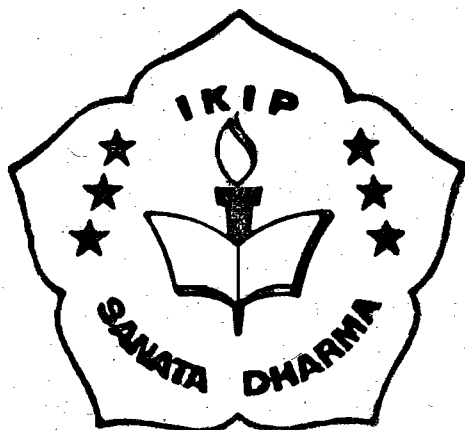


TEACHING SPEAKING THROUGH DIALOGUE GRIDS



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



In Partial Fulfilment
of the Requirements for
Sarjana Degree

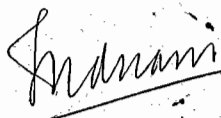
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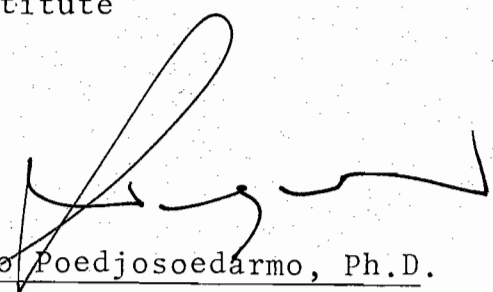
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Y.E. Budi yana

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Chapter I

INTRODUCTION

Working as an ESL teacher in Intensive English as a Second Language Component at Galang Refugee Camp really motivates me to write a thesis about 'dialogue grids' technique for teaching speaking at high school in Indonesia.

Galang is a regional refugee processing center funded by the United States Government and administered by a consortium of Save the Children and Experiment in International Living. This program provides training sessions focussed on classroom techniques and activities and ESL teaching learning methodologies. The teachers have freedom to do experiment in teaching techniques.

One of the techniques the writer was interested in and used for experimentation on teaching speaking was dialogue grids. The writer did the experiment to all levels. The result was satisfying. Dialogue grids could give students motivation and chance to speak.

Symbols in dialogue grids are in sequence and each symbol can represent a lot of forms of utterances which have the same meaning. Therefore, it is right for the students to say 'What can I do for You?', 'May I help you', or 'Excuse me. May I help you?' instead of saying 'Can I help you?'

Dialogue grids can lead the students from semi-guided speaking to free conversation. It is the basis for a free conversation in real communication. Besides the students are able to recognize where the dialogue takes place, who the speakers are, and what they are talking about.

Dialogue grids 'technique is an interaction based since it can be used in both pair and group activities. Both of them give the students chance to speak and make good interaction since there are contacts among students and between teacher and students.

The main function of a language is for communication and the idea of learning it is to use it for expressing emotions, reacting to other persons, communicating intentions, and so forth. Most students come to English class with strong conviction that language means something spoken. They hope that they will be able to say something and at least understand people when they are speaking.

However, the situation the writer finds in most English classes is far from being satisfactory as far as communication is concerned. Even the students are often discouraged and lose their interest when they find such a situation. The dissatisfaction to the present situation brings the writer the interest to adapt and to apply dialogue grids to teach English in Indonesian high schools.

Through dialogue grids the writer expects the students to be able to listen, speak, and practice what they have learned though not perfectly.

In this thesis we will see procedures of using dialogue grids and some principles of how to make them readers, especially English teachers, will be able to use and make dialogue grids easily.

Since every technique has its own merits and demerits we will see the possible weaknesses and advantages of teaching speaking through dialogue grids so that we can judge objectively its effectiveness.

Then the writer provides some examples of grids' materials for teaching speaking that have been adapted to the student's need. The writer hopes that they will be helpful for English teachers and that the students will enjoy dialogue grids as a change of routine so that they will be motivated to learn and practice speaking more.

The background information in writing this thesis, besides the writer's experience for fourteen months teaching Indochinese refugees in Galang Refugee Camp and for more than five years teaching English courses and high schools and his observation to some English classes, is the book entitled America In Sight by Fred Ligon and Herman SK, some articles published in FORUM and English Language Teaching Journal, and books about teaching learning

English as a Second Language. To complete information,
please refer to the bibliography.

Chapter II

'DIALOGUE GRIDS' TECHNIQUE IS AN INTERACTION-BASED

2.1 The Effect of Lack of Student's Motivation in Class

Generally, most students come to class, especially English class, at high school with the strong conviction that language is something spoken. They hope that they will be able to say something in English and understand what people are speaking.

However, students are often discouraged and lose their interest when they find that the English class is just a kind of repeating and parroting. Mary Finocchiaro in her book *Teaching English as a Second Language* writes something on the lack of student's interest as follows:

The lack of students' interest is partially due to the fact that they do not see clearly what is expected from them.¹

In connection to that, Lanny W. Surendra writes the result of her observation conducted at some senior high schools in Jakarta as follows:

Most activities which the students had to perform consisted of repeating words and sentences which were read by the teacher.²

¹ Mary Finocchiaro, Teaching English as a Second Language, Harper & Row Publisher, New York, 1969, p. 174.

² Lanny W. Surendra, Some Suggestion on the Improvement on Teaching at Senior High School, Pusat Penelitian Atma Jaya, Jakarta, 1979, p. 55.

The way of presenting materials in class has great influence on student's motivation. Based on the writer's observation to some English classes, some teachers began the lesson without asking whether the students still had questions related to the previous lesson or whether they had ideas of what had been discussed during the last lesson. Other teacher comes to class and made by way of refreshment a short repetition of what had been learned in the previous lesson.

Such ways of teaching will cause another effect. The students lose their motivation to learn so that only a part of the students repeat what has to be repeated. Some students especially those who sit at the back do not say anything at all. They do not know what to do and what to say, even they do not know how to conduct a very simple conversation. So it is clear that something is needed to meet the student' need. We should leave ways of teaching mentioned above and try to find something new that really motivates the students to learn more.

2.2 Why do the English Teachers Need to Know Dialogue Grids?

As far as the writer knows the English teachers at both junior and senior high schools have been familiar with dialogue as a means of teaching speaking. Based on the writer's experience as an English teacher in some high schools and English courses and on the observation to some

English classes, the way in which most of teaching dialogue was conducted was that the teacher wrote the dialogues on the board or asked the students to see the dialogues in textbook. A very big part of the activities which the students had to perform consisted of repeating the dialogue sentences which were read by the teacher. The teacher read first whereupon the whole class repeated sentence by sentence.

After so much time spent on repeating sentences some of the students were requested to perform the dialogue in front of the class. Sometimes the teacher asked the students to read the dialogue in pairs. The other teacher asked them to memorize the dialogue at home and to perform it in front of the class the following day.

According to the writer, a heavy emphasis is placed on memorization and repetition. He agrees that memorization can lead to great fluency and less hesitancy in speaking. The memorization of the dialogue sentences can help the students acquire intonation patterns and offer a model of natural and colloquial speech. If too much time must be spent on memorization; however, the activity will have a negative effect. The slow students will be frustrated by the difficulties they are experiencing and the good students will get bored. A great deal of time spent on memorizing dialogue will mean proporsionately less time devoted to language learning activities.

The approach used for overcoming this problem is called 'Meaningful Symbol Approach'. The writer assumes that the use of symbols which represent meaningful sentences in dialogue grids will avoid too much repetition and memorization. The emphasis of classroom activities is not on mechanical drills but on cognitive practice. In addition to this, the importance of cognitive practice is stated explicitly in our curriculum as follows:

Walaupun kelihatannya jumlahnya tidak banyak berkurang dari kurikulum 1975 akan tetapi materinya digarap dalam waktu 16 jam, sekali pun dalam kurikulum 1975 diberikan dalam waktu 70 jam, sebab kita akan menghindarkan latihan yang mekanik (MECHANICAL DRILLS) dan menggunakan latihan yang memakai pikiran.³

In this approach, the writer uses the word 'Meaningful'. It means that all meaningful utterances represented by each symbol are acceptable. This is one of the basic principles of dialogue grids. Here the students have freedom to express their own ideas and they are not too much controlled by the forms of utterances written on the board.

The second or foreign language teachers have focused their attention on ways and means of improving motivation in the classroom. Motivating students involves

³Harsja W. Bachtiar, 'Bagian III Catatan untuk para guru', Kurikulum 1984 SMA Petunjuk Pelaksanaan Materi Pengajaran Bahasa Inggris, Departemen Pendidikan dan Kebudayaan, Jakarta, 1984, p. 28.

awakening in them a spontaneous interest in and curiosity for the subject being taught. Students may be motivated in numerous ways. They may, for example, be motivated by the desire to know. In order to maintain and achieve high motivation in class, the teacher should give the students some incentive that causes them to participate in classroom activities. That is why the writer uses symbols as the incentive. The students will be motivated by the desire to know what messages the symbols convey.

Speech is generated internally and, therefore, depends upon active participation on the part of the student. It cannot occur unless the student has actively incorporated the components of the language into their cognitive network. In addition, the student must have something to talk about and must be interested in communicating their ideas to someone else. The teacher needs to consider the total students as he plans activities to increase their speaking proficiency.

The teacher's role in developing student's communicative competence is preparing realistic activities that are relevant to the student's everyday life and communication needs. The writer, therefore, uses 'Communicative Approach' to the grids' materials. The teaching materials should consist of functional language forms which are used in communication. Through grids' materials, the teacher enables the students to use such social formulas as greetings, partings, excuses, and

compliments which give their speech a more authentic situation because language is usually used in a social context and cannot be fully understood without reference to that context. The students needs that kind of language forms so that they can use them in the situation that they encounter.

In addition to this, the importance of communicative approach and of situational dialogue is stated explicitly in the new curriculum as follows:

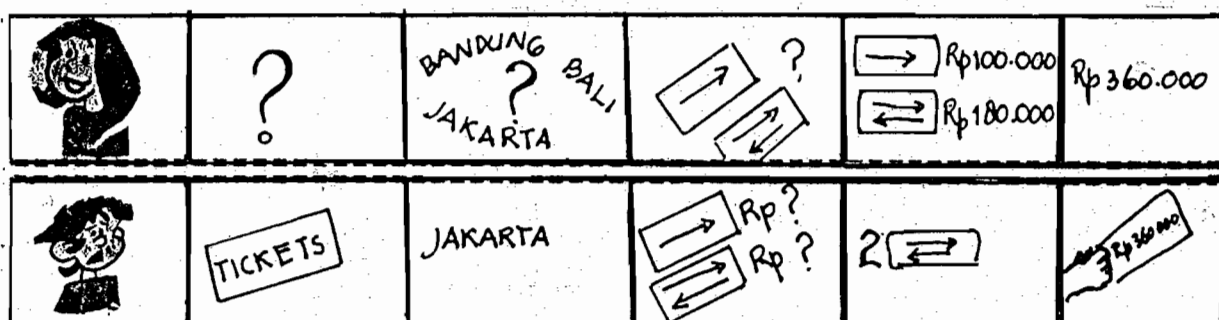
Sehubungan dengan perkembangan pengajaran bahasa Inggris dewasa ini, yaitu diterapkannya pendekatan komunikatif, maka fungsi sebagai salah satu aspek bahasa perlu ditambahkan sebagai materi pokok (esensial), dan disajikan dalam bentuk 'dialog' sesuai dengan situasinya Menjelaskan situasi dialogu (termasuk pemeran serta, hubungan mereka, tempat tujuan mereka, tempat tujuan berbicara untuk mengungkapkan fungsi bahasa. Fungsi bahasa yang diajarkan: Salam, penyesalan, terima kasih dan lain-lain.⁴

The teacher, therefore, should predict the situation in which the students are likely to need the language and teach them the language that is necessary to perform linguistically in those situation. The writer thinks that it is an efficient process because it includes only what is relevant to the students. Moreover, it will be more motivating because it is learner-rather than subject centred.

