the roles.

Possible dialogues:

- Excuse me, can you help me?

* Certainly./Yes, of course./Sure.

- Where is _____?

  Can you tell me where the bank is?

  Would you please tell me how to get to the market?

  etc.

* Go straight for 1 block / 1 kilometer.

  Turn right for _____.

  The market is on your left/right.

  It is near the school.

- Thank you./Thanks a lot.

* You are welcome.

Variation: The use of a real city map would be good
in order to give the students a chance to
use the real situation.

Caution : Do not let the students write anything on
the map. They should memorize what each
rod represents. Use one pattern at a time.

Classroom arrangement: The students sit in four, and
move if necessary.

13. Technique        : Action Sequence
    Objectives       : - The students can give instructions.
                       - The students can follow directions
    Estimated time   : 10 minutes
    Materials needed: Rods
    PROCEDURE:

1. Divide the class into two-person-groups.
   Half of the groups will give directions and the
   other half will follow them.

2. Let two groups sit face to face with a partition
   in between, so that the students who follow
   directions cannot see the buildings that the
   students who give directions will make

3. Have the group who gives instructions build a small
   construction from the given colourful rods.

4. After the construction is finished, have the group
   gives instructions how to build the same building
   orally. The other group follows the directions.

possible language:

- Put tthe red rod on the blue rod.

- Would you please put the yellow rod in front of the blue one?

- Please take two black rods.

- Can you put them near the yellow rod?

- etc.

5. At the end of the activity, the groups will check whether they have the same constructions or not.

Variation: The students can use recipes, or any other materials to support this activity.

Caution : The students may ask if the instructions are not clear, but they may not see their friends' building.

Classroom arrangement: The students sit in four.
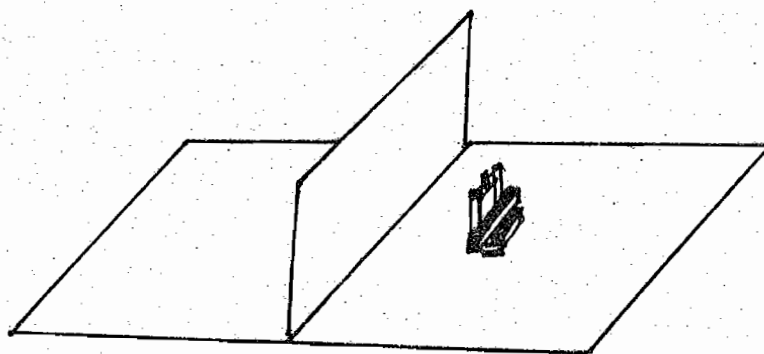


14. Technique:   : Maze Pairs

    Objectives    : - The students are able to give directions

                    - The students are able to follow directions.

    Estimated time : 10 minutes

    Materials needed: Mazes and rods

PROCEDURE:

