

SIMPLE VISUAL LANGUAGE TEACHING MEDIA

Teaching English With Joy



A Thesis

Presented to
the Department of English
SANATA DHARMA
Teachers Training Institute

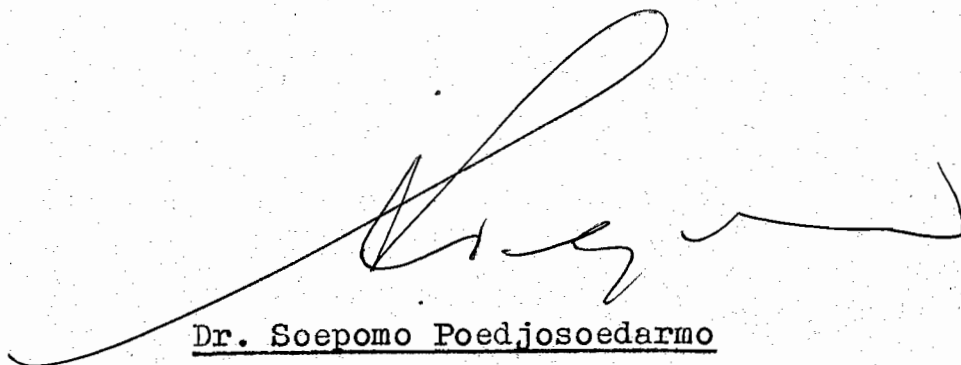
In Partial Fulfilment
of the Requirement of the
Sarjana Degree



by
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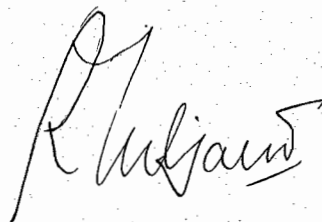
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ABSTRACT

The fact that media have not been used by English teachers at high schools is probably one of the factors supporting the failure of achieving the curricular objectives, because media are one of the important elements in the instructional system. Chapter I describes the background, the objective, the scope, and the methodology of writing this thesis.

Reviewing or drilling the previous lessons is sometimes a problem for teachers because they have to find a proper technique to keep the students interested in doing the classroom activities. Bingo offers the solution of this problem. However, it can also be used as a means of testing the students' comprehension. All of these will be talked in chapter II.

Chapter III provides a description of the making-up and the use of rods and the silent way technique, which changes the teacher's role of becoming the centre of the class and places the students into that position. Many controlled and less-controlled activities can be conducted by using rods.

Is culture necessary to be taught to Indonesian students ? It is probably yes especially for those who want to study overseas. A technique for teaching culture by using puppets is presented in chapter IV.

The last chapter (chapter V) is about pictures, the very useful teaching media which can be used at all levels of study and for any language skill. Finally, this thesis is ended with an appendix which contains some pictures for illustrating some techniques already mentioned in the previous chapters.

CHAPTER I

INTRODUCTION

The using of media in the learning-teaching process is, of course, objective oriented. It means that media are used as the help to gain the instructional objectives, the specific and the general ones, and finally the higher objective of the instruction as stated in the curriculum. However, this thesis will not talk about the curriculum, nor its objectives. The reason for this is, according to the writer, the curriculum might change while the topics or materials to be taught remain the same from time to time. As the example, "gerunds" is found both in Kurikulum SMA 1975 and Kurikulum SMA 1984.

Generally speaking, the result of teaching English at SMA in Indonesia is not satisfying yet. The objectives are not successfully achieved. What factors make this condition? There are not enough papers or books talking about it. Therefore, it is certain that most teachers of English, especially in high schools, have not used media in their teaching. Is it one factor causing the failure? It is probably yes. So, it is for the teachers of English this thesis is written in order to equip them with knowledge about media, and to encourage them to use media in their classes.

In the modern century as nowadays, equipments with high technology have penetrated to any field of life. In education as well, modern technology leads to the new discoveries of language teaching media. However, with a firm

conviction that none of media is the best and they are not an end in themselves, the writer still sees the usefulness of studying the simple media. There are many simple media she was familiar with such as cubes (structure and vocabulary cubes), time domino, snakes and ladders, charts, maps, dialogue grids, rods, bingo, pictures, and puppets.

Cubes are tangible objects made of manila paper with some writings on their sides for practicing the patterns or with some pictures for practicing vocabulary. Time domino are used to practice reading time (digital and non-digital), and also to practice "past/to" phrases. This kind of media can be made of plastic or heavy paper. Except bingo, we can also use snakes and ladders game for practicing numbers. By combining it with cards, we can manipulate it to practice some language patterns. The cards, on which we write the questions by using the patterns we want to practice, function as the dice. Thus, instead of throwing the dice, a student just draws a card from the pile and he will find the number, which show how far he can make a progress, on the upper right corner of the card. To practice giving direction or locating places, maps are very helpful. Blind maps will encourage the students to think and listen to each other, because they can get the information only from their friends in the group. Charts are usually used to show parts of something or a process of something. For the last case, that is to show a process, we call them "flow charts". To elicit the students to speak we can make use of dialogue grids. On the dialogue grids, the students can

find some pictures or writings, but not sentences, as the clues to construct the dialogue. Further description of those media can be seen in America In Sight (Fred Ligon and Herman S.K., 1982), Language Teaching Games and Contest (W.R. Lee, 1979), Games and Butterflies (Katherine Kennedy and Ellen Sarkisian, 1979), and other books as it is shown in the bibliography.

I.A. Background

In fact, media have not been used by high school teachers yet, or if they have - the percentage of using them is extremely small. It guides the writer into a question : what can make the teachers of English do it ? Is it because of their lack of knowledge on media ? Are media so complicated that they cannot operate them by themselves ? Or is it because of the time which does not enable them to use media in their classes ? If the last case is the reason of not using the media, it is not relevant. It is only a matter of allocating time - a task, the teachers are demanded professionally to be able to carry out. Moreover, the using of media is not merely for reviewing, but presenting the lesson as well. Thus it can function as a technique replacing the old traditional one, namely "lecturing".

Recently, there is a tendency of people's way of thinking to be technological oriented. Everything which belongs to the modern technology is regarded the best. As the consequence, the using of modern language teaching media such as OHP, TV, films, slides, or language laboratories becomes the preference. Then, schools which are not capable

of supplying those modern facilities entirely neglect the using of media, even the simplest ones. In such a geographical condition as in Indonesia, it seems difficult to operate those modern media in all regions. Besides they are expensive, there are not enough skillful operators in those regions.

To show how important the using of media is, the writer would like to point to column 9 of Garis-Garis Besar Program Pengajaran - Mata Pelajaran Bahasa Inggris of Kurikulum SMA 1984. It is stated there some media which should be used for teaching such as OHP, pictures, flash cards, flanel boards, or flip cards.

In the previous description, the writer mentions some simple media she was familiar with. However, in this thesis she will only present four simple visual media, namely bingo, rods, puppets, and pictures. The reasons for this are first because they are easy to make and to operate. Secondly, they - especially bingo and rods - are not familiar yet in Indonesia. And the last reason is because of the limited time and space to collect data of all of those media.

I.B. Objective

The objective of writing this thesis is to present a description of several language teaching media, especially the simple visual ones namely bingo, rod, puppet, and picture. They are chosen because they can be used for presenting as well as reviewing the lesson. Hopefully, it will be able to supply teachers with knowledge on media and en-

courage them to use media in their teaching so that the objectives of the instruction can be obtained successfully.