⁴Ibid, p. 26.

2.3 What are Dialogue Grids?

Dialogue grids consist of a short conversation between two people, presented as a language model by using sequencing symbols. Each symbol represents more than one utterance having the same meaning. So it is clear that dialogue grids are different from the traditional dialogue. The students do not see a set of sentences but they see a set of symbols that represent utterances. Dialogue grids need the student's creativity and ability to interpret and understand the symbols. In order to understand the dialogue grids, let the writer give you the example of dialogue grids:



The example of the dialogue grids above is a short dialogue between a customer and a travel agent at a travel agency. The symbols above represent a set of utterances as follow

'Good morning. Can I help you?'

'Can I help you, Sir/Madam?'

'Good Morning. What can I do for you?'

'What can I do for you, Sir/Madam?'

All utterances above are possible questions for the student as a travel agent, since all of them are acceptable in real situation. Here the teacher trains the students the element of language in actual use.

In connection to this, Yulia Dobson says that a good dialogue must become a bridge between manipulation and communication. So a dialogue is considered as a stepping stone to free communication.

The symbol of 'ticket' represents the customer's answer. She or he can respond to the travel agent with the following utterances:

- 'I need some tickets.'
- 'I want some tickets.'
- 'I'm going to buy some tickets.'
- 'I'd like to buy some tickets.'
- 'I want some tickets, please.'

Then the travel agent asks the customer for his destination (See the second symbol in the first line)

- 'Are you going to Bandung, Jakarta or Bali?'
- 'Where are you going?'
- 'Jakarta, Bandung, or Bali?'

Then the customer answers again. (See the second symbol on the second line)

- 'Jakarta!'
- 'I'm going to Jakarta.'
- 'I'd like to go to Jakarta.'
- 'I want to go to Jakarta.'

The travel agent asks him again (See the third symbol)

'What kind of tickets do you need?'

'Do you need one way tickets or round trip tickets?'

Since the teacher has explained the vocabulary items like one way or round trip ticket, of course they will be able to answer such a question. The possible answers are as follows:

'How much is a one way ticket and how much is a round trip ticket?'

'How much does a one way ticket cost? And how much does a round trip ticket cost?'

Then the travel agent says:

'A round trip ticket costs Rp 180.000,00.'

'A one way ticket costs Rp 100.000,00'

Then the customer says:

'Two round trip tickets, please!'

'I'd like two round trip tickets please!'

'I'm going to buy two round trip tickets!'

The travel agent then says:

'Rp 360.000,00 altogether!'

'Rp 360.000,00 please!'

'They are Rp 360.000,00!'

Then the customer gives the money and says:

'Here you are. Thank you. Good bye.'

All utterances above are acceptable since in real communication the students can use them and people will understand them.

2.4 Teacher-Student Interaction

Many of us, teachers, realize that learning to speak a foreign language is more effectively achieved by speaking, an active and creative process, than by listening, reading, or studying rules of grammar. Therefore, we try to encourage students to generate sentences; even if they are imperfect, they constitute a step in active use of the language. So an important point in the evaluation of our teaching is how much of the time is taken up by teacher's speech and how much is granted to the students'. Philippe de Monte in his article 'Silent Teacher, Talking Pupils' writes something about the ratio teacher-student utterances as follows:

One common way of having pupils speak is to ask them questions. That method is typical because the ratio of teacher-student utterances is apparently one to one.⁵

In connection to that, teaching through dialogue grids the teacher begins with some questions related to the topic. For example, in teaching 'Going shopping at the department store', the teacher can start with some questions like: 'Can you tell me one of the department stores in Yogyakarta?'. Of course, one or two of the students will say 'Gardena' since they have been familiar with it. Then the teacher asks: 'What things can you buy there?' The students will mention kinds of woman's or man's clothes.

⁵Philippe de Monte, 'Silent teacher, Talking Students', English Teaching Forum, 1977, p. 55.

Then the teacher goes on with the next question: 'What are you going to say when you want to buy a pair of jeans?'

The teacher hopes that the student will be able to say;

'I'd like to buy a pair of jeans.' or

'I'm looking for a pair of jeans.' or

'I want to buy a pair of jeans.' or

'I want a pair of jeans' or

'I need a pair of jeans, please.'

Then the teacher can ask the students to mention some kinds of man's and woman's clothes.

The example of a classroom activity above shows that there are interactions between the students and the teacher. Non verbal interactions, especially when the teacher uses gestures and fingers to show sentence patterns, take place.

2.5 Student-Student Interaction

B.J. Baddock and L.M. Flagg in his article 'Interaction in Advanced Language Class' writes that:

Getting students into habit of asking questions and challenging each other's opinion will lead to greater student-student interaction.⁶

In connection to this it is clear that the English teacher should strive continually to stimulate students' utterances so that the interaction can take place, like what the writer has mentioned above.

⁶J.B. Baddock, "Interaction in Advanced Language Classroom", English Teaching Forum, Vol. XXI, Number 2, 1983, p. 55.

According to Christina Bratt Paulson in her book 'Teaching English as a Second Language; Techniques and Procedures' there are four basic types of activities in various combinations for developing communicative competence:

- a) Social Formulas and dialogues
- b) Community oriented task
- c) Problem solving activities
- d) Role playing

a) Social formulas and dialogues

Here the students will learn social formulas which cover speech counters as greetings, partings, excuses, compliments, complaints, hiding feelings, and so forth. The teacher also spends some time in the initial presentation of section in explaining the meaning, the connotation, and sorts of situations in which the teacher uses the various expressions.

In connection to the dialogue grids we talk about, students learn and practice such speech counters. We can see the example of dialogue grids in 'Purchasing Tickets'.

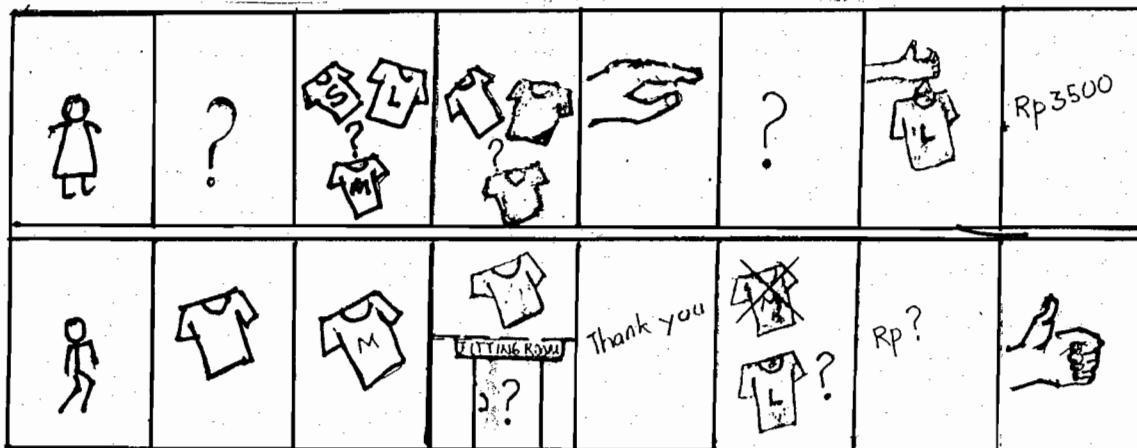
b) Community Oriented Tasks

Community oriented tasks are sets of exercises which compel the students to interact with others outside the class. The teaching point here is a kind of communicative participation and the collection of highly relevant and needed information.

In dialogue grids the teacher can ask the students to find the meaning of 'round trip tickets', one way ticket, and so forth. The students can ask their brother, friends, native speakers, or look up the information in the dictionary.

c) Problem Solving Activities

These activities are just what they sound like; the students are presented with a problem. The students are divided into some groups consisting of three or four students in each group. Then the teacher attaches the dialogue grids on the board and give each group the copies as follows:



The students are supposed to answer the following

question: - Who is the man?

- Who is the woman?

- Where does the dialogue take place?

- What do the man and the woman say?

- Please give the title to the dialogue above!

In such a group activity the student can work together to answer the questions. We can see interaction among students. Therefore, they have time to practice speaking English. The teacher can also limit the use of the students' native language. When they finish, they have to practice the dialogue in pairs.

d) Role Play

Role plays are exercises where a student is assigned a fictitious role from which he has to improve some kind of behaviour toward the other role character in the exercise.

In connection to the topic above, the teacher can ask the representatives of each group to present the dialogue. The other students listen and pay attention to them.

Chapter III

PRINCIPLES OF HOW TO MAKE DIALOGUE GRIDS

The principles of how to make dialogue grids are directed to the English teachers and the trainers of such teachers. This section is intended to be a modest and useful guideline by which the writer means that it is not theoretical in its orientation.

This section is a discussion of principles of how to make dialogue grids to help the English teachers in teaching-learning process. The writer hopes that by reading this section they will be able to make dialogue grids themselves. It is not necessary for the teachers to be able to draw well since they can take pictures from magazines, newspapers, or comic books and use very simple symbols. For the materials, they can arrange dialogues themselves or take from the textbooks and change them into dialogue grids.

If we have a look at the examples of dialogue grids' materials, the writer emphasizes dialogues between two people for it is easy to make and is simple for the students to learn. In addition, it is good for pair activities. The characters of the dialogue can be between two men, two women, or a woman and a man. However the writer prefers that it is between a man and a woman since it is good to make relationship between male and female students through pair activities.

As the initial step, the teacher chooses a dialogue which is going to be taught. For example he is going to teach a dialogue between a customer and a shop assistant at the department store. He must write the dialogue first. The following dialogue is the example.

Situation : At the department store
 Topic : Purchasing clothes
 Shop assistant : Good morning Sir. Can I help you?
 Customer : Yes. I need a T-shirt, please.
 Shop assistant : What size do you wear?
 Customer : I wear a medium size.
 Shop assistant : What colour do you prefer?
 Customer : I prefer a yellow one.
 Where is the fittingroom?
 Shop assistant : It's over there.
 Customer : Thank you.

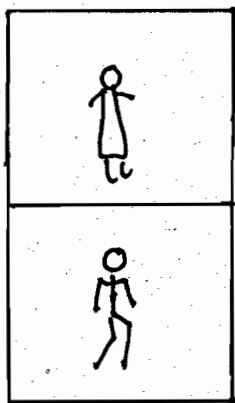
Shop assistant : How does it fit?
 Customer : I think it is too small.
 May I have a large size?
 Shop assistant : Sure here you are.
 Customer : How much does it cost?
 Shop assistant : It costs Rp 4000,00
 Customer : All right. I'll take it.

The next step we have to count how many parts each character of the dialogue has in order to make grids. We know that in the dialogue above each character has seven parts and we have to add one more part for the

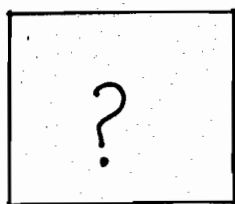
picture of each character. We can see the given example in the following page.

	1	2	3	4	5	6	7
A							
B							

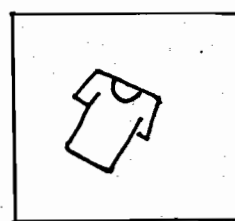
Now we are ready to change the utterances into grids.



Here are the pictures of the characters in the dialogue. A is a shop assistant and B is a customer. We are free to determine whether both A and B are men or women or a man and a woman.