1. Have the students sit back to back.

2. Give each student the same maze drawn on a piece of paper.
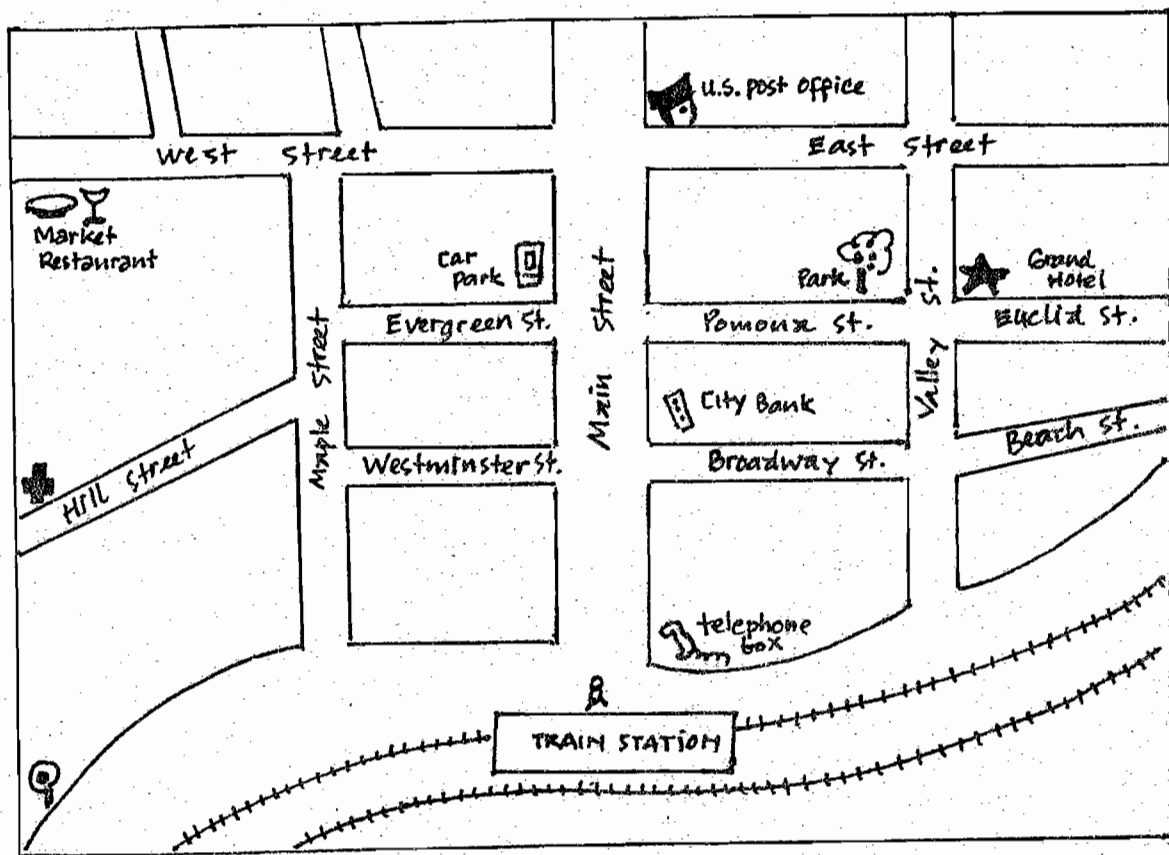


3. The students then give oral directions to their partners helping them find out a certain place.

4. Mazes are compared at the end of the exercise.

Caution: Give each student chances to give oral directions as well as to follow the directions. Do not correct the mistakes as far as the message can be understood and communicative.

Classroom arrangement: Pair seatings

15. Technique      : Process Description

    Objective.      : The students are able to explain

                  the process in making something

    Estimated time  : 15 minutes

    Materials needed: Task cards

| I. Connecting wire to the plug | II. Making instant coffee |
|---|---|

PROCEDURE:

1. Distribute task cards

2. In small groups of four people, the students try to verbalize the process in making something.

3. Present the process to the rest of the class for examples:

   (i) connecting wire to the plug

      1. strip the wire with the razor knife

      2. twist the wire

      3. unscrew the plug

      4. unscrew the screws with the screwdriver

      5. connect the wire to the plug

      6. screw the screws with the screwdriver

      7. screw the plug
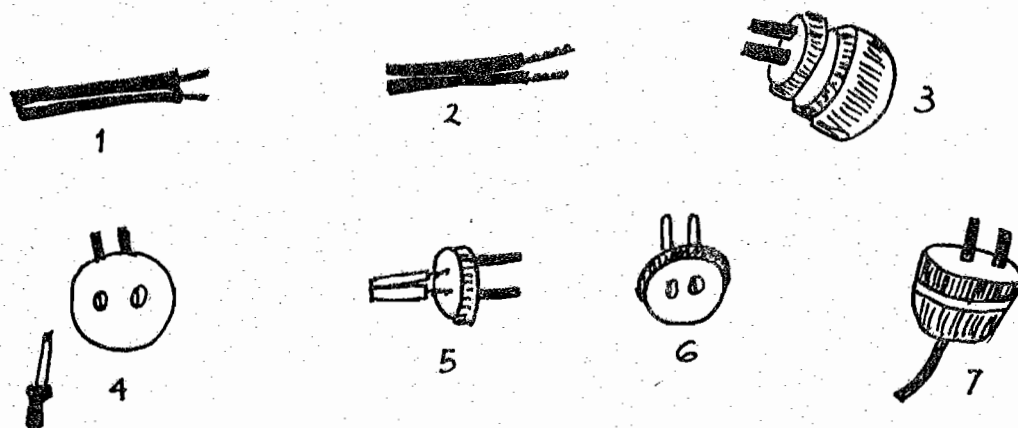
(ii) Making instant coffee

    a. open a jar of instant coffee

    b. put a teaspoon of coffee in a cup

    c. pour hot water into the cup

    d. add sugar or milk

    e. stir the liquid

Caution: The task cards must be at the same level of difficulty.