I.C. Scope

The description of the media mentioned before includes the inventory which consists of the meanings, the types, and the resources, then the procedures of producing or making the media, their use in English class which is directly related to the materials they can practice with, their advantages and disadvantages, and finally the storing.

I.D. Methodology

This thesis is written on the basis of the writer's practical experience in teaching English to Indochinese refugees at Galang Refugee Camp, Riau - Indonesia. During her teaching there, she preferred teaching the middle and low level students where she got the experience of using many kinds of visual media, though in this thesis she just can present four simple visual media.

To support her ideas of exposing those four media she searches the data from the reference books and from some of her friends.

CHAPTER II

BINGO ACTIVITIES

Bingo is a simple language game. It is very easy to make, but it is not less challenging and amusing than other language games. Because of its flexibility we can manipulate it to practice many language items such as numbers, letters, time, money, synonyms, antonyms, spelling, or pronunciation. This game is applicable for the elementary to advanced level students, even for the literacy class. The number of students in class will not be a problem because it can be played individually or in groups.

II.A. The Inventory

What does bingo mean ? From some outstanding dictionaries we can get the meanings of bingo as follows :

"(interj) Used to announce an unexpected event.
(n) A game of chance played with cards having numbered squares corresponding to numbered balls drawn at random and won by covering five such squares in a row."¹

"(sl) An expression of joy at a sudden result.
(n) A game played for money or prizes by covering rows of numbered squares on a card."²

"A form of lotto in which the player who first covers all numbers on his card wins the money staked."³

Both Webster and Longman dictionaries give quite similar definitions of bingo as a noun as well as as a slang or an interjection. As a slang or an interjection the meaning of bingo is related to the procedures of playing the game in

¹ Webster's New Collegiate Dictionary, pp 109.

² Longman Dictionary Of Contemporary English, pp 93.

³ Oxford Illustrated Dictionary, pp 76.

which a player has to shout "Bingo" loudly when he succeeds in covering five or four squares, according to the rule determined before, in a row horizontally, vertically, or diagonally. This, of course, can be regarded as an unexpected event for other players because a game is a competition and a player's win means the other players' loose.

From the definition given by Oxford Illustrated Dictionary, we find a term "lotto". It is another language game. It needs no defense that lotto and bingo are similar to each other. The difference between them lays on the number of squares that should be covered by a player to win the game. In lotto game, a player wins the game if he successfully covers all numbered squares on his board; while in bingo game he should cover five or four squares, according to the rule, in a row horizontally, vertically, or diagonally. However, sometimes there are some teachers who adapt the rules of lotto to bingo game.

How can we get this kind of teaching aid ? In United States of America, Singapore, or other countries this kind of game can be found in game stores because it is commercially published. In Indonesia, I think, it is not familiar yet. English teachers, or any language teachers, rarely use it as an aid in their teaching. That is why bingo is difficult to find in markets or stores in Indonesia. Perhaps, it is because of the objective that English is taught as a second language which demands the students to master the passive skill, namely reading comprehension. Other reasons of not using bingo are the teaching technique and the contact

hour. Generally speaking, the teaching technique which is done by English teachers at high schools is lecturing, the traditional one, which requires minimum teaching aid. Time is a very important aspect in teaching. The limited contact hours in high schools, about 3 x 45 minutes per week, demands the teachers to prepare the lesson plan thoroughly, whether the given time allows them to use games or not.

II.B. The Making-Up

As I said before that bingo game is very easy to make. My experience in both making and using bingo proves its usefulness in teaching. Your creativity to manipulate it will give you a great result and many surprising things as you play it with your students. This, of course, will give you a sense of satisfaction because it is your own work.

II.B.1 The Components

Basically, bingo consists of three main components, namely boards, call-cards, and counters. A player or a group of players gets a board bearing squares or grids on it. To make the boards, we can use cardboards, heavy paper, or typewriter paper. Cardboards or heavy paper are better because they will be more everlasting and easier to store.

Bingo can be played individually or in group, both small and large group. Some bingo games such as number bingo, spelling bingo, or vocabulary bingo are better to play individually or small group. Reading comprehension bingo is good for small as well as large group, because in this kind

of bingo game the players need to discuss the answers. This will lead the students to a good cooperation practice.

On the squares of each board we mount pictures or writings such as numbers, letters, words, and so on. One thing that should be remembered is none of the items on a board appear twice. And the items on a board should be much different from those on the other boards to avoid many students winning the game at the same time.

The second main component is a set of call-cards containing all of the items which appear on the players' boards. In this set of call-cards, there is none of the items which appears twice. These cards are put in a box, or a bag, or in a pile on the table. Then the teacher or the leader of the game will take them one by one and says what appears on it out loud. Instead of using a set of call-cards, a list of words or numbers written on a piece of paper can be used. However, if the leader of game is a student, a set of call-cards is more helpful than a list of words.

The last main component is a set of counters. The players use these counters to cover the items mentioned by the leader of the game. As the counters we can use paper clips, buttons, smaller cards, coins, toothpicks, and so on.

Besides those three main components, there are other important components such as pictures, numbers, letters, or words. We can get these things from magazines, newspapers, labels, or other resources. We can also make them by ourselves. It is not so difficult, because we do not need to

make a very artistic work. Simple but clear and communicative work is the ideal. These components are glued on the boards and the call-cards. About these components, the next section will give you a further explanation.

II.B.2 The Procedure of Making Bingo Game

a. Preparation

Before we start making the game, it is better to have everything ready. These following things are what we need in making the game :

- cardboards/heavy paper/typewriter paper.
- cards/a piece of paper/flash cards.
- counters such as coins, paper clips, buttons, smaller paper, toothpicks, and so forth.
- scissors/paper cutters.
- a ruler.
- a pen/a pencil.
- markers.
- glue/paste.
- a box/a bag (optional).

Some notes

Probably, a set of boards for all players in the classroom is too expensive. Then, we can use some pieces of typewriter paper. Using typewriter paper will save our time, because after we make squares on a piece of typewriter paper, then we can simply multiply it by using a copying machine. In order to be everlasting, glue those

pieces of typewriter paper on heavy paper or cardboards. This will also make the storing easier.

To give oral practice to the students, it is better to use a set of call-cards than a list of words or numbers on a piece of paper. As a variation we may use flash cards, too. For example, in vocabulary bingo the leader of the game flashes the flashcards containing pictures of single objects or actions; and the players cover the corresponding items which appear on their boards.

If there is not enough cutout pictures, numbers, or other items, we can use a pen, a pencil, or a marker to draw or write those items.

b. Preparing The Items

What is meant by the items here are for example pictures, numbers, letters, words, or something else depending upon the topics that will be taught. These items are mounted on the boards and the call-cards.

There are two ways to get these items. First, we use cutouts from magazines, newspapers, labels, calendars, or other resources. What should be kept in mind when we cut those items from the resources is that they should be suitable with the size of the call-cards as well as with the size of the squares on the boards. Small items can be mounted on the call-cards or the squares; while the large ones are mounted on the flash cards. The second way is by drawing or writing those items. The drawing or writing does not need to be perfectly artistic. Too much illustra-

tion of the pictures will make the students confused. Using stick figure is a very good, simple, and easy way in making pictures.