It is common for a shop assistant to ask the customer if he needs her help. That is why the writer chooses the symbol (?) to represent 'Can I help you?' To show her courtesy the shop assistant usually greets the customer. In practicing the dialogue the students are free to add greetings.



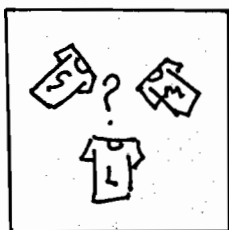
By using this symbol the writer hopes that the students will be able to mention their idea to purchase a T-shirt. This symbol represents 'Yes, I need a T-shirt. Since in reality there are many ways to express

the idea to purchase a T-shirt, the teacher may accept all possible sentences like:

I'd like to buy a T-shirt.

I'm looking for a T-shirt.

I want a T-shirt, please.



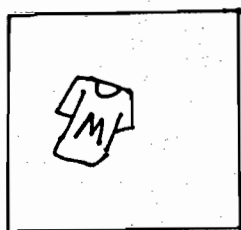
The writer thinks that the student has been familiar with medium, small, and large sizes. Therefore, it is easier for the student to guess that he must make a question about the T-shirt size when he sees the symbol. The question mark (?) will make him understand that he has to make a question. Here are the possible student's questions:

What size do you wear, Sir?

Do you like a medium, large or small size?

What size would you like, Sir?

Would you like a medium, small, or large size Sir?

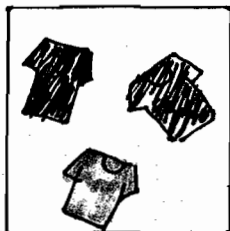


The previous question will lead the student to get the right answer. Moreover, the symbol of a T-shirt with (M) gives the student clear information that what is looked for is a medium T-shirt. The teacher can motivate the student to find the possible answers as follows:

I usually wear a medium size.

I'm looking for a medium size.

Give me a medium size, please.



To lead the student to the idea of asking what colour one likes, the writer uses this symbol. But it will be better for the teacher to use the real colours to make it real. In addition to this, the situation and the previous utterances will make the student easier to gain the possible questions like:

Yes, Sir. What colour do you need?

Certainly Sir. What colour do you wear?

Of course Sir. Do you want a red, yellow, or blue T-shirt?

Here the teacher should encourage the student to use logical addition used in real situation like: 'Yes sir', Of course sir, Certainly sir, etc.



The previous question will lead the student to get the answer. The symbol of a T-shirt with the yellow colour will make the student easier to get the exact answer. The teacher has to encourage the student to find as many acceptable answers as possible to give more opportunities to practice speaking. Here are the possible answers which the student might give:

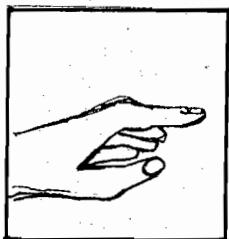
Give me a yellow T-shirt, please!

I'd like a yellow T-shirt, please.

I'm looking for a yellow T-shirt, please.

I need a yellow T-shirt, please.

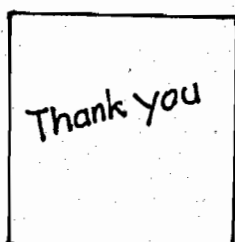
It is usual for customers to try on the clothes to check whether the size has fitted and the colour has suited. The symbol of a question mark (?) and a fitting room represent the idea of asking where the fitting room is.



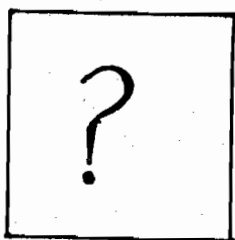
The previous question and the symbol will lead the student to find the right answer. The symbol of a hand pointing will represent the idea of showing direction and location where the fitting room is.

The possible answers are as follows:

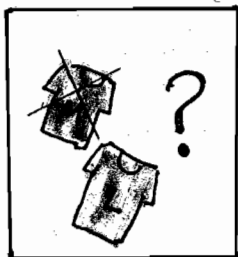
- It is over there.
- Over there!



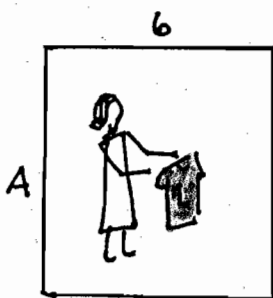
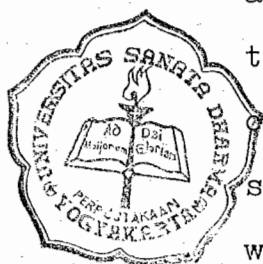
This symbol represents the idea of saying 'Thank you'



After a customer finishes trying on a dress or a T-shirt, it is usual for a shop assistant to ask him whether what he has tried on really fits. The writer only uses (?) to represent 'How does it fit?'



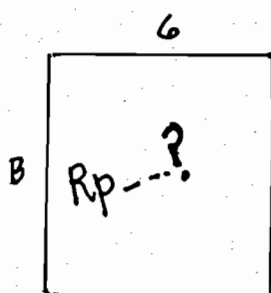
To represent that the customer does not like a medium size but he wants a large size the writer uses this symbol because the symbol of a cross on something means it is not preferred, permitted or allowed. By making a cross on a medium size the writer hopes that the student will understand that the customer does not like the medium size. The symbol of a T-shirt with a question mark (?) will represent a question about asking a bigger size.



To represent the idea of a shop assistant's giving a large T-shirt, the writer makes this symbol. He thinks that the simple picture of one's giving a T-shirt will lead the student to the utterances like:

Here you are.

Here is a nice large size!



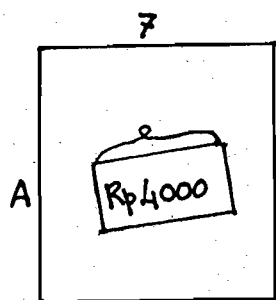
The writer thinks that this symbol is clear enough to represent the idea of asking price. The symbol of a question mark and (Rp) shows that the dialogue occurs in Indonesia. (?) represents a question and (Rp) represents the price. The possible questions are as follows:

How much does it cost?

Can you tell me how much it costs?

How much is it?

Could you tell me how much it is?

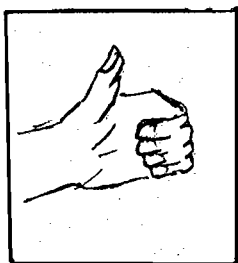


To represent the idea of its price, the writer gives this symbol since the amount of money shows its price. Here are the possible utterances:

It costs Rp 4000,00

It is Rp 4000,00 .

Rp 4000,00 please!



This symbol will represent the idea of closing the conversation. The customer agrees to buy the T-shirt. The possible answers are as follows:

All right. I'll take it.

Good. I'll take it.

The last step, the teacher has to put the symbols together into grids. Here is the final result of the dialogue grids.

	?				?		
			 FITTING ROOM : ?	Thank you		Rp ?	

Chapter IV

THE ADVANTAGES OF TEACHING ENGLISH THROUGH DIALOGUE GRIDS

3.1 Dialogue Grids can Give Students Cultural Information

The writer is really interested in Nelson Brooks' opinion in his book 'Language and Language Learning' about language and culture.

As language teachers we must be interested in the study of cultural not because we necessarily want to teach the culture of other country but because we have to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the students attaches the wrong meaning; for unless he receives cultural instruction, we will associate American concepts or objects with the foreign symbols.¹

It is clear that we cannot separate culture from the language the students learn for the lesson will be meaningless without cultural information. Language is not self-dependent and it cannot be wholly understood without reference to culture of which it is a part and social relation which it mediates.

Applied to teaching speaking, dialogue grids will make the speaking class meaningful since the students will obtain some experience in the culture. They will be introduced to some concepts of culture through acquaintance

¹Nelso Brooks, 'Language and Culture', Language and Language Learning, Harcourt, New York, 1964, p. 84.

elements of their own culture. The students will know some similarities and differences between their own culture and the culture they learn. Students will acquire some cultural information from the suggested materials in chapter VII. In topic 'Purchasing Tickets', for example, students will know the difference between a one-way ticket and a round trip ticket. It is unusual for us to buy a round trip ticket either for a train or a bus. On the other hand, in the United States or other countries a round trip ticket is common. In England their names are different. A round trip ticket is the same as a return ticket and a one way ticket is a single ticket.

Here in Indonesia, a question "Where are you going?" is considered as a polite question judged by our standard, perhaps it is true if we speak Indonesian. But other standards render other judgements. In English speaking culture, this question might rate less than a polite question. The teacher might not tell students the question but they transfer it from Indonesian. Along Malioboro Street, for example, we hear some people asking or shouting "Mr, Where are you going?" The tourists who came to Yogya for the first time will be surprised. The answer the people receive can be unexpected like "None of your business". Possibly the tourists just keep silent because they are annoyed. In topic "Purchasing Tickets" the teacher can give some explanation that such a question is appropriate.

Mary Finocchiaro, in her article 'Developing Communicative Competence' writes something on the appropriateness of language use:

I believe, moreover, students in elementary and secondary schools should be made aware of the factor and social acceptability of language use.²

In connection to cultural information in dialogue grids the students are taught to recognize the situation and circumstances in which different kinds of language are appropriate. For instance, the question 'Can I help you?' can be translated into 'Mau beli apa?' if it is at a department-store, 'Mau ketemu siapa' if it is at the reception, and 'Mau perlu apa?' at other situation.' In English speaking culture such a question is used in different situations with different interpretations. On the other hand, in our native language the question like 'Mau beli apa?' at a department store is more appropriate than 'Perlu saya tolong?'

3.2 A Bridge between Controlled Practice and Communication

When the students just memorize some patterns based on the dialogue, they are strictly working in controlled language practice. They are just simply manipulating pieces of language without creating any communication.

²Mary Finocchiaro, 'Developing Communicative Competence', English Teaching Forum, April 1977, p. 3.

In real situation the students are expected to express themselves freely in the target language with the minimum of errors in grammar, vocabulary, and pronunciation. So our problem is how to help students cross from language practice to personal expression.

Dialogue grids cannot wholly answer the problem, however, by teaching through dialogue grids the teacher can bridge between controlled practice and communication. Stephen D. Krashen in her book 'The Natural Approach' writes something on basic personal oral communication goals:

Basic personal oral communication goals may be expressed in term of situations, functions, and topics.³

In dialogue grids, we can see that we have defined situations in which the students must use the target language, for example, in topic 'Transportation', the function of interaction, in this case a request of information about directions. The writer has listed in chapter VII topics and situations conforming the reality surrounding the students which are useful for them.

Dialogue grids can have students suggest one more exchange that would be a logical addition to the conversation. For example, when a shop assistant says: "Can I help you?" The customer can say: "I'm looking for a pair of socks" or "I am looking for a pair of socks,

³Stephen D. Krashen, 'Curriculum Organization', Natural Approach, University of South California, USA, 19 , p. 67.

please" or "Oh yes, please I'm looking for a pair of socks" The students are free to give a logical addition as far as it is appropriate to the dialogue. The value of this exercise is that it challenges the students to express themselves in an imaginative way.

Dialogue grids will enable the students to paraphrase through the symbols given. The student can say: 'I need a T-shirt', 'I'd like to buy a T-shirt', instead of saying 'I want to buy a T-shirt'. Such a practice is important because they have opportunities to choose their own words and structure while saying within the framework of the dialogue situation.

The materials given in chapter VII suggest situations and topics that students can use in oral communication with the speaking of the target language. Also for each topic and situation there are various language functions which the students acquire: making an appointment, asking for information, asking for clarification, responding to other's opinion, and so forth.