Classroom arrangement: Group seatings
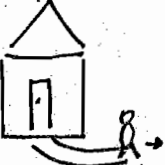
16. Technique      : Dialogue Grids

    Objective      : The students are able to make their own dialogues from the grids

Estimated time : 20 minutes

Materials needed: Dialogue Grids

PROCEDURE:

1. Divide the class into four-person groups.

2. Give each group one set of dialogue grids.

3. In groups, students create short dialogue.

4. Students perform the dialogues.

273-4968?

Jim! John?

Office?

movie?

library?

Where?

back?

Hello! who?

Sorry. Out

restaurant

no idea

Variation: Teacher may cut the dialogue grids into
several pictures. Then, ask the students
to arrange the pictures first before they
create the short dialogues.

Caution : How to make the dialogue grids:
- Write the dialogue first.
- Then, draw pictures or write some key
words to represent the sentences.
- Finally, check whether the dialogue grids
will help the students in creating the
dialogue or not.

Classroom arrangement: Group seatings

17. <u>Technique</u>          : Creative Cards

    <u>Objectives</u>         : - The students are able to make

                                positive statements consisting

                                of one to ten words

                              - The students are able to make

                                negative statements consisting

                                of one to ten words

                              - The students are able to make

                                questions consisting of one to

                                ten words

    <u>Estimated time</u>   : 15 minutes

    <u>Materials needed</u>: Bridge cards

    <u>PROCEDURE</u>

    1. Divide the class into four-person-groups.

    2. Give each group one set of bridge cards consisting

       of 20 cards.

       - Take out all of the Kings, Queens and Jacks

       - Shuffle the rest of them and divide into two.

       - You will get two sets of cards that can be used

         for this game.

    3. Write the following regulation on the board.

       - ♥   means positive statements

       - ♠   means negative statements

       - ♦   means positive questions

       - ♣   means negative questions

       - numbers on the cards indicate numbers of words in

         the sentences.

4. Playing procedures:

- distribute the cards to the players. Each
  player will get five cards.
- then, the first player creates his/her own
  sentence. If he/she can do it he/she will get
  points as many as the number shown on the card.
  If she/he cannot do it, she/he will loose her/
  his points as many as the number shown on the
  card.
- do this activity until the cards are used up.
- the player who can get the most points is the
  winner.

Variations: For the low level class, the teacher can
reduce the number of the cards or take
out the big numbers of each set.

Caution   : The players can correct each other, but
they would not get their points for the
corrected sentences.

Classroom arrangement: Group seatings


18. Technique      : Card Cues

Objectives      : - The students are able to create
sentences from the words given
- The students are able to correct
their friends' mistakes

Estimated time : 20 minutes

Material needed : sets of cards with the words on

PROCEDURE:

1. Divide the class into four-person-groups.

2. Give each group a set of cards.

3. Distribute the cards so that every student has the same number of cards.

4. Taking turns, the students create sentences using the words on the cards. If they make mistakes, their friends will correct them. But, they should still keep the cards. If they can make sentences without any mistakes, they can put cards in the center of their table. Teacher can help in correcting sentences.

5. The student who can finish his/her cards first is the winner.

Caution: Take the words from 'The Unsur-unsur Baru' or the speaking competencies.

Classroom arrangement: Group seatings


19. Technique        : Hide and Seek

    Objectives       : The students are able to find a certain location by asking in details.

Estimated time   : 10 minutes

Materials needed: Rods

PROCEDURE:

1. Divide the students into four-people groups.

2. Ask every one student of each group leaves the class.

3. Give one rod to each group who are still in the

classroom and ask them to hide the rod so that it

is out of sight.

4. The absent students return and try to find the

hidden rods by asking questions.

5. Play may proceed as follows:

Absent student: Where is the rod?

Group member 1: It is in the room.

(Of course general questions can often be

answered in very general ways)

(More specific questions elicit more specific

answers that are much revealing)

Absent student: Is the rod near the table?

Group member 2: Yes, it is.

Absent student: Which table is it near?

Group member 3: It is near the table by the

window.

etc.

6. After all the rods have been discovered, another

student can leave the room and the game continues

in the same way.

Variation: The absent student may ask Yes-No questions

only and the number of questions is limited.

Classroom arrangement: Group seatings

20. Technique    : Hot Rod

    Objectives    : - The students are able to respond
                      to his/her partner's statements
                      or questions in a relatively short
                      time.
                    - The students are able to make
                      questions or statements to create
                      a dialogue in a relatively short
                      time.