Before you are busy cutting or drawing the items, it is suggested to list the items that you need and determine the number of each item. This will guide your work in order not to waste time and energy.

c. Making The Call-Cards

Heavy paper is the ideal material for this component. Cut the heavy paper as many as the items on the list that you had made before. Cards of 5 x 8 cm or 6 x 9 cm are easy for the students of all ages to hold. After the cards are ready, glue the items on them; then let them dry. In playing the game these cards are put in a box or a bag, or in a pile on the table. The teacher or the leader takes them one by one and says the item on the card out loud.

d. Making The Boards

This component does not have an exact size as the call-cards. Its size depends on the number and the size of the squares. These two aspects, the number and the size of the squares, are determined by the students' level of study, the number of players, and the items on the cards. Some bingo games for elementary students are for examples number bingo, time bingo, money bingo, spelling bingo, vocabulary of single objects bingo. We can use 3-3 or 4-4 grids or squares for those types of bingo. If there are too many grids on the board, the students will get bored quickly be-

cause they spend too much time to win the game. Besides that, it is hard for the students to keep listening and memorizing for a long time.

Grids of 2 x 2 cm can be used in number or letter bingo if they are played individually, however, a larger size should be used if they are played in groups. If we use pictures as the items, they should be large enough for the players to see. So, we need larger grids for this kind of items.

Bingo games such as pronunciation bingo, antonyms bingo, and synonyms bingo, the 2 x 3 cm grids are probably enough because in those kinds of bingo games, the items are in the form of words. In reading comprehension bingo, larger grids are needed because the items can be words, phrases, or sentences.

Grids of 5 x 8 cm can be used for more complex pictures such as pictures of a gardener, a teacher, a sailor, a fisherman, and so forth. These kinds of pictures need some illustration to show their characteristics.

II.C. The Procedure of Playing the Game

Before we start playing the game, we should determine whether the game will be played individually or in groups; and how many players are in each group. This will determine the number of the boards we need for the whole class. A prize and a penalty can be used to make the game more interesting. When everything is ready, this following procedure of playing bingo can be carried out.

1. Divide the class into groups if the game is played in groups.
2. Distribute the boards to the players; each player or group gets a board only. Together with the boards you may pass the counters.
3. Ask the players to have a look at their boards. Encourage them to ask questions if there is something unclear or missing on their boards. While the players are examining their boards, the teacher may introduce what kind of activity they will have.
4. State all the rules and directions you will apply in playing the game. State also whether you will give a penalty to the looser or the players who break the rules and a prize to the winner.
5. Check the students' understanding about the rules you have stated before, for example by asking some questions.
6. Put the call-cards in a box or a bag, or just put them in a pile on the table.
7. Take the call-cards one by one and say the item on it. Or flash it to the players if you use flash cards.
8. Give a chance for the players to cover the items which appear on their boards. Then take another call-card and say it again out loud.
9. The player shouts "Bingo", if he succeeds in covering the grids horizontally, vertically, or diagonally. He is the winner.

Some Notes :

1. In order to save more time the teacher may state a rule, for example "A player wins the game after he succeeds in covering three or more grids diagonally." This rule is especially applicable if there are many grids on the board. But this is not applicable for covering the grids horizontally or vertically.
2. It is better for the teacher to check whether a player does the game correctly or not after shouting "Bingo". Another way to get the direct feedback is by asking the students to say the corresponding items right away after the teacher says them. The students who make mistakes should drop the counters from the boards.
3. If the leader of the game uses a list of words on a piece of paper, instead of using a set of call-cards, he should give a check on the word or cross it after it is called. It is done to avoid calling the same item twice.

II.D. The Use of Bingo

Number bingo and letter bingo are very helpful for literacy, beginner, or low elementary students. In number bingo for example, the students do not merely study to count the numbers, but they have to be able to pronounce numbers correctly. I experienced this when I taught English to Vietnamese refugees in Galang. Some of my students were not able to pronounce the final sound /f/ of the word /five/; they pronounced it /fai/. But they had no problem with the /f/ as the middle sound. They pronounced correctly

the word /fift:n/. Another example was some of them did not pronounce the final sound /s/ of the word /siks/.

Letter bingo was used to solve other pronunciation problems concerning with letters or words which will be showed in these following examples. Vietnamese students got difficulties in pronouncing /h/. Sometimes they pronounced /g/ as /yi/; and they could not pronounce the final sound /l/. They pronounced it /eu/, for example the words /aple, people/ were pronounced as /xpeu, pipeu/. In the words /school, hospital/, they pronounced the it as /n/. Then these words were pronounced as /skun, hospiton/. Based on the observation and experiment done by some supervisors, the reason of the last problem is because of their organ of speech. In their language they have the final /l/ in the written form such as Lon Nol, or Pol Pot, but they do not pronounce it.

Those difficulties are often found on the students who study English as a second or foreign language. Then we can use bingo to practice those problem, rather than just having a practice as usual which probably will make the students tired quickly.

Bingo is very useful. The same procedure is applicable for many bingo activities such as in money bingo, time bingo, spelling bingo, or vocabulary bingo. More complex language items like pronunciation, synonyms, antonyms, or reading comprehension can also be taught by using bingo. The students' level of study is not a problem. Students from literacy to advanced level can use bingo in

their learning. What we need is just our creativity to manipulate it.

In the last part of this chapter, I will show some examples of bingo games. Each example will state clearly the language item which can be practiced with, the students' level of study, the organization, the apparatus that are needed, and the purpose of using bingo in the relation with the language item practiced.

II.E. The Advantages and Disadvantages of Bingo

None of the teaching media is the best. Every teaching medium has its own advantages and disadvantages. That is why a teacher has to select the media he will use in his teaching. The using of media should support the achieving of the learning-teaching objectives.

The following advantages and disadvantages of bingo are showed in order to be a guide for the teachers when they want to it.

Some Advantages :

1. Bingo is an easy self-made teaching aid which encourage teachers' creativity.
2. Bingo is a very flexible teaching aid. It can be used to practice many language items, and at any level of study.
3. Bingo gives a new atmosphere in the classroom which is amusing and challenging for the students, instead of just having the routine activity as in the traditional teaching technique.

4. Certain kinds of bingo can be used to practice more than one skill. For example, number bingo can be used for practicing numbers and the pronunciation of some confusing numbers like /thirty - thirteen, five - fifteen/ and so on.
5. Using bingo, everyone in the class is involved simultaneously. It develops eye movements and keeps the students' attention fully on the activity because they have to listen and see whether the called items appear on their boards.
6. Bingo does not restrict the number of players. It can be played individually, in small groups, or large groups. However, individually and small groups are better and easier to control.
7. The components of bingo can be used for other games, for example, the call-cards can be used for concentration game, go fishing game, quartette game, and so on.

Some Disadvantages :

1. More time, money, and energy are needed to make bingo.
2. Checking is a difficult task for the teacher, especially in number, time, and money bingo. Furthermore, if the game is played individually. It is impossible for the teacher to check whether every student in the class covers the correct items or not. In reading comprehension bingo, checking is a little bit easier. The teacher can ask a student to say the answer, then the others check their answers. If they do incorrectly, they have to drop

their counters. Therefore, there is still a weakness here if the students do not trustfully work.