3.3 Means of Teaching Aspects of Language

3.3.1 Vocabulary

One of the advantages of teaching English through dialogue grids is that we can use it as a means to master vocabulary. For example, if the students are to learn how to order meals at a restaurant, they must know appropriate food and restaurant-related vocabulary like waiter,

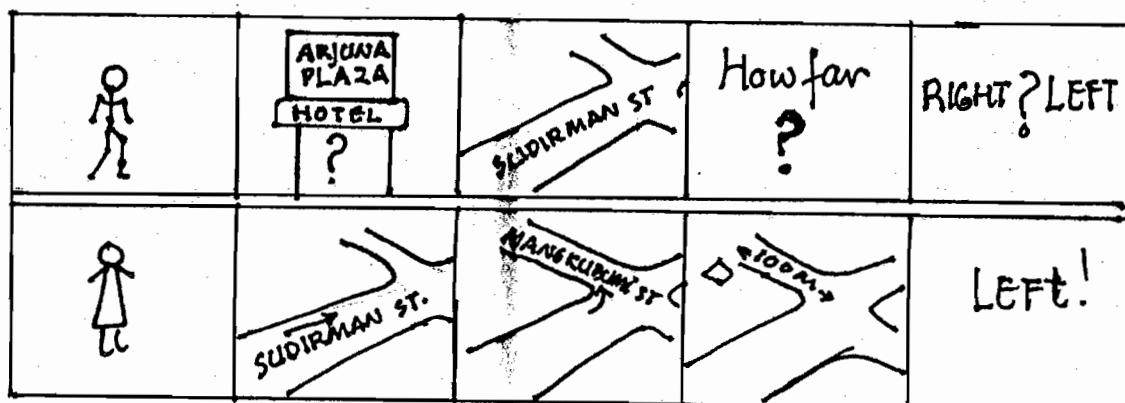
waitress, cook, menu, order, and so forth. If they are to learn how to buy food and clothes, of course they must know some kinds of food and clothes. Thus, in order to communicate a certain topic in a particular situation, there is a series of certain words which the students should know.

A word or idiom in any languages will be best learnt in context for the parts of a sentence that occur just before or after a vocabulary item determine its exact meaning.

3.3.2 Grammar

When we want to communicate a certain topic, not only is a series of language functions expressed by certain vocabulary but they can also be expressed by grammatical structures (including both syntax and morphology). So the students should know how to put the words in good order to become a meaningful sentence.

Through dialogue grids we can teach a certain grammatical item. To make it clear, let's see the following dialogue grids.



Topic : Showing direction

Situation : Between a tourist and a student. She is going to the Arjuna Plaza Hotel on Mangkubumi Street. The conversation takes place in front of the Niaga Bank on Sudirman Street.

The tourist might ask:

- a) 'Where is Arjuna Plaza?'
- b) 'How can I get to Arjuna Plaza?'
- c) 'Would you please tell me where Arjuna Plaza is?'
- d) 'Excuse me. I'm going to Arjuna Plaza. Where is it?'

We know that there are so many possible questions. The teacher can emphasize (c) if he wants to teach 'Embedded Questions'; on the other hand, he can emphasize (d) if he wants to teach 'future tense'.

3.3.3

The other advantage of teaching English through dialogue grids is that the teacher can teach pronunciation besides it provides the frame work of social language.

While the students are doing the conversation, the teacher makes notes on mispronounced words. After the students finish doing the conversation, the teacher can correct the students' errors.

When the teacher introduces some new words, he also teaches how to pronounce them. The purpose of teaching pronunciation is to help the students to use sounds of a target language in communicative utterances.

The most common technique for aural discrimination, minimal pair drills, is the use of contrast of the two sounds in the target language. The teacher models the pairs and lets the students notice the difference.

Example: street - straight

The other is the same-different technique. The purpose of this exercise is to ascertain whether or not the students can hear the phonemic contrasts. The teacher pronounces pairs of words (street/straight) (street/street) and the students are asked to identify whether the sounds are the same or different. They respond "different" or "same". The next step is to give three items and have the students identify which ones are the same.

T: street/ ¹ straight/ ² street ³	S: 1 and 3
T: straight/straight/street	S: 1 and 2

In order to check the students' perception of the sound in context, the following technique is the same kind of exercise using minimal sentences.

1. Go straight ahead. Go straight ahead. (same)
2. Did you live? Did you leave? (different)

4.4 Dialogue Grids can Support the Implementation of Curriculum 1984

It is stated explicitly in the new curriculum that dialogue is one of the four main points which should be taught besides structure, reading, and vocabulary building.

Dialogue has a special place in curriculum 1984. There are 48 periods consisting of 16 periods for structure, 28 periods for reading and vocabulary building, and 4 periods for dialogue. The function of teaching dialogue in this curriculum is to develop students' ability in expressing such language functions as greetings, partings, excuses, compliments, requests and so forth. So the teacher's task is how to teach the students the forms of language functions within the limited time. The writer thinks that the effective way is teaching them through dialogue grids since the students will have chance to speak in the communicative and situational dialogues.

To reinforce the process of learning vocabulary, the teacher should teach the vocabulary items through passages, exercises, and dialogues. So it is clear that dialogue is emphasized in the new curriculum, not only for dialogue its self but also for the relation with vocabulary building and structure.

In relation to the presentation of teaching materials the teacher is suggested to use the integral system in which reading, structure, vocabulary building, and dialogue constitute an integrity. For example a forty five period consists of 10 minutes for structure; 20 minutes for reading, and 5 minutes for dialogue. The order of presentation varies in accordance with its need. The teacher can start the lesson with dialogue, structure, reading or vocabulary. By this system, the writer thinks

that the teacher can overcome the limited time available for dialogue. At the same time he can teach modals (May I, Can I) and the language function (permission).

4.5 Dialogue Grids are superior to both Guided Conversations and Free Conversations for Teaching Speaking at High School

Guided conversations are actually dialogues and questions and answer exchanges which are the primarily learning device for learning speaking. Students are presented with a model conversation that highlights a specific aspect of grammar. In these conversational exercises, the teacher asks the students to place new content into grammatical framework of the content. These exercises provide the students with new information which is plugged into the framework of the model conversation. Sometimes the model actually appears as a skeletal dialogue in the text. Other times the students simply insert the new information into a model that has been practiced. Here is an example of guided conversations taken from the book entitled Side by Side by Steven J. Molinski.



1. Can Mary ski?



2. Can Sam cook Chinese food?



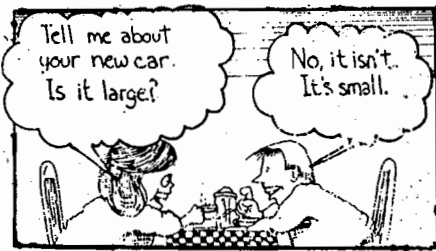
The students should be capable of expressing opinions and making comparison and contrast that require long and complex sentences. For example, they can be asked to describe the difference between some aspect of a foreign culture and their own. Moreover, L.G. Alexander writes something about debates in his book entitled For and Against as follows:

The teacher may sometimes choose to conduct a full-scale debate as this unfailingly adds spice and excitement to the lesson. One member of the class may be appointed to act as a chairman and two main speakers may be called upon to present their cases before the class participates in the discussion. A vote may be cast at the end of the debate, though as is usual in the debates, the students should be asked to vote on the quality of the arguments they have heard. The way they vote need not necessarily be consistent with their own views.⁴

The question coming to the writer's mind is that 'Is it possible to conduct free speaking exercise at high school in Indonesia?'. It is very hard because the high school students in Indonesia generally have limited vocabulary and limited knowledge of grammar to express complex sentences. Based on the writer's experience at IKIP Sanata Dharma, it was rather difficult for the first year students of the English Department.

The teacher sometimes writes the model conversation on the board and creates the skeletal dialogue by erasing the words that are replaced in the exercise. This example is also taken from Side by Side.

⁴L.G. Alexander, 'How to Use this Book', For and Against Longman Group Limited, Hongkong, 1968, p. 5.



Answer these questions.



1. Tell me about your brother.

_____ tall?
No, _____.



2. Tell me about your sister.

_____ single?
No, _____.

Moreover, Molinski in his book Side by Side suggests procedures of presenting guided conversations. Here we can make a comparison between both procedures.

1. The presentation of stage

The model conversation is introduced and practiced by the class.

2. The rehearsal Stage

Immediately after practicing the model, students do the conversational exercises that follow.

3. Performance stage

The next day, the students do the conversational exercises in class, preferably with their textbooks and note books closed.

4. The incorporation stage

The class reviews the conversation or pieces of the conversation in the days that follow.

If we compare the procedures of teaching guided conversations above and of teaching dialogue grids, we can find some similarities. The writer agrees that these kind of conversational practices are good for high school students. But there is an important thing that does not exist in guided conversations as far as communication is concerned. In these exercise the students are still controlled by tenses, vocabulary, and sentence patterns since its goal is highlighting a specific aspect of grammar. These conversational practices do not give students opportunities to break away from the text and allow them to contribute content of their own. This stage does not exist in guided conversations. On the other hand, the teachers are supposed to help students find within themselves the necessary words and grammatical items to express their thought in dialogue grids.

Free speaking in class is usually presented through class discussions or debates. The teacher usually chooses the topics for them. The selected topic is thrown open to the whole class and is discussed. During the discussion

Chapter V

POSSIBLE WEAKNESSES OF DIALOGUE GRIDS

The use of dialogue grids in teaching oral skill as it has mentioned, is extremely scare. Whenever the possibility of dialogue grids is considered, all or some of the following arguments against this technique occur: (1) noise, (2) students tend to use their native language, (3) limited time, (4) teacher's workload. Let us consider them, and see how to they are solved.

1. Noise

It seems that the situation in both pair and group activities is too noisy to control. It is true that the students will produce noise in their discussion and pair activities. However, the noises produced during those activities present no real problem since all students concentrate their attention on the topic given. The group members do not seem to be bothered by the other groups since they have their own task to do. Here the teacher goes from one group to another to make sure that they make much noises effectively in communication. However, the teacher should let them know that their neighbours are still learning. A little humour is all right as far as they do not forget their main job.

2. Students Tend to Use their Native Language Instead of the Target Language

One may assume that the students will not use the target language during the problem solving activity because their native language is still in their heads. We cannot deny that they tend to fall to the use of their native language, especially those who feel uneasy to talk in the target language to his closed friends. However, this tendency can be decreased by warning them from the beginning of the formation of the groups that they have to use English. It is the teacher's role to go from one group to another to see if they use the target language.

3. Limited Time

We know that the curriculum has limited time for every lesson unit. However, extra activities will make the teacher able to overcome this problem. He can ask the students to find the meanings of vocabulary items at home. I think it will be better if the teacher gives the students the list of the vocabulary items to every student. He can ask each group to work together at home. They can either look them up in the dictionary or ask their brothers, sisters, parents or other people.

It is true that sometimes the teacher feels that he is chased by the fear of not finishing the course on time.

However, in order to achieve something, the students need time. The teacher, therefore, has to be so wise as not to sacrifice the learning of his students for the sake of time. Giving students assignments is a good way to overcome the limited time given in the curriculum.

4. Teacher's Workload

It is true that teaching using this technique really requires preparation time for the teacher at the initial step, especially for those who use it the first time. He has to prepare, plan everything well before he comes to class. He does not just come to class not knowing what to do. A good teacher has to prepare himself of the coming lesson.

It is not necessary for the teacher to be able to draw well to make dialogue grids. He can use simple pictures and real pictures taken from the magazines, newspapers, or comic books. He can also ask his students who can draw well to help him.