    Estimated time  : 10 minutes
    Materials needed: Rods

PROCEDURE:

1. Teacher explains that the rod he is holding is very
   hot; the rod is so hot that it will cause pain to
   anyone holding it very long.

2. Divide the class into pairs.

3. Give each pair one 'hot' rod.

4. The speaker must hold the rod and can toss it to his
   partner only when he has made a question or a
   statement in a dialogue.

   Play may proceed as follows:

        s1 : (holding the rod) Hello, How are you?
                             (tosses the rod)

        s2 : (holding the rod) Fine, thanks. And you?
                             (tosses the rod)

        s1 : (holding the rod) Not bad.  Where are you
                             going?
                             (tosses the rod)

    etc.

Because of the urgency to pass the 'hot' rod to a friend, the pace of the dialogue is speeded up and a more fluid exchange without long hesitation occurs.

<u>Variation</u>: This technique can be used in doing 'Chain'. See Chapter V, page 78

<u>Caution</u>: Besides giving one 'hot rod', give also a topic for the dialogue.

<u>Classroom arrangement</u>: Pair seatings


21. <u>Technique</u>      : Spiel

<u>Objective</u>      : - The students are able to make sentences orally using the key words available

<u>Estimated time</u>  : 10 minutes

<u>Material needed</u>.: Blackboard

<u>PROCEDURE</u>:

1. Teacher writes important words on the blackboard.

2. Students prepare a 3-minute-talk using the words.

```
TRAFFIC                          POLICE
        SAFETY BELT
                             HELMET
    INTERSECTION
              TRAFFIC LIGHT
                             ACCIDENT
TRAFFIC SIGNS
        STOP          PROHIBITED
                             DANGEROUS
    PEDESTRIAN   CROSSING
GOOD BRAKE                SLIPPERY ROAD
                  HOSPITAL
```

3. Students give their spiels to the rest of the class.

4. If possible, arrange the spiels into a one-paragraph -story.

Variation: Teacher can use 'the unsur-unsur baru or the speaking competencies as topics of this activity.

Caution : To make all the students participate, let the students work in pairs or group.

Classroom arrangement: Pair or group seatings.


22. Technique     : Open-Ended Story

Objective.      : The students are able to express their ideas/opinions in English.

Estimated time  : 15 minutes

Materials needed: Open-ended stories

PROCEDURE:

1. Teacher presents the story
   If possible, the story is supportive to the 'Unsur-unsur Baru'.

2. Students in small groups create endings.

3. Students give their endings and compare their endings with their friends.

4. Students discuss implications of the various endings.

Variations: Use a sequence of picture for the story.
            The students present their own open-ended stories

Classroom arrangement: Group seatings

23. Technique        : Chain

    Objective        : The students are able to create
                       sentences which is related to other
                       sentences in a certain topic.

    Estimated time   : 20 minutes

    PROCEDURE:

    1. Teacher tells the topic of the story.

    2. Teacher makes one sentence as a starting point.

    3. Then, one student makes another sentence which
       supports the first sentence.

    4. The second student creates another sentence that
       support both the first and the second sentences.

    5. Do this repeatedly until all students get their
       turns.

    Variation: The students can produce a word or some
               words instead of a sentence.

    Caution   : When the students make mistake, they correct
                the sentences together.
                The topics might be taken from the 'Unsur-
                unsur Baru'.

    Classroom arrangement: Classroom seating


24. Technique        : Simulation

    Objective        : - The students are able to use their
                         language in the simulated environ-
                         ment

    Estimated time   : 20 minutes

    Materials needed: Play money

                      Clothing pictures

PROCEDURE:

1. Set up an environment in class which approximates a situation in the clothing store.

2. Give ten students roles as sellers.

   Two students work as cashiers.

   And the rest of the students become the customers.

3. Prepare the setting and materials.

4. Students carry out their task.

    possible dialogue:

    - seller (A)     : Can I help you, Sir?

    - Customer (B): Certainly, I need a shirt.

    - A              : Do you want a long-sleeved shirt
                       or a short-sleeved one?

    - B              : I like a short-sleeved one.

    - A              : Here are some shirts.
                       Do you like this one?  I think, it
                       will match your trousers.

    - B              : I am sorry, I do not like that.
                       The color is too bright.

    - A              : How about this one, Sir?