3. In reading comprehension bingo, too long answers on the students' boards will spoil the game, because it is difficult for the students to handle the answers while they are listening. It will also waste time.
4. Most of bingo games, except pronunciation and reading comprehension bingo, usually work well for reviewing what the students have learned.

II.F. The Storing of Bingo

Bingo, and any other language games, can be used from time to time if the language items which are taught remain the same. So, a careful storing should be done in order to be ready for the next use. This following example is one way of storing bingo.

1. If the items consist of cutout pictures or writings, glue them on cards or flash cards.
2. Put the counters, call-cards, flash cards, and boards into separate envelopes or sacks.
3. Put the smaller envelopes or sacks into the largest.
4. Write these following notes on the largest envelope or sack :
 - a. the name of the activity, for example : number bingo.
 - b. the language item practiced : numbers.
 - c. the level of the students, for example : beginner.
 - d. the estimated time for doing the activity, for example : 20 minutes.

- e. the objective to be achieved, for example : to get the students familiar with the sounds of numbers and their symbols.
 - f. the number of each article in the envelope, for example : 100 counters, 20 call-cards, 15 boards, and so forth.
5. Keep the largest envelope closed to prevent the articles from spreading out of it.

II.G. Types of Bingo

1. Number Bingo

Language item practiced : numbers.

Objective : the students are able to recognize the sounds of numbers and their symbols.

Level : literacy, beginner, low elementary.

Organization : individual, small group.

Aparatus needed : a set of counters, a set of call-cards, a set of boards.

Notes :

-The call-cards bear numbers which appear on the boards. None of the numbers appears twice.

-The boards bear numbered squares. None of the numbers appears twice in each

B	I	N	G	O
3	39	40	67	99
12	22	50	72	84
9	28	•	63	81
1	33	57	61	89
6	36	48	79	91

board. There must be so much differences from a to another to prevent many students winning the game at the same time.

Variant :

To give the students practice on recognizing the sounds of numbers and their spellings, write numbers on the call-cards and the spellings on the boards. This activity is good for practicing some confusing spellings, for example the words "five - fifteen or nineteen - twenty nine".

2. Money Bingo

Language item practiced : money.

Objective : the students are able to recognize real money or money toy and the written form of money.

Level : beginner, low elementary.

Organization : individual, small group.

Aparatus needed : a set of counters, a set of real money or money toy, a set of boards bearing squares with money written on them, a checklist.

Notes :

-The teacher says the money written on the checklist

one by one; the students cover the corresponding money which appears on the boards.

3. Time Bingo

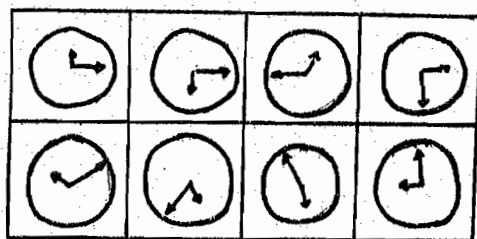
Language item practiced : time.

Objective : the students are able to match correctly the time said by the teacher and the clock pictures on their boards.

Level : elementary.

Organization : individual, small group.

Aparatus needed : a set of counters, a set of call-cards bearing digital times, a set of boards bearing pictures of clocks.

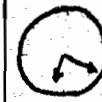
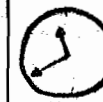
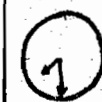
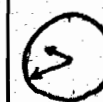


Variant : Beginning Telling Time Bingo

This kind of bingo is just the same with bingo in number 3. The difference is that, in Beginning Telling Time Bingo, the leader of the game has a master sheet of 16 x 22,75 inch and 20 call-cards bearing digital times. The size of the call-cards is 3 x 3 inch. The master sheet bears 20 squares with the same digital times as those writ-

ten on the call-cards. This master sheet functions as a checklist. The players have the playing cards of 9 x 6,5 inch bearing pictures of clocks on them. Each playing card contains 8 squares of 2,25 x 2,25 inch.

Everytime the leader of the game says a time, he covers the corresponding time on his master sheet with the correct call-card; while the palyers cover the corresponding time on their palying cards with the counters. The first player to cover all the clocks for the variation being practiced calls "Bingo".

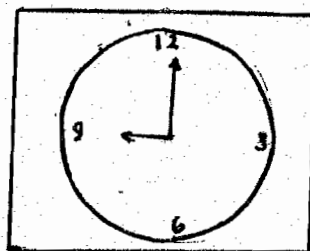
BEGINNING TELLING TIME BINGO			
			
			

TELLING TIME BINGO			
12:00	12:15	1:30	3:45
2:00	3:15	5:30	2:45
4:00	5:15	7:30	4:45
6:00	8:15	10:30	6:45
8:00	9:15	11:30	10:45

Variant 2 :

The objective of this bingo is to get the students able to match correctly the non-digital time showed by the teacher with the spelling on their boards. The leader of the game has a list of times as a checklist. As the representative of the call-cards, he uses a big clock toy with moveable hands. The players have the boards bearing the spellings of times.

twelve thirty	a quarter to six	nine o'clock
eight fifteen	seven twenty	eleven o'clock
half past one	two fourty five	half past four



4. Letter Bingo or Spelling Bingo

Language item practiced : letters.

Objective : the students are able to recognize the sounds of letters and their symbols.

Level : literacy, beginner.

Organization : individual, small group.

Aparatus needed : a set of counters, a set of call-cards bearing letters which will be practiced, a set of boards bearing grids with the corresponding letters.

Note :

For literacy or low beginner class, hang the alphabet on the wall and ask the students to point out the letters you call before finding them on their

boards. This helps the slow er students without making them self-conscious.

Variant 1

Language item practiced : alphabet.

Objective : the students are able to identify certain letters within some words.

Level : elementary.

Organization : individual, small group.

Aparatus needed : a set of counters, a set of call-cards bearing questions, for example : what is the first letter of the word "librarian" ?, a set of boards bearing letters on them.

Notes :

-List the words you want to use as the context.

-Prepare some pictures of those words as the variation, for example, you may show a picture of "orange" instead of saying it, then ask questions like "What is this ?", "What is the



second letter of this picture ?"

-Write completely all of the information on the card, such as the questions, the key answers, the names of pictures, and so forth.

-This game is good for teaching and practicing both letters and ordinal numbers.

What is the last letter of the word "conut" ?

Answer : /t/

A picture of a train.

What is the first letter of this picture ?
--

Answer : /t/

Variant 2

Language item practiced : words.

Objective : the students are able to find the correct spellings of the words pronounced by the teacher.

Level : elementary, low intermediate.

Organization : individual, small group.

Aparatus needed : a set of counters, a set of call-cards bearing the

words, a set of boards bearing the spellings of the words which appear on the call-cards.

Notes :

A direct feedback can be taken by asking a student to spell the word after he finishes covering the spelling on his board. The students who cover the wrong spelling should take away their counters from the squares.

5. Pronunciation Bingo

Language item practiced : words.

Objective : the students are able to match correctly the pictures on their boards and the words pronounced by the teacher.

Level : high elementary, low intermediate.

Organization : individual, small group.

Aparatus needed : a set of counters, a set of call-cards bearing the words, a set of boards bearing

ing pictured squares.

Notes :

This activity is good for practicing the words which have similar pronunciation such as low - row, pan - pen sink - sing, ship - sheep , and so forth.

Variant 1

Language item practiced : pronunciation of letters in the context of words.

Objectives

: -the students get the idea that most letters in English stand for more than one sound.