Chapter VI

SOME PROCEDURES OF PRESENTING DIALOGUE GRIDS

6.1 Presentation of Introducing Topic-Related Vocabulary

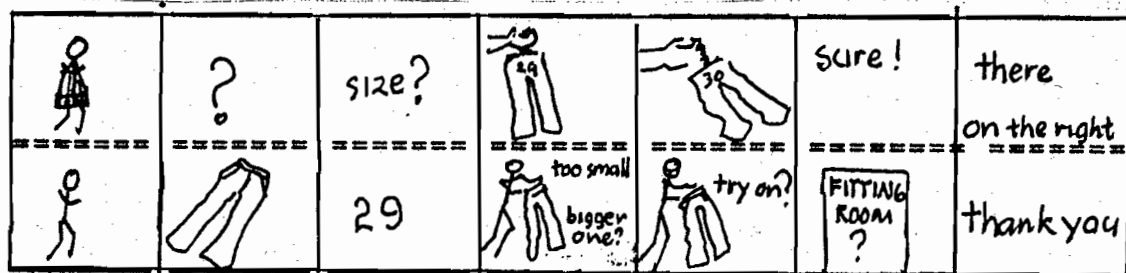
It is important to know that in order to communicate a certain topic in a particular situation there is a series of vocabulary the students should know. In other words, it is impossible to communicate a certain topic without knowing topic-related vocabulary. In connection to this, Christina Bratt Paulson writes something about the importance of presenting vocabulary first in teaching dialogues:

The teacher first presents any new vocabulary which is crucial to an understanding of the passage. A dialogue about student who is in a hospital because of food poisoning, the whole passage would be incomprehensible if the student did not understand the expression of food poisoning The simplest way to explain words in class, if it is possible in the teaching situation, is by giving the direct equivalent in the mother tongue.¹

In connection to the procedures of presenting dialogue grids, the teacher introduces the vocabulary by showing the visualization of the object, for example by using flash-cards or the real objects. The teacher should try not to give the direct equivalent in Indonesian. But if the word is difficult to visualize, he can use the direct equivalent in Indonesian. To make it clear, you can see an example of how to present the following dialogue

¹Christiana Bratt Paulson, op.cit., p. 35.

grids. The title of the dialogue is 'At the Gardena Department Store'. The situation is between a customer and a shop assistant at Gardena.



First of all the teacher introduces the vocabulary related to clothes shopping like kinds of man's and woman's clothes for they are to learn how to buy clothes at a department store. Here the students do not only learn the meaning of vocabulary, but they also learn how to pronounce since the teacher drills them by showing the pictures of the objects.

6.2 Presentation of Topic-Related Sentence Patterns

The topic-related sentence patterns should be introduced to the students in context after they understand the vocabulary related to the topic. The context may take variety of forms from the dialogue. For the topic is talking about sizes, colours, fitting room, and so forth, the teacher has to introduce sentence patterns related to them. He can begin the lesson by pointing at his own pants and says: 'I usually wear size 29.' Then he asks one of

the students: 'What size do you usually wear?' 'And what colour do you like?' The teacher can go on asking four or five students for the sizes and colours they wear.

The next step is that the teacher asks the students to ask their friends about the sizes and colours they like. Here the students have free choices to say whatever they want. So it is a communicative practice because there is a transfer information from one student to another. Furthermore Christina Bratt Paulson writes something about communicative practice as follows:

But the main difference between a mechanical drill and a communicative drill is that in the later the speaker adds new information about the real world. The simplest of working with communicative drill is² just to instruct the students to answer truthfully.

In connection to the topic we are talking about, the students will answer the questions based on the colours they like and the sizes they wear. So they answer the questions based on the reality. Since not all sizes are shown in numbers but some of them are shown by using the letters L, M, and S, then the teacher asks: 'What do S, L, and M stand for?' We hope that they will be able to answer it. Then the teacher says: 'My T-shirts are medium size and what about yours? What size do you wear?' The teacher expects that the students will be able to say: 'I wear a medium, or small, or large size.'

²Christina Bratt Paulston, op.cit, p. 9.

The next step is an exercise to reinforce the sentence patterns they have got by using a question and answer technique. The teacher shows a flash-card of a pair of pants and ask one of the students: 'What size do you wear?'. Then he shows a flash-card of a dress and asks one of the female students: 'What size do you wear?' And what is your favourite colour?' He can go on doing this activity by showing flash-cards of various kinds of clothes to the students.

The following activity is to present some appropriate adjectives like 'dark-light', 'tight-loose', 'long-short', and 'big-small'. The teacher can start the activity by showing picture on the board.



Teacher: 'Look at the picture!'

What do you think of
his shirt?

He expects that the students
are able to answer: 'I think
it is too tight.'

Then he writes the question and
the answer on the board.

Teacher: Look at her pants!

What do you think of
her pants? Do they
fit?

The words Pants and Shirt will
remind them of plural and
singular forms.

It is important because at supermarkets there are some items which are always plural like socks, gloves, pants, stockings, and so forth.

6.3 Presentation of Dialogue Grids

After the students know the sentence patterns related to the topic, the teacher attaches the dialogue grids on the board. In this step, the teacher asks the students either to answer directly or to solve in groups the following questions:

Where does the dialogue take place?

Who is the man?

Who is the woman?

What does the woman say?

What does the man say?

If the teacher wants to do this problem solving activity, he should give the students the copies of the dialogue grids and divide them into several groups. Each may consist of four students. They are presented with a problem to solve with some alternative solutions of various sentence patterns,

This exercise may seem to be ideal for developing communicative competence. The interest level of the groups seems much higher when they can get at problem immediately.

Most of the problem solving activities involve group work. How large should a group be? As the writer has mentioned before ideally there are four or five students in

one group. How will we group the students: the talkative ones in one group and the quiet ones in another or all mixed up? The writer prefers a mixed group for the talkative one can become a leader but of course not always. Each member should have the chance to be a leader.

As a final remark on problem solving activities, the teacher should not correct, but there is normally a lot peer teaching and corrections. The emphasis is on getting the meaning, not on the linguistic forms.

After ten minutes, the teacher stops the group activity and asks them to look at the dialogue grids on the board. Then he asks the representatives of each group to present the dialogue. After they finish, he gives general explanation to the whole class about the appropriate utterances for the dialogue grids based on the result of each group discussion. Then the teacher gives an example of how to read the dialogue and asks them to repeat after him. If there is enough time, he can ask them to do pair activities.

4.4 Role Play

Role plays are exercises where a student is assigned a fictitious role from which he has to improve some kinds of behaviour toward the other role of characters in exercise. The teacher gives the situation first and asks two students to perform a role play about the dialogue grids in front of the class. To make it clear, you can

see the following example of a role play.

Situation: John is going to buy a pair of jeans. He is at the Gardena Department Store. He usually wears a size 29. But when he is trying them on, they are too tight, so he wants the shop assistant to give him the ones that are a little looser, possibly size 30 or 31.

The teacher can ask two students to do the role play in front of the class, one is a customer and the other is as a shop assistant.

Chapter VII

SOME EXAMPLES OF DIALOGUE GRIDS' MATERIALS

Julia Dobson in her article 'Dialogue: Why, When, and How to Teach Them' writes something on the use of dialogue:

There are many reasons why dialogues are helpful in language learning—whether the language is English, Swahili, or any of the other 2000 or so languages of the world. Dialogue is a social unit of speech. Because it involves two speakers, it furnishes students with a social context in which to practice the new language.¹

In connection to this, the writer provides some dialogues focusing on a common situation, revolving around specific grammar points, collecting related vocabulary items, highlighting specific cultural features and customs.

The dialogues here are just examples of using dialogues grids, so the writer hopes that the teachers will be able to create some other dialogues using dialogue grids.

7.1 Time Orientation

We always deal with time in our daily life. It will be better if we can manage our time carefully. We sometimes make appointments with our friends to attend social events or invitations. Being on time is important.

¹Julia Dobson, 'Dialogues: Why, When, and How to Teach them', Teaching English Forum, Volume XIII, number 1 and 2, 1975, p. 55.



If we are late for an appointment or invitation it is considered to be disrespectful of other persons or people that you keep waiting.

The dialogue below is just an example for students to practice speaking that deals with time.

Situation: A conversation between two classmates or husband wife, or brother and sister, etc.

Going to a Concert

A : What time does the concert begin?

B : It begins at 8:30 pm.

A : Oh my God. I think we are going to be late.

B : Why? What time is it?

A : It's 8 o'clock and we have to go right now.

B : Sorry. I can't leave now. I'm taking a bath.

A : But please try to hurry up.

I don't want to be late for the concert.

B : OK! Just a minute.


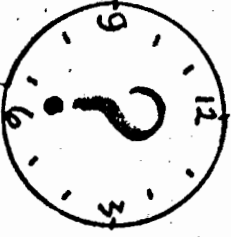
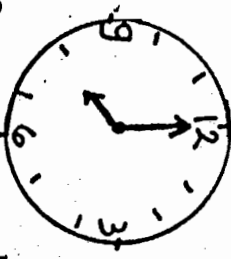
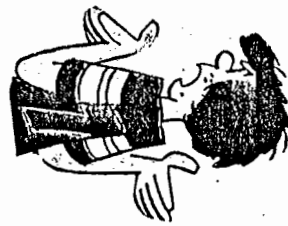
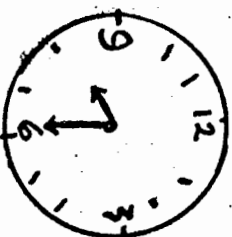

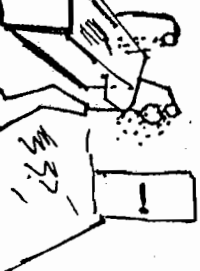
A : Are you ready?

B : Yes. Let's go.

Vocabulary items

<u>Concert</u>	taking a bath	8:30/8:00
meeting	putting on my shoes	7:15/6:45
party	having dinner	7:00/6:30
English class	looking for my dictionary	7:30/7:00

Note: The teacher can make variations by changing the underlined words or phrases with the words or phrases above to change the situation.

	 <p>CONCERT-BEGAN</p>	<p>late!</p>	 <p>Go right now!</p>	<p>Hurry Up!</p> <p>Late</p>	<p>ready?</p>
		 <p>Why?</p>	 <p>Now</p>	<p>Just a moment</p>	<p>Yes.</p> <p>Let's go</p>

7.2 Showing Direction

This unit provides students with some basic information about how to ask for and show direction. So the objective of this unit enables the students to show and ask for direction.

Situation: Between two students or a foreigner and a student on Sudirman street (in front of Gramedia)

'How do I get to the gas station?'

A : Excuse me. How do I get to the gas station?

B : Yes. Go along Sudirman Street!

A : Go along Sudirman Street.

B : Turn right down Simanjuntak Street.

A : Is it on the left or on the right?

B : It is on the left. It is about 30 metres.

A : Thank you very much.

B : You are welcome.