    - B              : Oh, that would be oke.  How much
                       does it cost?

    - A              : Not expensive. Rp. 10.000,00 only.

    - B              : Can you give it to me for
                       Rp. 8.000,00?

    - A              : I am sorry.  I can't.  This is a
                       fixed price.

    - B              : Is there any fitting room here?

- A         : Yes, there is.  It is overthere.

- B         : I will take this shirt if it fits
              me.

(the customer pretends to try the shirt on)

- A         : Will you take it, Sir?

- B         : Yes, I will.

- A         : Please pay the cashier.

(the seller brings the shirt to the cashier)

- B         : Here is the money

- C (cashier) : Thank you.  Please come again.

- etc.

5. After a certain amount of time, switch off the roles.

<u>Variation</u>: There are some topics that would be good for
         this activity.  Choose the topics that might
         help the students in the society.

<u>Caution</u>  : The students may use various expressions.
         Accept all sentences as far as they are
         communicative and understandable.
         Discuss the mistakes after the simulation is
         over.

<u>Classroom arrangement</u>: Depending on what kind of simulation
         is going on.

# Chapter VI

## HOW TO MEASURE THE STUDENTS' PERFORMANCE

If we talk about teaching, we can never ignore 'testing'. Testing has a very important role in language learning. By giving a test to the students, we will be able to measure or find out what we want to measure or find out. In other words, referring to the objective of teaching speaking to high school students, we mean that the test is used to find out the students' language proficiency.

In this thesis, we spend most of the time talking about speaking or oral skills. A question comes up then: 'What is the best way to test an oral skill (speaking skill)?'.

As we believe that language is for communication, the best way of knowing the students' language proficiency is by knowing the students' abilities in expressing their thoughts or feelings and communicating these to others.[34]

Since the students are familiar with the situations that are almost always served in every technique, it is wise for teachers to give a 'situational test' for the purpose above.

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[34]Alan Davis, Language Testing Symposium, Oxford University Press, 1968, p. 117.

VI.1 <u>What is a Situational Test and How Do We Organize</u>

     <u>to Carry It out</u>

A situational test may be defined as an oral and behavioral test of subjective type, in which the testee has to do a certain task of communication either expressing their feelings/ideas or giving oral responses when he interacts with certain people in particular situations created for the test. Subjective here means, first, the testee may answer in his own words, and second, this test requires an opinion or a judgement on the part of the examiner. While a task of communication is a task described on a task card that the testee has to perform in the test.

An ideal situational test will require a lot of time, materials/teaching aids and energy. Also more than one station (simulated situation) are needed in one situational test. Let us think about preparing one of the stations in the situational test, for example: a station of 'SHOPPING FOR CLOTHING'. What teachers need to do for the preparation are:

    1. Decide the objectives of the test.

       - Students are able to ask for help, especially catching the attention of the seller.

       - Students are able to express their needs/ wants of items sold.

       - Students are able to describe items using sizes.

- Students are able to describe items using colours.

- Students are able to describe items using prices.

- Students are able to show the distinction of different prices (numbers).

- Students are able to ask the location of a place.

- Students are able to give out something with accompanying language.

2. Prepare various task cards containing information on what the students need to do during the test. The task cards should vary, but they should be of the same level of difficulty.

For examples:

- Task card number 1

    Go to the clothing store. Buy a blue shirt. Ask about the size, color, price and a fitting room. You have only Rp. 5000,00., so you might want to bargain.

- Task card number 2

    Go to the clothing store. Buy a red blouse. Ask about the size, color, price and a fitting room. You have only Rp. 3000,00, so you might want to bargain.

Task cards can be written in the students' language, because our purpose is their understanding of the tasks and then the communication. The following are the examples of the task cards which are written in the students' language:

- Task card number 1

> Pergilah ke toko pakaian. Beli sebuah kemeja biru. Tanyalah tentang harga, ukuran dan warna serta kamar pas. Anda hanya memiliki Rp. 5000,00., jadi ada kemungkinan anda harus menawar.

- Task card number 2

> Pergilah ke toko pakaian. Belilah sebuah baju merah. Tanyakan tentang ukuran, warna, harga serta kamar pas. Anda hanya mempunyai Rp. 3000,00., jadi ada kemungkinan Anda harus menawar.