-the students get the idea that the same sound can sometimes be represented by different letters.

Level

: high intermediate, advanced

Organization

: individual.

Aparatus needed

: a set of counters, a set of call-cards bearing some questions and the answers , a set of boards bearing squares with letters written on them.

What letter can make
the sound /o/ ?

Answer : /o/ in home,
dog, woman, and so on

Notes :

-These are some possible
questions :

What letters can make the
sounds /o, ou, U, ^ / ?

What letters come together
to make the sound /ʃ/, and
/tʃ/ ?

What letter is not pro-
nounced in these words :
honour, humorous, Utah ?

-Use pronouncing dictionary
to check.

Variant 2

Language item practiced : phonetics.

Objective : the students are able to co
ver the correct phonetic
transcriptions of the words
pronounced by the teacher.

Level : advanced.

Organization : individual.

Aparatus needed : a set of counters, a set of
call-cards bearing the
words, a set of boards bearing
squares with the phone-
tic transcriptions of the
words which appear on the

6. Vocabulary Bingo

Language item practiced : vocabulary.

Objective : the students are able to match the pictures showed by the teacher and the words on their grids.

Level : beginner, elementary.

Organization : individual, small group.

Aparatus needed : a set of counters, a set of flash cards bearing pictures, a set of boards bearing the corresponding words.

Notes :

This activity is more suitable for reviewing the words that have been studied by the learners. Instead of flashing pictures, the teacher can use real objects.

Variant 1

Language item practiced : vocabulary.

Objective : the students can find the words of the definitions or translations given by the teacher.

Level : elementary, intermediate.

Organization : individual.

Aparatus needed : a set of counters, a set of call-cards bearing the definitions or translations , a set of boards bearing the corresponding words.

Variant 2

Language item practiced : anthonyms.

Objective : the students are able to cover correctly the anthonyms of the words said by the teacher.

Level : elementary, intermediate.

Organization : individual.

Aparatus needed : a set of counters, a set of call-cards bearing the words, a set of boards bearing the anthonyms of the words which appear on the call-cards.

Notes :

This following example is a list of anthonyms for elementary class. Put the words in group A on the call-cards and words in the other group on the boards

or vice versa.

A	B
expensive	cheap
warm	cool
little	big
wide	narrow
sad	happy
fat	thin
high	low

Variant 3

Language item practiced : synonyms.

Objective : the students are able to match correctly the synonyms of the words said by the teacher.

Level : elementary, intermediate , advanced.

Organization : individual, small group.

Aparatus needed : a set of counters, a set of call-cards bearing the words, a set of boards bearing the synonyms of the words which appear on the call-cards.

Notes :

This activity can be used for reviewing adjectives ,

two-word verbs, or idioms.

These examples below are a list of adjective synonyms for the intermediate class and a list of idiom synonyms for the advanced class

Adjective synonyms (intermediate)

A	B
sufficient	enough
rich	wealthy
lucky	fortunate
intelligent	smart
next	following
well-known	famous

Idiom synonyms (advanced)

A	B
never mind	do not worry
on hand	available
out of order	not working
until now	so far
in fact	really
right away	immediately

7. Reading Comprehension Bingo

Language item practiced : reading.

Objective : the students are able to un
derstand the reading pas-

	sage by covering the correct answers of the questions asked by the teacher.
Level	: elementary, intermediate , advanced.
Organization	: individual, group.
Aparatus needed	: a set of counters, a set of call-cards bearing questions, a set of boards bear the answers of the questions on the call-cards, a reading passage.

Notes :

Reading skill is very helpful for the students in higher levels of education, whatever fields they will study. So, it will be better to give reading practice from the elemnetary level. However, the reading passage should be suited to the level of the students . To have a listening practice, the teacher may read the passage. In this activity, the students may have their dictionaries.

CHAPTER III

ROD ACTIVITIES

III.A. What Are Rods ?

In United States of America, rods are one of the familiar teaching aids. They are commercially published and sold in stores. Rods, also known as algebricks, are square wood in some different sizes and colours. Nowadays, the plastic ones have already been published.

In Indonesia, as far as I know, it seems very difficult to find rods. However, there are many plastic blocks - the children toy - available in stores. We can adapt them; or we make them by ourselves if we wish to use them in our teaching. This following description shows clearly the sizes and colours of the rods.

III.B. The Component, Size, and Colour of Rods

Rods are merely made of wood. A box of rods consists of ten kinds of rods in different size and colour. Why are the size and colour different ? Of course, in different size and colour they will be more attractive and interesting which might be able to keep the students' eagerness to use and manipulate them. Besides that, rods can also be used to practice many grammatical structures.

size	colour	number
1 x 1 x 1 cm	white	36
1 x 1 x 2 cm	red	18
1 x 1 x 3 cm	light green	18

size	colour	number
1 x 1 x 4 cm	pink	12
1 x 1 x 5 cm	yellow	8
1 x 1 x 6 cm	dark green	6
1 x 1 x 7 cm	black	6
1 x 1 x 8 cm	brown	6
1 x 1 x 9 cm	blue	6
1 x 1 x 10 cm		

Notes :

The number of each rod is not a must. We can add them according to our needs. The more students we have, the more sets of rods we need.

III.C. The Silent Way Technique¹

Silent way is a technique for teaching foreign language in which the teacher has to restrict verbalizing what he plans to teach as much as he can, and the students practice the language actively. That is why, in this technique, modeling is given for only one time. The teacher does not repeat the patterns. It is meant to encourage the students to listen to. As an example, in introducing colours the teacher should give the model of a colour one time only, for example : "A red rod." He does not repeat it before other colours are introduced, for example "A red rod.", "A yellow rod, a red rod.", "A green rod, a red rod, a yellow rod."

¹Thanks to teacher Daniel Pearlman who first introduced me this technique.

Rods function as the teaching media. Judy E. Winn stated that "Rods are attractive 'concrete abstraction' - that is, they are tangible objects that take as many identities as the imagination can find for them."² They work well explaining the concepts of words and patterns, a number of relationships, can be combined with other teaching media, and so forth.

III.D. Some Essential Principles of the Silent Way

1. Teacher Withdrawal

The silent way technique changes the traditional role of the teacher as the focus of classroom activities, therefore, it provides opportunities for the students to practice the language. The teacher gives only one model for each presentation; he does not repeat. After giving the model, there is no more verbalism produced by the teacher, the time is used to encourage the students to direct some of the classroom activities, for examples the students point out the words or sentences on the chart, the students manipulate the rods to practice the patterns.

In order to give the students maximum time to think and reason, the teacher casts himself as only one possible authority available to correct mistakes. He just points out the location of the mistakes, Then gives the responsibility of correcting to the stu-

²Judy E. Winn - Bell Olsen, Communication Starters Techniques for Language Classroom, pp 29.

dents. First the students have to do self-correction. Peer correction is done if the first try is ineffective. If the two approaches fail, the teacher provides the proper answer by simply pointing the words or sounds on the charts, pantomiming, using finger correction, and so on. "The learner must be given opportunities to develop language hypotheses and to test them against the language model."³ So, the teacher should allow the students to create and use the language patterns that he had not introduced before, for example, the students produce a pattern "I have a red rod and I have a blue rod.", instead of "I have a red rod and a blue rod." that is introduced by the teacher.