Vocabulary items

Department store

between bank and beauty shop

Church

near bakery

Supermarket

opposite hardware store

Bookshop

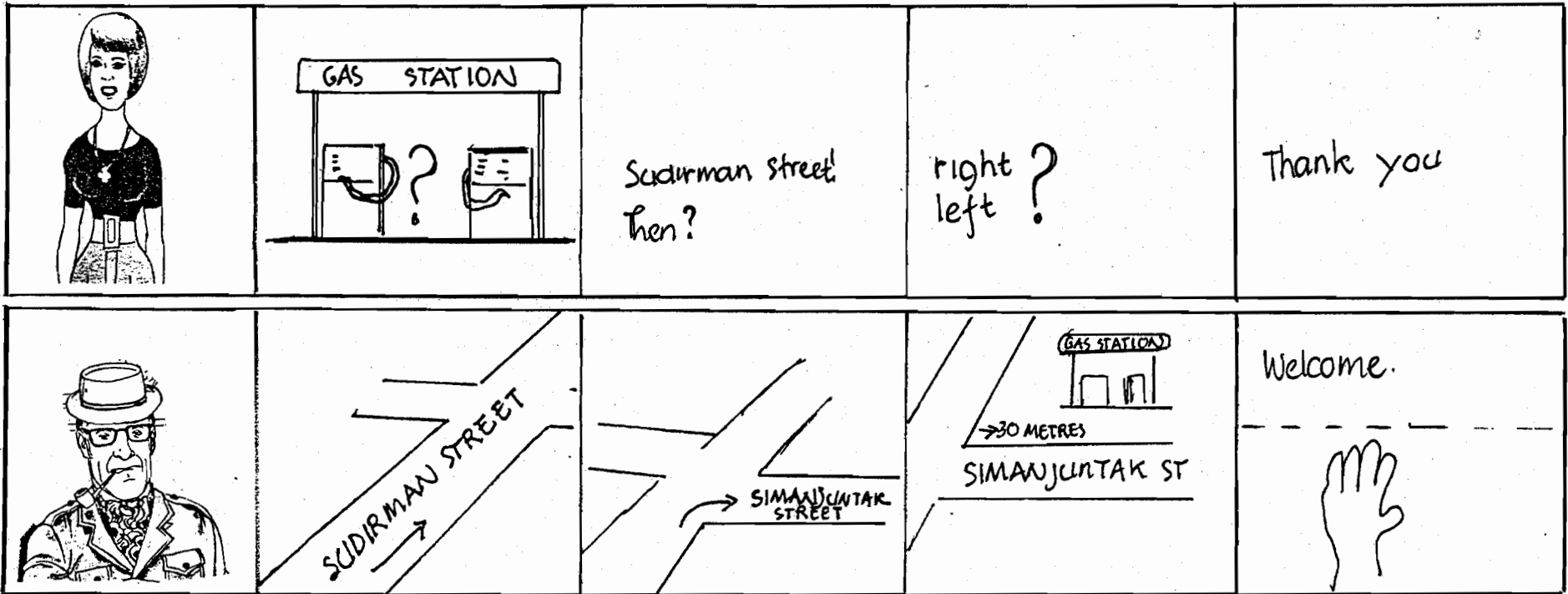
next to restaurant

Consert hall

across from hospital

Barber shop

opposite English course



7.3 Transportation

When we want to go somewhere by local bus, especially when the bus we get on does not pass our destination we should transfer to another bus. Because of this, the writer provides dialogues to let the students practice asking information how to transfer to another bus.

Situation: Between two students or a student and driver.

The dialogue takes place in front of Wisma Realino ('Students' Boarding House)

Transfer, Please!

A : Excuse me. How do I get to Magelang Street?

B : Take either number four or eight bus.

A : Do I need to transfer?

B : Yes, you need to transfer to the number six bus at Bunderan.

A : How much is the fare?

B : Only Rp 125,00

A : Thank you very much.

B : You are welcome.

Vocabulary items

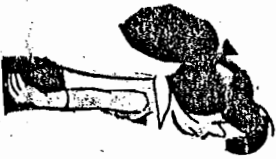

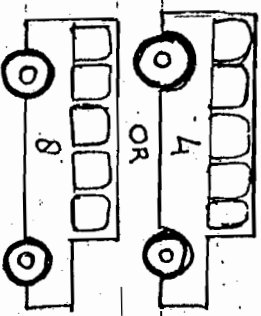


Magelang Street

Sultan's Palace

Gembiro Loka Zoo

Seni Sono Art Gallery

Terang Bulan Batik Shop

	Magelang Street ?	transfer ?	Rp....?	Thank you
		Yes  at Bundaran	Rp 125	

ts

Buses, trains, and planes are common ways to travel. Generally, we buy tickets first at the station or at a travel agency before we go. In this dialogue the writer will emphasize on practicing how to buy tickets besides presenting some vocabulary items like one way and round trips tickets.

Situation: Between a travel agen and a customer at the station or a travel agency.

Purchasing tickets

A : Good morning sir. Can I help you?

B : Yes. Are there any flights to Medan tomorrow morning?

A : Yes, there is only a flight to Medan tomorrow.

It is Garuda Indonesian Airways.

What kind of tickets do you want, sir?

B : How much is a one way ticket? And how much is a round trip ticket?

A : A round trip is Rp 225.000,00

A one way is Rp 125.000,00

B : Please give me a round trip ticket!

A : That is Rp 225.000,00, please!

B : Here you are.

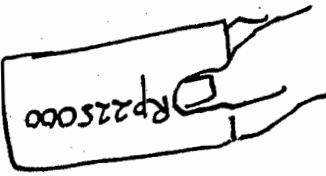

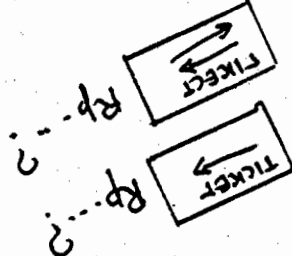
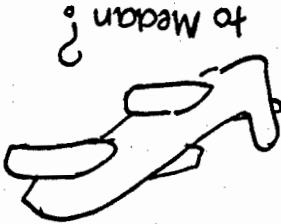

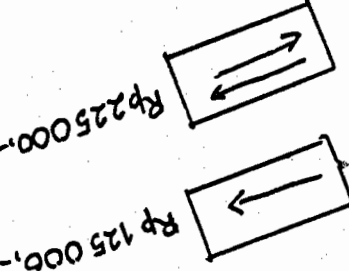
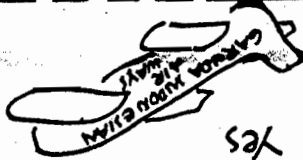
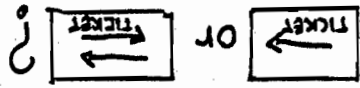


Vocabulary items

a one way ticket

a round trip ticket

a single ticket

a return ticket

				
<p>Rp225.000</p>		<p>Yes</p>  <p>OR</p> 	<p>Good Morning</p> 	

7.4 Health

This unit provides students with some basic language used at the doctor's office and expressions needed to make appointments when they or their family members are sick. The objectives are to enable students to give information about injury and illness, to respond to instructions during a medical exam, and to make appointments.


Situation: Between a patient and a receptionist at the reception office at the doctor's office.



Making an Appointment with a Doctor

- A : Can I help you?
 B : I'd like to see Dr Budi, please.
 A : Do you have an appointment with him?
 B : No, I don't. But can I see him today?
 A : How about tomorrow at 6:30 pm?
 B : That's all right.
 A : Can I have your name, please?
 B : Fransisca.
 A : How do you spell it?
 B : F-r-a-n-s-i-s-c-a
 A : Thank you.
 B : Welcome. See you tomorrow.

Vocabulary items

Appointment	Today
	this evening, etc.

	?	Appointment?	tomorrow at 6 30 PM?	Name?	Spelling?	thank you
---	---	--------------	-------------------------	-------	-----------	-----------

	Dr Budi	Appointment to day?	OK	Francisca	F-r-a-n-s-i-s-c-a	
--	---------	-----------------------------------	----	-----------	-------------------	--

Situation: The following conversation is between a patient and a doctor at the doctor's office. After making an appointment, the patient goes to see him.

At the Doctor's Office

A : Good morning, Doctor.

B : Good morning. Please sit down.

How do you feel?

A : I have been having problem with my head.

B : How long have you been having such a problem?

A : For about three days.

B : Have you ever had such a problem before?

A : No, never.

B : Have you been eating OK?

A : No, Doctor since my headache began to bother me.

B : OK. Let me listen to your chest.

A : What's the problem, Doctor?

B : You have a fever.

A : Fever, Doctor?

B : Yes, you have a fever. So stay in bed.

Don't smoke and don't drink ice.

A : Yes. Thank you, doctor.

Vocabulary items

<u>Head</u>	<u>Headache</u>	<u>2 days</u>
Stomach	Stomachache	3 days
Tooth	Toothache	a week
Throat	Sore throat	5 days

Noun + ache

Backache

Toothache

Stomachache

Headache

Sore + noun

Sore eye

Sore arm

Sore leg

Sore throat

Blood pressure

Heart attack

Runny nose

Stuffy nose

Fever

Flu




Adjectives





dizzy

Weak

Pale

Sick

	Good Morning		3 days	Never	No Since 	Problem?	fever?
---	--------------	---	--------	-------	---	----------	--------

	 Feeling?	How long?	 before?	Sleeping OK?		fever!	Yes. -----  ICE
--	---	-----------	---	-----------------	--	--------	--

7.5 Shopping

Clothes are very essential in our lives beside food. People shop for clothes in different kinds of stores, at regular department stores with fixed prices, at thrift shops that sell clothes at greatly reduced prices.

Fitting rooms are provided at department stores that sell clothes, so customers can be certain that they are buying the correct size. The objective of this topic enables the students to practice how to buy clothes at department stores.

Situation: Between a customer and a sales lady or a sales man at the department store.

At the Department Store

A : May I help you?

B : I'm looking for a pair of pants.

A : What size do you wear?

B : I'm not sure but I think I take a size 29.

A : Here you are.

B : I think they are too small.

Do you have any pairs of pants that are a little bigger?

A : Yes, of course. Here you are.

B : Can I try them on?

A : Yes, of course.

B : Where is the fitting room?

A : It's over there. On the right.

B : Thank you.

Vocabulary items

Man's clothes

a pair of pants

a pair of socks

a pair of gloves

a pair of briefs

a shirt

a T-shirt

a sweater

a bathrobe

a tie

a belt

Woman's clothes

a pair of panties

a pair of stockings

a blouse

a skirt

a slip

a nightgown

a handkerchief

a dress

a bra

a scarf

Adjective

small - smaller

large - larger

loose - looser

tight - tighter

light - lighter

dark - darker

Note: We can also teach some separable or in separable
two word verbs related to this topic.

Try on

Look for

Pick out



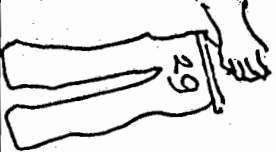
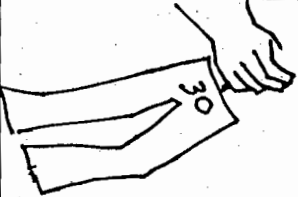
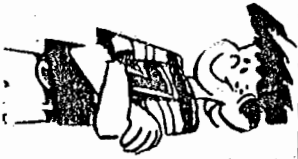

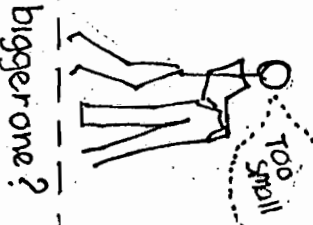
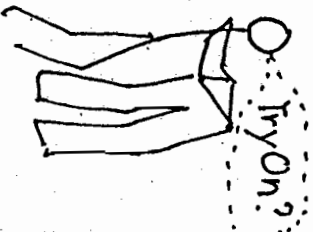
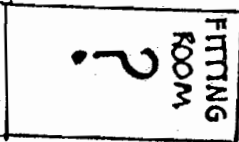
Give back

Look through

Bring back

Bring back

Etc.

		Size?			Sure!	There On the right
		29	 bigger one?	 Try On?		Thank you

7.6 Food

This unit provides students with some basic language needed to describe kinds of food at a restaurant, to obtain change, to tell someone how to get to a restaurant, and to purchase food.