3. Make the scoring sheet. This scoring sheet contains a list of tasks of the desired dialogue that the testees and tester utter during the test. The following is the example of a scoring sheet:

Testee's name: _____

Total score : _____

| T A S K S | ! 0 | ! 1 | ! 2 |
|---|---|---|---|
| - ask for help/greetings | ! | ! | ! |
| - name of item | ! | ! | ! |
| - Size | ! | ! | ! |
| - colour | ! | ! | ! |
| - price | ! | ! | ! |
| - bargain | ! | ! | ! |
| - fitting room | ! | ! | ! |
| - payment | ! | ! | ! |

Note: 0 = totally unable to express ideas.

1 = expressing ideas with difficulty
and/or grammaticaly wrong but
understandable.

2 = expressing ideas correctly and
without difficulty.

4. Make test packages for the students.

   Each package contains one task card and some
   money.

5. Collect all kinds of clothing that the store
   needs.

6. Make some play money that will be used for the
   transactions.

7. Set up a clothing store in the classroom.

   Put prices on each cloth in a hidden place.

   Make sure that the prices should be more than

the students' money.

Do not forget to provide a fitting room.

8. Distribute each package to every testee and explain what the students/testees should do during the test.

9. Administer the test.

10. Score the test.

All of these things should be done before the test itself. Therefore, teachers should pay attention to the time allocation.

## VI.2 What Happens During the Test?

1. The testee comes into the store and asks for what he/she needs. One testee is tested by one tester. It is good and preferred if in one store there are more than one testers, this is for avoiding time-consuming.

2. The desired dialogue might be as follows. Note that the tester is role-playing the seller and the testee is role-playing the buyer.

Testee: Good morning.

Tester: Good morning. Can I help you?

Testee: Certainly. I need a shirt.

Tester: I think this shirt will fit you.

(tester gives a bigger/smaller size of shirt)

Testee: I don't think so. Do you have a small size?

Tester: Yes, I do.

(tester gives what the student needs)

Testee: Do you have a different colour?

Tester: No, I don't.

Testee: How much does it cost?

Tester: Rp. 6000,00.

Testee: That is a lot of money.

Tester: Yes, it is.  This is a good shirt.

Testee: Can you give me for Rp 4000,00?

Tester: I am sorry.  I can't.

Testee: May I try it on?

Is there a fitting room here?

Tester: Yes. The fitting room is overthere.

(tester points the location)

Testee: (testee pretends to try the shirt on)

Oke, I will take it.

Here you are.  (testee gives some money)

Tester: Thanks. Please come again.

Testee: Bye.

3. While a tester and a testee are talking, a tester should score simultaneously.  If the testee can respond correctly and without difficulty, he should score two (2).  If the testee answers with difficulty and/or grammatically wrong but understandable, he should score one (1).  And if the testee is totally unable to express his/her ideas, the tester should score zero (0).

To score this, the judgement in the part of the tester is fully needed. Any appropriate and understandable expressions should be taken into consideration.

4. When one testee has finished, he/she may go out, and the next testee comes in.

There is an idea of making use of the testees to be the sellers. Here, we consequently face another problem: the validity of the test. It is right that we can save a lot of time and speed up the test, but if one testee communicates with difficulty, the other will not have the chances to perform his tasks. The test will not run smoothly but consumes a lot of time instead.

Considering the facts above, is it still possible for an SMA class to have a situational test?

## VI.3 Problems on Carrying out a Situational Test

Let us consider the following factors:

1. Time

The time for teaching speaking in one semester is very limited (four hours/periods only).

2. Number of students

A normal class will have 35 to 50 students.

3. Manpower

Usually, there is only one teacher in one class. These three factors are closely related. By seeing these at a glance, we may easily make a conclusion that it is

impossible to organize a situational test because:

1. We do not have much time.

   To administer such a test will take a very long time. One smart testee may need 3 minutes, but the slow one may need more than 3 minutes. If there are 50 testees, how much time will we spend for this activity?

2. Is it possible for one teacher to handle everything? It is clear that one tester cannot handle more than one station at once. Say for example, there is one station only. Is it still possible for the tester to administer 50 testees at one time and concentrate for about three hours without feeling tired or bored? These questions are important because an over-worked tester might not score consistently.

Talking about the problems above, it seems that the existance of a situational test in high schools with the discussed conditions is almost impossible. Then another question comes up: 'What would we do in order to measure the students' performance in expressing their thoughts or feelings and communicating these to others?'. There are several suggestions that might work.