2. Self-Approval and Motivation

The students make the quality judgement according to their own criteria. The teacher should avoid showing approval or disapproval to the language produced by the students. When something is correct, the teacher lets it pass, but he does not show any approval. And when something is not correct, the teacher stops it and points out the location of the mistake, but he should not show any disapproval.

Learning by using the silent way technique will increase self-motivation of the students because they have a sense of progressing by being able to correct

³Todd T. Diemer, What We Learned by Using the Silent way, pp 10.

their own mistakes, and able to manipulate the language which means they communicate in foreign language. Besides that reason, it is also because the students can make simple but frequent breakthrough that are part of silent way learning. As an example, the teacher introduces "A rod." Next the teacher has two rods and says "Two rods." When the teacher holds one more rod, the capable student will soon produce "Three rods."

3. Independence

"Independence is the notion that we can only count on ourselves."⁴ The students will find soon that they can count on the teacher for only limited functions. Their dependence on the rods, the words chart, and their peers will gradually decrease. The unguided speaking sessions, where the teacher does not give any verbal instruction, and he does not interrupt even to correct mistakes, had provided a further indication that the students' dependence is decreasing.

4. Peer Correction

The teacher just shows the location of the mistake, correcting is the responsibility of the group. Peer correction is directly related to each student's language development. So, each student should give close attention to other's speech in order to be able to check it against his own ideas about the lan

⁴Todd T. Diemer, What We Learned by Using the Silent Way , pp 11.

guage. Peer correction encourages the cooperation in the group.

5. Rods As "x"

The rods are used in the classroom to make the language patterns authentic. Visible actions or situations for every language pattern can be provided. And everything said by the students has a clear reference to the rods. Rods have the same function as "x" or other variables used by the teacher in the mathematics classroom. At later stage other vocabulary can be substituted into the position that rod had taken. Thus, "She has a white rod." can become "She has a white blouse."

6. Early Introduction of Writing

Since writing is so easily available to the students, it is necessary to keep their writing skill nearly equal to their reading and speaking skills. The students begin reading from the word charts soon after they study the relationship of colours and sounds of the rods. To help the students read easier, the word charts are written in the same colours as those of the rods. Next the students have to point out the words on the charts as their peers said to them. The next step is for the students to copy the letters. Reading back what they had written is a problem, but the teacher should not force the students to do it. He should help the students step by step master this skill.

7. Silence

Silence is a tool in the classroom than an idea. Two basic reasons for saying things only once are : first to develop good listening habits, and the second to increase the students' awareness of what is going on in the classroom. A further purpose of silence is to make the larger part of every classroom hour an opportunity for the students to use and practice the language, since it is obvious that the students will remember more of what they do than what they only hear.

III.E. Using Rods in English Class

There are many grammatical items which can be taught by using rods. They can also be used to elicit the students to speak. The less-controlled activities presented in this chapter are meant to give the students speaking practice.

III.E.1 Introduction of Rods

Purpose 1 : to identify rods.

Procedures : -the teacher shows a rod to the students and says "A rod."

-he repeats this model three or four times by using different sized and coloured rods.

-after modeling, the teacher gets the students identify rods and encourages them to listen to each other as well as to the teacher.

Purpose 2 : to review colours.

Procedures : -the teacher takes a white rod and says "A white rod." To emphasize the colour, he touches the side of the rod while showing it to the students.

-the teacher puts the white rod on the table in front of the students.

-by the same procedures he introduces other colours; then put them in a row. Everytime he introduces a new colour, he should review the colours he had in troduced to the students, for example:

"A white rod."

"A red rod; a white rod."

"A green rod; a white rod; a red rod."

"A yellow rod; a white rod; a red rod; a green rod."

III.E.2 In Grammar Class

1. Article A and An

Procedures : -The teacher puts some rods, for example a yellow rod, a red rod, a pink rod in a row. Then he puts the orange rod separately from the first ones.

-He begins identifying the rods and asks the students to give a close attention to the model, for example: "A pink rod, a red rod, a yellow rod, an

orange rod." When he is identifying colours, he points the objects.

-He takes other coloured rods, for example light green, blue, and brown for practicing the article "a", and he takes the orange rod again for practicing "an".

2. Singular and Plural Nouns

Procedures : -The teacher takes a rod and says "A blue rod", for example.

-He takes another blue rod and adds it to the first one, then says "Two blue rods."

-He continues the activity and says "Three blue rods, four blue rods."

-He takes other rods and shows them to the students. The students produce the words.

-He gives the students the chance to manipulate the rods.

3. Take-Give/Object-Subject Pronouns

Procedures : -The teacher : "Lisa, take a red rod." If she does not understand, the teacher may take her hand and demonstrates the action of the word "take". By this way, she - and the other students, too will learn the concept of "take", be-

cause they have already understood the concept of "a red rod."

-The teacher : "Lisa, give it to me !" He may point himself while he is saying the sentence. This is to clarify the concept of "me". As the former procedures, to show the the meaning of the word "give", the teacher takes the student's hand and puts the rod on his own hand.

Notes : -By the same procedures, we can practice the object pronoun "them" by asking the students to take more than one rod.

-The other object pronouns can be taught in these following ways :

- a. Point the outstanding details such as dress or hair to differentiate "him" from "her".
- b. To introduce "us", ask two or more students, including the speaker, to receive the rod(s) together.
- c. To introduce "them", ask two or more other students to receive the rod(s) together.

-After the students are familiar with the patterns, we can practice combining those patterns and vary the pronouns, as an example : "Take a yellow rod and give it to him." Or "Take some green rods and give

them to her."

-**Except** the object pronouns (me, you, her and so on), subject pronouns (I, you, we and so forth) can be taught in the patterns like "I take a pink rod and I give it to him."

4. Demonstrative : This, That, Those, These

Procedures : -The teacher puts a pink rod, or other colours, in front of him and says "This is a pink rod."

-He puts another rod far from him and says "That is a blue rod". He points to the rods while saying those sentences. He then combines the patterns and says them at once; "This is a pink rod and that is a blue rod."

-By adding the rods, he practices the demonstratives "these and those", for example, "These are black rods and those are light green rods."

-By the same situation the teacher can practice other patterns such as "This rod is orange, but those rods are yellow."

5. Put/Prepositions : In, On, At, Under

Procedures : -The teacher passes out rods to the students.

-He shows a box to the students. (The teacher should always introduce the new vocabulary.)

-He puts a rod in the box, then . says
"The red rod is in the box."

-He places some different coloured rods on the box, under the box, and puts one leaning at the box to introduce "in, under, at".

"The yellow rod is on the box."

"The green rod is under the box."

"The blue rods are at the box."

-To practice the word "put", the teacher may directly ask the students.

"Harry, put a light green rod on the box !" If he does not understand yet, the teacher may offer the chance to other students. If none of the students can perform his command, then he can give the model.

-When it seems possible, the teacher can introduce "Where is /Where are....." First the teacher asks the students, then the students ask and answer each other in practicing the patterns.

6. Future "To Be Going To"

Procedures : -The teacher gives the model.

"I am going to take a dark green rod." Then he performs what he just said. "I am going to take two brown rods."

-The teacher encourages the students to practice the language.

"Anthon, are you going to take two pink rods ?" (Yes, I am.)

-The students direct each other to practice the patterns.