Situation: Between a tourist and a student at Mangkubumi Street.

7.6.1 Going to a restaurant

A : Excuse me. Are there any good restaurant in Yogya?

B : Yes. What sort of food do you like?

A : Well, I prefer American food.

Are there American restaurants near here?

B : Yes, there is a good one on Malioboro Street.

It is Colombo's

A : What are prices like?

B : I think they are not too expensive.

A : Is it far from here?

B : I don't think it is. Take the number four bus.

A : Where should I get off?

B : Get off at the Mutiara Hotel. The restaurant is.

B : Across from it.

A : Thank you very much.

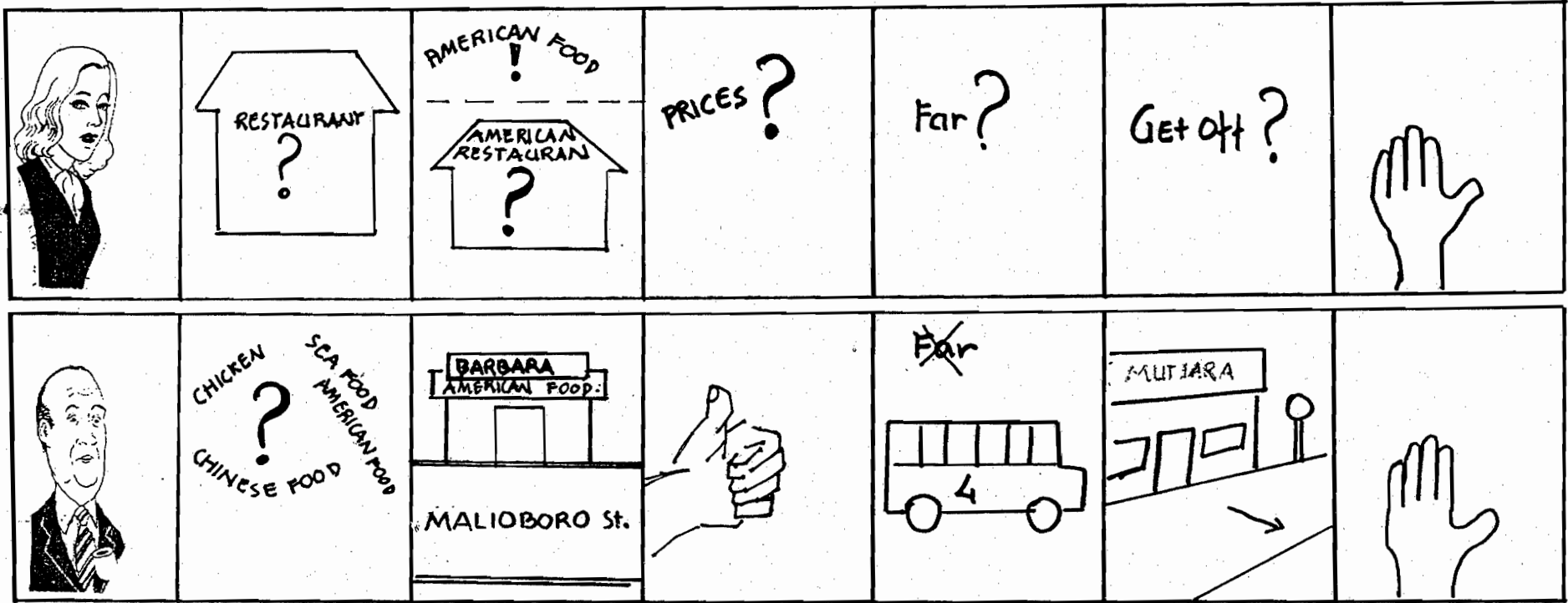
B : You are welcome.

Vocabulary

Indonesian food

Chinese food

Italian food



Situation: The conversation takes place at an American restaurant between a tourist and a waitress.

7.6.2 At the Restaurant

A : Can I help you?

B : Yes. Can I see the menu?

A : Oh I'm sorry. Here you are.

----- (wait for a moment)

Are you ready to order?

B : I'd like French fries, soup, and fried chicken.

A : What would you like for dessert?

B : I'd like ice cream, please.

A : What would you like to drink?

B : Please give me coke!

A : Anything else?

B : No, thank you.

Vocabulary

beverages

dessert

sea food

7 Up

cocktails

shrimp

coke


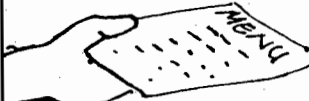
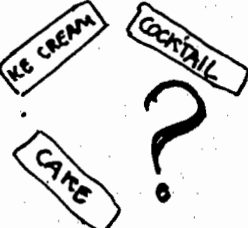





ice juice

crab

sprite

lemon juice

fish

	<p>?</p>	 <p>order?</p>	<p>Dessert ?</p> 		<p>Anything else</p>
		<p>Yes.</p> <ul style="list-style-type: none"> - Fried chicken - French Fries - soup 			<p>No. thank you</p>

Situation: The conversation takes place at a restarurant
between a customer and a cashier.

7.6.3 Obtaining Change

A : Can I help you?

B : Yes. Do you have change for ten thousand rupiah?

A : Yes, I do. How do you want that?

B : I want a five thousand bill, four a thousand bills,
and ten a hundred coins.

A : Here you are.

B : I am sorry. I don't think you gave me the right
change. A hundred rupiah more please!

A : Oh I'm sorry. Here you are.

B : That's all right. Thank you.

A : You are welcome.

B : Good bye.

Vocabulary


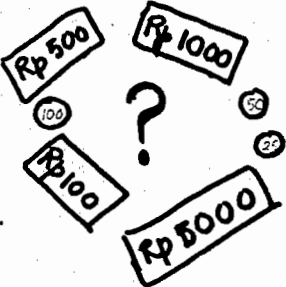
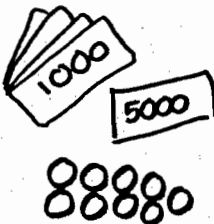
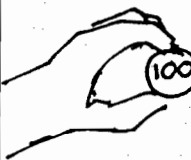




a ten thousand bill

a five thousand bill

five five hundred bill

a one hundred coin

a one hundred bill

	<p>?</p>		<p>Here you are</p> 	<p>Sorry</p> 	
	<p>Change for Rp 10000</p>	<p>4 Rp 1000 1 Rp 5000 10 100</p>	<p>RIGHT CHANGE</p> 	<p>That's all right</p> 	

7.7 At the Post Office

In this unit, students will learn the language necessary for making purchases in the post office. Students will learn how to send packages or letters. Community services such as post offices are important for them to know.

Situation: This dialogue takes at the post office between a postal clerk and a customer.

7.7.1 Purchasing Postal Items

A : Good morning.

Can I help you?

B : Yes. I'd like to buy ten one hundred rupiah stamps.

A : Anything else, sir?

B : Yes, ten envelopes, please!

Do you have any aerogrammes?

A : Yes. How many do you need?

B : Give me ten aerogrammes, please!

A : That's Rp 2400,00, please.

B : Here you are.




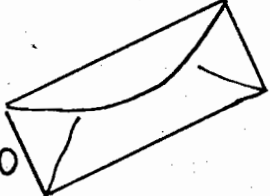
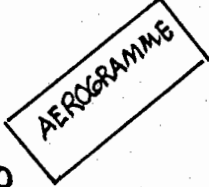
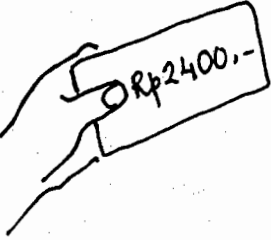
Vocabulary

envelope

stamp

aerogramme

money order

	<p>Good morning ?</p>	<p>Anything else?</p>	<p>Yes. 1 2 8 ? 6 10 5</p>	<p>Rp 2400,- please!</p>
	<p>10 </p>	<p>10  ----- AEROGRAMME ?</p>	<p>10 </p>	<p></p>

Situation: The dialogue takes place in the post office between a postal clerk and a customer. The customer is going to send a package to England.

7.7.2 Sending a Package

A : Good morning, sir.

Can I help you?

B : Yes.

I'd like to send this parcel to England.

A : By air mail or by sea mail?

B : I'd like by air mail, please.

A : Do you want to register it?

B : Yes, please.

A : Just a moment.

I have to weigh it.

B : How much?

A : That's Rp 7500,00

B : Here you are.



Vocabulary



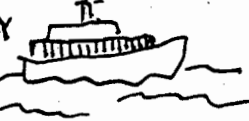


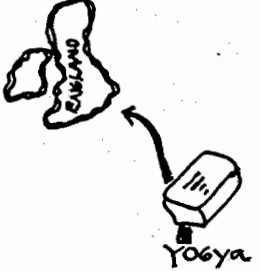

parcel

package

letter

register

insure

	<p>Good morning ?</p>	<p>by  or by </p>	<p>register ?</p>		<p>Rp 7500,-</p>
		<p>by air mail</p>	<p>yes.</p>	<p>Rp. ?</p>	

7.8 Employment

In this unit, students will learn the language necessary for looking for a job. Students will learn how to describe their experience and how to answer the questions during interviews. In addition to this, it is important to be able to describe their educational background as well.

Situation: This dialogue takes place at the reception between a guest and a receptionist.

7.8.1 Looking for a Job

A : Excuse me.

I'd like to see the personnel manager.

B : Do you have an appointment with him?

A : Yes, I have an appointment with him at 8:30 am.

B : Can I have your name, please?

A : My name is Budhi Dharmawan.

B : Oh yes. Come this way please.

It is room 23.

A : Pardon me?

B : It is room 23.



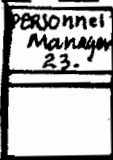
Vocabulary

personal manager

chief accountant

secretary

typist

	<p>Excuse me. Personnel manager?</p>	<p>Yes. at 8:30 AM</p>	<p>Budi Dharmawan.</p>	<p>Pardon?</p>
	<p>appointment?</p>	<p>Name?</p>	<p>Oh yes. this way</p> 	<p>No 23.</p>

Situation: The dialogue is between a personal manager
and an applicant in an job interview.

7.8.2 A Job Interview

A : Good morning, Mr Budhi Dharmawan.

B : Good morning, sir.

I'm looking for a job.

A : Have you worked in an office before?

B : Yes, sir.

I worked for the Niage Bank from 1979 to 1980.

A : Are you married?

B : Yes, sir.

I have two children.

A : May I see your papers?

B : Yes, of course.

Here you are.

A : Oh, you have got a lot of experience.

I'm glad. Can you start next week?

B : Certainly, sir.

Thank you.

Vocabulary




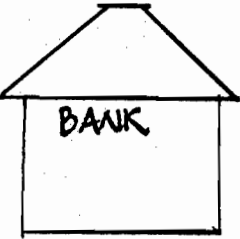

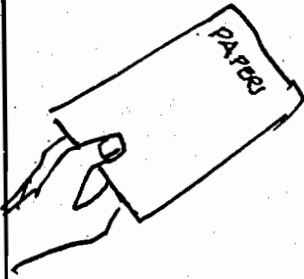
interview

married

single

sir/madam

A job interview

	Good morning	Experience ?	Married ?	Your paper ?	 ----- START nextweek?
	Good morning a job !	yes. 	yes. 		yes. Sir thank you.

7.9 Hotel Room Reservation

Situation: Between a tourist and a receptionist. The dialogue takes place at the reception of the Mutiara Hotel. The tourist needs a single room with bath. He wants to stay for two nights or possibly three nights.