Before we start with the ways to measure the students' performance, let us solve the main problem that makes high schools impossible to organize a situational test: time. Let us say, the teaching of speaking is

always integrated in every English class. There might
be some time left at the end of the semester for teachers
to teach speaking separately from structure and
vocabulary building. This time, if teachers want, might
be used for a situational test.

The following are tests that might be applicable.
Each test will be served together with its advantages and
disadvantages.

1. Situational test with a limited time for every
   individual.

   The procedure of this test is the same as the
   situational test described above. The
   difference is that every individual has only a
   certain amount of time, three minutes, for
   example, to complete all of the tasks.

   THE ADVANTAGES: - Students experience a
                     situation that creates a
                     motivation to communicate
                     their ideas to others.

   THE DISAVANTAGES:

   - The tester will be too tired and not be able
     to concentrate after a certain amount of time
     in which this will result in the inconsistent
     scores.

   - It is impossible for one tester to organize
     more than one stations. This means that only
     one topic can be tested.

- Since there is only one topic to be tested,
  the testees might easily predict what will
  happen and memorize the dialogue before they
  perform it.

3. Situational test in pairs.

The procedure:

- Divide the class into pairs.
- Give each pair a task card. Task cards must
  be various but they should be at the same
  level of difficulty.

Examples:

- Task card number 1

> When you walked along Malioboro Street,
> a tourist stopped you and asked the way
> to Gramedia bookstore. Make a dialogue
> about this.

- Tsk card number 2

> You are working as a clerk in money
> changer section. A foreigner comes to
> you and wants to exchange his currency
> to Indonesian currency. Make a dialogue
> about this.

These task cards can also be written in the
students' language, for examples:

- Task card number 1

> Ketika anda sedang berjalan di sepanjang
> jalan Malioboro, seorang orang asing
> menghentikan anda dan menanyakan jalan
> ke toko buku Gramedia. Buatlah sebuah
> percakapan mengenai hal ini.

- Task card number 2

> Anda bekerja sebagai karyawan di tempat
> penukaran mata uang. Seorang orang
> asing datang dan ingin menukarkan uang-
> nya dengan mata uang Indonesia. Buatlah
> percakapan mengenai hal ini.

- Ask the testees to prepare this for ten
  minutes. Then pair by pair the testees
  come in front of the tester, in a separate
  room if possible, and perform the dialogue.
- When the testees finish, they may come back
  to the class and another pair has the turn.
- The tester will give the scores by his/her
  own judgement after the performance is over.

THE ADVANTAGES:

- It will take less time.
  Say, there are 25 groups, and each group
  needs 3 minutes only.
- The tester does not need to make as much

separation as the situational test, but still
the objectives can be achieved.

- There are many topics can be covered using
this type of test.

THE DISADVANTAGES:

- There may be a possibility that the testees
will manipulate their smarter friends to help
them create the dialogues.

- Some testees may memorize the dialogues
without understanding some of the meanings.

- Although there are more things can be covered,
one testee may learn his own topic and not
care about his friends'.

- Some testees may produce longer dialogues or
more difficult ones. It seems not fair to
give the same scores to those who make shorter
and easier dialogue and to those who make
longer and more difficult dialogues.

3. Written-oral-situational test.

This is a written test. Both the questions and
the answers are written. However, the materials
tested are of the so-called the spoken English
(English of speech). The intention is to test
the students' ability to respond to certain
expressions of a competence or to test the
students' ability to express their thoughts or
feelings. Therefore, we don't test the structure
(especially complete sentences) but the

understandable English.  For examples:

(i) A : Can I help you?

    B : _____.

    X : _____.

    Y : I don't think so.

    A : I was wondering if you could help me

       translate this into Bahasa Indonesia.

    B : _____.

    X : _____.

    Y : I prefer the red one.

There are other types of testing that can be
used for this purpose, for examples:

(ii)a: Can you tell me how to go to Gramedia
       bookstore from here?

    : _____

      _____

      _____

      _____

      _____

(iii) CHOOSE THE APPROPRIATE ANSWER!

    x : 1) Is the bank far from here?

        2) Can you tell me how to go to the bank?

        3) How far is the bank from here?

    y : It is about three kilometres from here.

It is also possible for the tester to give the questions orally, but the testees should write down the appropriate answers. Testers can make use of recorded materials instead of reading the questions.

THE ADVANTAGES:

- It will take the least time.

- The tester just needs to make one single test and develop them as many as the number of students.

- The scoring will not be a problem either.