7. Noun Substitutes - One/ones

Procedures : -The teacher : "I am going to take two green rods." "I put a green rod on the table and the other green one on the box."

-The teacher : "Now say what I am going to do !" (He is going to take two red rods and two yellow rods. He puts the red rods in the box and the yellow ones under the book.)

-The teacher elicits the students to use the patterns by asking and directing each other.

8. Among, Around, Between

Procedures : -The teacher : "I am going to take a light green rod and put it on the table. Now I am going to take five blue rods and put them around the light green one." The students have to pay attention when the teacher is giving the model.

-The teacher : "Look, the light green rod is among the blue ones, and the blue rods are around the light green one. Linda, take two black rods and put them on your book. Robby, put a pink rod between the black ones !" If he cannot do it, the teacher may give the model.

-The students take the chance to practice the patterns by setting up their own situation with different rods.

9. Have-Has, Some-Any

Procedures : -The teacher passes out the rods to the students, or lets a student pass them out.

-The teacher holds up his rods and says "I have an orange rod and some green ones. I do not have any blue ones."

"What do you have, Tommy ?"

-The teacher encourages the students to manipulate the rods for practicing the patterns.

10. There is/There are

Procedures : -The teacher sets up a situation to elicit the students to use prepositions such as on, in, under, between, around, at , among.

-The teacher : "There is a yellow rod on the box. There are some brown rods around the blue one. There are five white rods in my pocket."

-The teacher asks the students to practice the patterns by themselves. After they get the idea of using "there is .../there are ...", the teacher can introduce the interrogative form. "Andy, is there a pink rod in your bag ?" (No.) The teacher : "No, there is not any pink rod in Andy's bag."

-The teacher sets up another new rod-situation for the students, or they make it for themselves to practice the patterns.



11. Reviewing Commands-Requests

Procedures : -Have the rods ready on the table.

-The teacher : "Chris, take a black rod and put it under your chair !"

(Chris carries out the teacher's command.)

-The teacher : "Harry, please take a blue rod, six white ones, and three red ones. Put some in your pocket, please."

-The teacher gives the opportunity to the students to use the language.

12. Another, the Other, the Others, Some Other ...

Procedures : -The teacher takes some rods of different colours from the box, for example, six yellow rods, three red ones, and two blue ones.

-The teacher : "I have six yellow rods three red ones, and two blue ones. I am going to put a yellow rod on the box, then another yellow rod under the box. I put some other yellow rods around the box, and the other yellow rod in my pocket. Look, I still have three red rods and two blue ones. I give the blue rods to Harry and the others to Chris."

- Notes : -If the students get difficulties to handle the patterns, the teacher may introduce the first two items, namely "another and the other"; then gives the students practice to use the patterns.
- In order to make the students more active, the teacher may ask questions everytime he finished putting the rods.
- "Where did I put the yellow rod ?"
- "Where did I put the other yellow rod ?"
- "Where are some other yellow rods ?"
- "Who did I give the blue rods to ?"
- Those questions can be used to introduce the simple past tense and the question words like where, who, how many, and so forth.

13. Practicing "Too"

- Procedures : -The teacher makes two identical figures, for examples squares, triangles, or letters by using rods of different sizes. He leaves one of the two figures unfinished in one side.
- Then he takes a rod which obviously does not fit to the unfinished side .

the teacher : "Will this rod finish the square ?" Or "Can I use this one ?"

-When the answer is "No.", the students should give the reason. If none of the students can give the reason, the teacher supplies the answer, for example "We cannot use this one because it is too long."

14. Very vs Too

Procedures : -The teacher makes two simple figures, one with light green rods and the other one with orange rods.

-He compares the size of the figures.

The teacher : "This square is small."

(Pointing to the light green square.)

"That square is big." (Pointing to the orange square.)

-The teacher takes another orange rod and asks : "Is this orange rod very long ?" (Yes, it is.) "Is it too long for this square ?" (Pointing to the light green square.) (Yes, it is.)

"Are these light green rods very short ?" (Yes, they are.)

"Are they too short for the light green square ?" (No, they are not.

They are too short for the orange square.)

Variant : The teacher makes a standing line of red rods, a standing line of yellow rods, and a standing line of orange rods. He then compares the line of the red rods and the line of the orange ones for introducing "very short - very tall". He puts an orange rod in the line of yellow ones for introducing "too tall", and puts a red rod in the same line for introducing "too short"

15. Possessive Pronouns

Procedures : -The teacher passes one or more rods of one colour to each student.

-The teacher : "Look at the rods ! My rods are black. Your rod is yellow. His rods are pink and Linda's rods are green. Linda, what colour are your rods ?" (they are green.)

"What colour are my rods ?"

(Your rods are black.)

"Right, mine are black. Linda's are green. Yours are yellow."

-The teacher changes the old rods with the new ones; then lets the students practice with the new situation.

16. Relative Clauses

Procedures : -The teacher passes rods to the students. Each student might get one or more than one rod of different colours.

-The teacher and the students make a structure of rods together. While they are making the structure, they can review prepositions such as on, in, at, under, beside, next to, on top of, between, and so on. However, the teacher should make the students sure that they do not forget the colours of their rods.

-The teacher : "The pink rod that is on the orange one is mine. Carry's is the one that is beside mine. Anthon, which one is yours ?"

(Mine is the one that is in the red square.)

"Bob, how many rods did you put in this structure ?"

(I put two rods.)

"Where are they ?"

(I put one next to the yellow rod, and the other one is under the blue rod.)

"Are they the brown and the green ones ?"

(Yes, they are.)

Notes : The teacher can vary this exercise by using commands, as an example : "Lisa, take the rod which under the . . blue one !"

17. Definite - Indefinite Pronouns (It - One)

Procedures : -The teacher and every student have a rod or some rods of more than one colour; and that the same colour goes to more than one student.

-The teacher : "Who has a yellow rod ?
I have one. She has one. You have some. Andy, do you have a pink rod ?"
(Yes, I do. I have one.)

-The teacher gives other rods and encourages the students to practice the patterns.

-After having enough practice, the teacher takes the rods and passes the new ones. Now each student gets a rod or rods of only one colour.

-The teacher : "Who has the orange rods ?" (You.)

"Yes, I have it. Lisa, do you have the black rods ?"

(Yes, I have them.)

18. Comparative and Superlative Adjective

Procedures : -The teacher puts a yellow rod and an orange one, or any different-sized rods, on the table.

-The teacher : "The yellow rod is short. The orange one is long. The yellow rod is shorter than the orange one, and the orange rod is longer than the yellow one."

-The teacher puts brown rods between the yellow rod and the orange one.

-"The brown rods are longer than the yellow one, but the orange rod is the longest. The yellow rod is the shortest."

-The teacher sets up a new situation by using different rods, then encourages the students to ask and answer each other.

Notes : -For comparing "tall - short", the rods are put in a standing position.

-"Big - small" can be introduced by making some structures of different-sized rods, for examples : triangles or letters. "The red E is smaller than the dark green E, but the blue E is the biggest."

-For teaching "more, most, and least",

the teacher may put little price tags on some different coloured rods. Then he says, "The pink rod is more expensive than the white one. The black rods are the most expensive." To make it more interesting, the longest rods should not be the most expensive, and the shortest ones are not always the cheapest so that capable students can produce sentences like "The orange rods are longer than the black ones, but they are less expensive."