7.9.1 Reserving a Room at the Mutiara Hotel

A : Good morning, sir.

Can I help you?

B : Yes, I'd like to reserve a single room with a bath.

A : When will you be staying, sir?

B : December 1.

A : How long will you be staying?

B : Two nights or possibly three.

How much do you charge?

A : It is Rp 25.000,00 per night.

Would you please fill in the form?

B : Yes. Thank you.

Vocabulary




Reserve (US)

Book (British)

Charge

Possibly

Fill in

	<p>Good morning</p> <p>?</p>	<p>When?</p>	<p>one nights two nights ? four nights a week</p>	<p>Fill in!</p> 
	<p>a single room with bath</p>	<p>December 1</p>	<p>2 nights or possibly three.</p>	<p>Yes. Thank you.</p>

CONCLUSION

So far we have talked about the background why the writer is interested in writing this paper, that is teaching speaking through dialogue grids which is based on some experiments either in some Vietnamese refugee English classes or in some English courses and observation in some high schools.

The situations the writer found in some English classes brought some serious problems to the students in learning spoken language for communication. The students lost their interest because the activities they did in class were just listening and repeating what the teacher read and performing dialogues in front of the class. They were dissatisfied with the situations. We, therefore, talk about dialogue grids which contribute changes to classical ways of teaching dialogues.

Students in speaking classes will not learn to speak fluently merely by hearing a speech, although it is important in familiarizing them with acceptable forms of code. The English teacher will need to give students many opportunities to practice the speaking skill; he will need to use his imagination in devising situations which provoke the students to the use of language in the use of language in the expression of their own meaning, within the limits of what they have been learning.

Dialogue grids can give students opportunities to speak more and new situations in learning oral communicative forms of English materials. The symbols in dialogue grids will attract student's attention to a more active process since they have to find the utterances represented by the symbols. The dialogue grids can avoid the students from memorizing sentences in dialogues for they only see symbols in dialogue grids. More over, a symbol can represent more than an utterance.

In discussing dialogue grids, the writer find possible advantages; there are interactions among students and between the students and the teacher either in pair or group activities. In group activities we can see peer correction and peer teaching. The sense of involvement makes them do their best to make progress. Here it is not the teacher only who possesses the information, but all students can become the sources of information.

The teacher can develop the student's communicative competence through dialogue grids by social formulas, community-oriented tasks, problem solving activities, and role play. Through these activities the writer hopes that the students will be able to establish social relation, seek and give information.

Nevertheless, not all dialogue grids are helpful for teaching spoken language. Good dialogue grids are usually able to bridge controlled practice to communication, give students cultural information, and become means of teaching

aspects of language. In dialogue grids there is a balance between the first and the second speakers; both of them have equal chance to speak.

The writer hopes that the suggested materials given will be helpful either for the students or for the teacher since dialogue grids focuss on common situation, revolve around specific grammatical items, and highlight specific cultural features and customs.

Finally we come to the procedures of presenting dialogue grids which the writer suggests. Of course the English teacher can change the order of the procedures as far as it is appropriate for the students. The suggested procedures are presentation of introducing topic-related vocabulary, presentation of topic related sentence patterns, presentation of dialogue grids, and role play activities.

APPENDIX

Examples of Grids' Materials Based on the New Curriculum

Topic : Health

Language function : How we express regret on hearing something unpleasant.

Situation : A dialogue between two close friends.

A : Hey! What's the matter with you?

B : I have a broken arm.

A : How awful! How did you do that?

B : I fell as I was riding on my bike.

A : What a pity!

B : Unfortunately I means I can't play football.

A : I' so sorry to hear that.

B : ...

Note: The teacher has to encourage the students to use the following remarks.








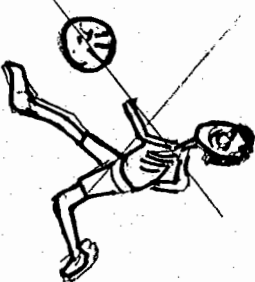

- I'm so sorry to hear that

- I'm sorry that

- What a pity

- How awful

- etc.

	
	
	
	
<p data-bbox="981 1747 1109 1993">I'm sorry to hear that</p>	

Topic : At the Restaurant
Language function : Making Excuses
Situation : A dialogue between a waitress and a customer.

Waitress : Good evening, sir.

Can I help you?

Customer : Could I have ice cream, please?

Waitress : I'm terribly sorry. We haven't got any ice cream left.

Customer : Well, could I have orange juice?

Waitress : I'm so sorry. We haven't got any orange juice either.


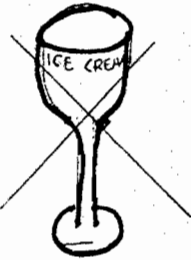

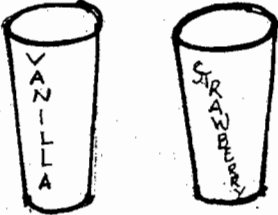


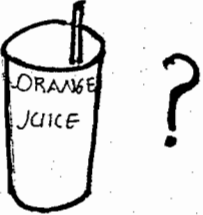
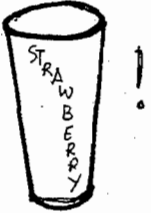
Customer : Then what have you got?

Waitress : We've got Vanilla and strawberry.

Customer : I'll have Vanilla.

Note: Instead of saying I'm sorry, the students can say

- I'm very sorry.
- I'm terribly sorry.
- I'm so sorry.
- I do apologize.

	<p>Good Evening</p> <p>?</p>			
			<p>?</p>	

Topic : Classroom Expressions
Language function : How to ask for permission to borrow something and how to refuse it politely.
Situation : A dialogue between to students in class.

A : Have you got a

B : Oh, yes.

A : May I borrow it for a moment, please?

B : Of course. Here you are.

A : Thank you.



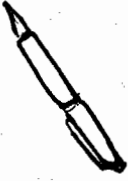




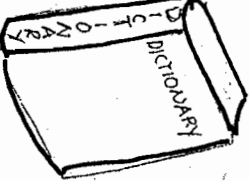

May I borrow your dictionary?

B : I'm sorry. I'm using it.

Teacher's note: Instead of saying Of course, the teacher can encourage the students to use some other expressions like

- By all means
- Yes, you can
- Certainly
- Yes, of course.
- Sure.

He can explain which one is formal and which one is informal to the students.

	
<p>yes</p>	 
	
	 

Topic : Looking for a Job
Language function : Making polite request
Situation : A dialogue between a receptionist or
a secretary and a guest.

Secretary : Good morning, sir.

Can I help you?

Guest : Good morning.

My name's Budi

May I see the personnel manager?

Secretary : I'm sorry sir.

You can't see him now.

He is in Jakarta.

Would you come here next week?

Guest : Yes. Can I come here on Tuesday?

Secretary : I'm sorry sir. You can't see him on Tuesday.

Could you come here on Friday?

Guest : Yes.


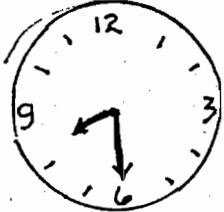




What time can I come here?

Secretary : Please come here at 8:30 a.m.

Guest : Thank you.

See you next week.

Note: The teacher has to explain the difference between
formal and informal requests.

	<p>Good Morning</p> <p>?</p>	<p>PERSONNEL MANAGER</p> <p>in Jakarta</p> <p>NEXT WEEK ?</p>	<p>TUESDAY</p> <p>FRIDAY</p>	
	<p>Good Morning</p> <p>BUDI !</p> <p>Personnel Manager?</p>	 <hr style="border-top: 1px dashed black;"/> <p>TUESDAY ?</p>		

Topic : Making a telephone call
 Language function : Making excuses and greetings.
 Situation : A dialogue between a secretary and
 a caller?

Secretary : Hello.

Niaga Bank.

Can I help you?

Caller : Could I speak to Mr Harahap?

Secretary : Just a moment, please.

Caller : Thank you.

Secretary : I'm sorry. He is out.

Could you call back at 3:30?

Caller : That will be all right. Thank you.


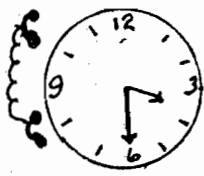

Note: Instead of saying 'I'm sorry' the teacher can encourage the students to use some other expressions like: I'm terribly sorry.

I'm afraid you can

Sorry.

For further practice, the teacher can use the following board about who is in the office and who is not.

IN	OUT	BACK AT
Mr Harun	-	-
	Mr Harahap	3.30 p.m
	Mr Budi	4.30 p.m
	Mr Antonius	4.45 p.m

	<p>Hello Niaga Bank ?</p>	<p>JUST A MOMENT</p>	<p>Sorry Out !</p> 
	<p>MR HARAHAP ?</p>	<p>—</p>	<p>ALL RIGHT</p> <p>—</p>

Plantar I, P. O. Box 21, Tanjung Pinang, Indonesia Telp. 21659 Cable : Savchild Tanjung Pinang

July 23, 1984

To Whom It May Concern:

Y.E. Budiyanas has worked as a teacher in the Intensive English Language Program at Galang Refugee Camp since July, 1983. Galang is a Refugee Processing Center Funded by the United States government and administered by a consortium of Save the Children and the Experiment in International Living. The program provides training in American language and culture to Vietnamese and Khmer refugees who have been accepted for resettlement in the United States.

Budiyanas is responsible for teaching English as a Second Language to adults of varying ability. He teaches four and a half hours a day and attends two hours of teacher training daily. He plans lessons, develops materials and expands the language taught in our competency-based curriculum. In teacher training sessions, he receives a thorough background in techniques for teaching various language skills (grammar, speaking, listening, pronunciation) as well as error correction, student-centered teaching and various aspects of Vietnamese and American culture. As part of his training, his supervisor observes him once a week and gives regular feedback sessions dealing with specific, class-related issues.

As a teacher in the program Budiyanas takes his job seriously and carries out his many responsibilities conscientiously. He has adapted quickly to the demands of the program and has consistently proved to be a reliable member of our teaching staff. He is responsible, capable and cooperative and has always been receptive to suggestions for improving his performance.

It has been a pleasure to work with Budiyanas, and I am happy to recommend him for any ESL teaching position.

Yours truly,

Elaine Dow

Elaine Dow
ESL Coordinator

ED/AF



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in International Living



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July 17, 1984

To Whom It May Concern:

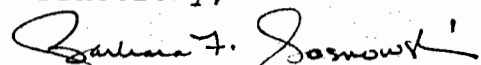
Y.E. Budiyanana had been employed by the Consortium of Save the Children and the Experiment in International Living as an ESL teacher in the Intensive English as a Second Language program from July, 1983 to July 1984. The Consortium combines the technical expertise of Experiment in International Living and the financial support of Save the Children Federation to create a twelve week educational program for Indochinese refugees who are awaiting resettlement in the United States.

Working primarily with Vietnamese adults, Budi taught 22.5 hours per week; he had experience teaching beginning and intermediate in our program. In addition, he participated in daily teacher training sessions that focused on classroom techniques and activities, and ESL teaching/learning methodologies.

As Budi's immediate supervisor, I have had the opportunity to observe his classes regularly and work closely with him on a daily basis. I was impressed with both his class management and teaching skills. His dynamic classroom presence and dedication to his students encouraged and facilitated their language learning experiences. In addition to carrying out his teaching responsibilities, Budi was an active and valuable participant in the teacher training sessions; he was eager to articulate and share ideas with other members of the teaching staff.

I found Budi to be a diligent and cooperative colleague who would be an asset to any professional staff. I would highly recommend him for a position with your organization.

Sincerely,



Barbara F. Sosnowski
IESL Supervisor

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