- There are many things that can be covered by one testee.

- The testees cannot predict the questions so they cannot memorize them.

THE DISADVANTAGES:

- The testees will have no chance to respond orally.

Refering to the descriptions of the three type tests suggested above, it is suggested that teachers may use the third type as a means of measuring the students' ability because this test is:

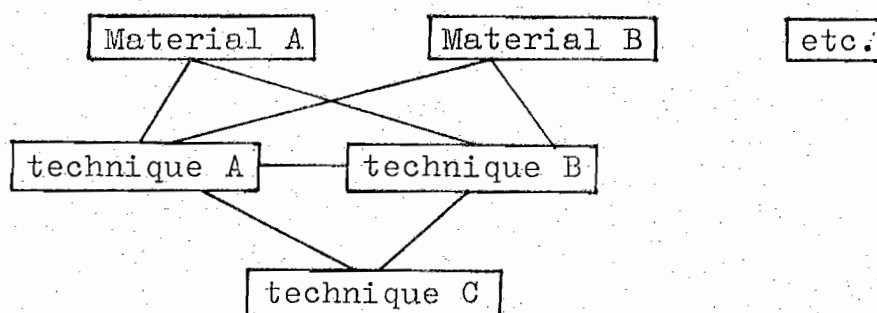- practical

- operational

- measurable

However, the second type might be used during the review session. In this case, scoring is not important to do. While the situational test is still questionable in its existance in Indonesian high schools.

## Chapter VII

### NOTES AND SUGGESTIONS

## VII.1 <u>Notes and Suggestions on How to Use the Technique</u>

1. These techniques are for the students to practise using the language, and therefore, can be integrated into the teaching of structure and vocabulary building. The best way of using these techniques is using them right after the controlled practice (chapter IV). So, they are not meant for presenting the new materials, they are merely the application of structure and vocabulary taught.

2. These techniques can be used for creating new ones in order to get new and more variations that will fit the needs of the class. They are, therefore, subject to simplification and complexity.

3. Materials (seemingly) fit a single technique can possibly fit the others with or without modification. Teachers are expected to explore more variations or even combinations of techniques. The following diagram shows all the possibilities

```
┌───────────┐        ┌───────────┐            ┌──────┐
│Material A │        │Material B │            │etc.  │
└───────────┘        └───────────┘            └──────┘
     ┌───────────┐      ┌───────────┐
     │technique A├──────┤technique B│
     └───────────┘      └───────────┘
            ┌───────────┐
            │technique C│
            └───────────┘
```

4. Before deciding what technique(s) to use, teachers are
   to examine the objectives, either General Instructional
   Objectives or Specific Instructional Objectives and
   then decide what materials (patterns and vocabulary) to
   practise. The last is selecting what technique(s) that
   will fit the materials (objectives).

5. To avoid boredom, teachers can use more than one
   techniques to teach the same material in one period.

6. When teachers are to create situations, be sure that
   the situations fit the Indonesian culture and
   conditions. A clear example of Western-Oriented
   situation is asking for help to the Fire Department.
   It is useless to teach this, because the students will
   never do this in Indonesia. They will use Indonesian
   instead of English for this case.

VII.2 <u>Notes and Suggestions on How to Sequence Materials</u>
       <u>for a Speaking Class</u>

1. According to the Curriculum 1984, teachers are to teach
   several competencies. These points are undoubtedly

meaningful and can be easily directed to the actual communication. The teachers are expected to sequence the materials according to the level of difficulty. They are supposed to teach the simple competencies before they go to the more difficult ones.

It is very good if the teachers can cover several competencies in a certain situation. This will be beneficial because in the actual communication, we are to master several competencies to talk about one single thing. Here are some situations that might work:

- at the bank
- at work
- at department store
- at the post office
- at the travel agent
- at the tourist information
- at the party
- at the airport

2. Here is one situation and the competencies covered:

### AT THE BANK

| | | |
|---|---|---|
| Teller | : Good morning. | (Greetings) |
| | Can I help you? | (offering help) |
| Customer | : Where can I cash my check? | (asking for information) |
| Teller | : Overthere, the second window. | (giving information) |
| Customer | : Thank you. | (thanks) |

Teachers are expected to start with a communicative
dialogue and manipulate the real situations in the
classroom, at school or in the city.
If the students are familiar to talk something
meaningfully and communicatively, hopefully they will
not only understand the grammatical items and the
vocabulary, but also how to use them in the communication.

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