Other Ways to Practice "More, Most, and Less"

- Variant 1 : -The teacher has some rods ready in front of him, then gives them to several students.
- The teacher : "Look, I am giving a rod to Harry. I am going to give more rods to Lisa than to Harry, but I am going to give the most rods to Linda.
- The teacher may give another model by using different words, for example :
 "Andy, take a rod, please. Take more rods than you did. Give them to Bob. Now give the most rods to Carry."
- In practicing these patterns, the teacher should encourage the students

to use the verbs they have already learned such as put, have, show, give, and so forth.

Variant 2 : -The teacher takes a rod or rods from the box and puts them slowly on the table. "I put these yellow rods slowly."

-He repeats the model in such a way that the second action is slower than the first one. "Now I put another yellow rod more slowly than I did, but I am going to put this red rod the most slowly."

-As a variation, the students may practice those patterns by using commands. They direct each other, for example : "Bob, take three pink rods quickly. Linda, take five blue rods more quickly than Bob did."

19. Here - There

Procedures : -The teacher places some rods near to him, and some other rods far from him.

-The teacher : "I have some rods. I put them there." (While he is saying the sentences, the teacher points the rods.)

-The teacher passes out some rods to

all of the students in the group, and asks them to put their rods wherever they like, then he elicits them to use the patterns.

"Bob, where is your rod ?" (It is here.)

"Lucy, where are Linda's rods ?"
(They are there.)

20. Parts of the Body, Review "Have - Has"

Procedures : -The teacher shows a chart of the human body to the students, or hangs it on the blackboard. It functions as the clues for substituting the positions taken by the rods. However, the teacher should limit the vocabulary .

-The teacher : "I have two rods. And I have two legs. Bob has two blue rods. He has two blue eyes." (He points to the eyes on the chart.)

"Who has black rods. He has black hair."

-The teacher gives the chance to the students for practicing the language.

21. Family Relationship (Vocabulary)

This activity is meant to give clear ideas about family relationship without any explanation or definition.

- Procedures :
- The teacher prepares rods for representing the members of the family. It is suggested to use different rods to represent the members of the family. If there is not enough rods, because there are only ten different rods, the teacher can combine two rods of different size together to represent a member, for example : two white rods, or a white and a red rods.
 - The teacher always places the rods on the table when he gives the model. The presentation of the model can be in the form of narration or just simple statements. To make the ideas clearer the teacher should put the rods in a family tree. He may also name the rods.
 - This following narration is an example of presenting the family relationship. The teacher : "I have one brother and one sister. My brother's name is Bob, and my sister's name is Judy. They are nice. We live in a house together with our parents. Mr. Jones is my father. My mother's name is Debora. I also have an uncle. Uncle Smith lives in Boston with his family."

His wife, my aunt, is a nurse. Her name is Jennifer. They have two children, a boy and a girl. They are my cousins. Their names are Chris and Lisa. My parents call them nephew and niece. My grandparents are still alive, too. They are in New York. They are old already, but they are healthy. My grandma's name is Pam and my grandpa's name is John."

22. Present Perfect

This activity should not be done too quickly. There should be a pace between the speech and the action. If the students do the action too quickly, the teacher should stay the hands or does whatever is necessary to pace the action to the speech.

Procedures : -The teacher : "I am going to give ten light green rods to Anthom." (He then gives four light green rods.) "So far I have given him four rods. (He then gives three more rods.) "Now I have given him three more rods. Class, how many have I given him so far ?" (Seven light green rods.) "Right, I have given him seven light green rods, but I have not finished yet. Now, I am giving him the other three rods. Has

he got the ten light green rods ?"

(Yes, he has.)

-The students practice the patterns while the teacher observes them.

23. Can - Cannot

Procedures : -The teacher builds a structure of rods, and it is about to add the final rod.

-The teacher takes a rod which obviously does not match to the structure.

-The teacher : "Can I put this rod here ?" (No, you cannot.)

"Why ?" (Because it is too long.)

-The teacher lets the students practice by making their own structure.

Variant 1 :

Procedures : -The teacher holds some different coloured rods.

-He also shows a box or other things like books, folders, or pockets.

-He puts some rods in the box which nobody can see them, and places the other rods on the table or somewhere else which everybody can see them.

-The teacher : "Where are the pink and the yellow rods ?"

(They are in the box.)

"Can you see them ? I cannot see them because they are in the box."

"Where are the other blue and black rods ? Can you see them ?"

(Yes, we can.)

24. Contrasting : Future - Present Progressive - Simple Past

Procedures : -The teacher takes the rods out of the box, and puts them on the table.

-The teacher : "I will take a yellow rod." He then takes a yellow rod.

"I am taking a yellow rod." (He says the sentence when he is doing the action.) "I took a yellow rod." (He says this sentence after finishing the action.)

-The teacher varies the subject of the sentences with the names of the students.

-The teacher : "Carry will give two red rods and three pink rods to Chris. Now Carry is giving two red rods and three pink rods to Chris. Carry gave the rods to Chris."

-For expanding the vocabulary, the teacher can teach them by showing pictures or miming. The students have to state

the appropriate words or sentences of
 what the teacher had done, as the ex-
 amples :

I will close the box.

I am closing the box.

I closed the box.

I will open my mouth.

I am opening my mouth.

I opened my mouth.

She will brush her teeth.

She is brushing her teeth.

She brushed her teeth.

They will sit on the chairs.

They are sitting on the chairs.

They sat on the chairs.

26. Embedded "wh" Clauses

How many - What - Who

Procedures : -The teacher prepares some rods of dif-
 ferent colours in a box or paper bag.

-The teacher asks a student to take one or
 more rods, other students are not allowed
 to see.

-The teacher models the conversation.

The teacher : "John, do you know who took
 the rods ?"

John : "Yes, I do. Linda took

the rods."

The teacher : "Chris, how many rods
did she take ?"

Chris : "I do not know."

The teacher : "Chris does not know
how many rods Linda
took. Now, ask her !"

Chris : "How many rods did you
take ?"

Linda : "I took four rods."

The teacher : "I do not know what co-
lour the rods are. What
colour are they, Linda?"

Linda : "They are yellow and
light green."

Where - How

Procedures : -The teacher puts some rods on the ta-
ble and asks the students to observe
the rods, the colours, and the number.

-The teacher : "Class, take one or
more rods !"

(The students take the rods.)

The teacher : "We had three brown
rods on the table, but
I cannot see them now.
John, do you know
where the pink rods

are ?"

John : "No, I do not."

The teacher: "John does not know
where the pink rods are.
Who took the pink rods?"

Anthon : "I did."

The teacher: "Anthon, give the pink
rods to Bob. Now, who
can tell me how Anthon
gave the rods to Bob ?"

Notes : -If the conversation is too long for
the students, the teacher can model
the conversation for one embedded
wh-clause only; then followed by
practicing it.

27. Gerund vs Infinitive

Procedures : -The teacher holds some rods.

-The teacher : "Look, what am I hold-
ing ?" (You are holding some rods.)

The teacher : "I am going to give
these rods to you." The teacher
gives the rods to the students. When
he does not finish yet, he says :

"I have started giving the rods. Have
I finished giving them ?"

(No, you have not.)

"I have not finished giving the rods

to you. ...Now I have finished giving them. Does everybody have the rods ?"

(Yes, we do.)

"Carry, give your rods to Bob !"

(Carry gives her rods to Bob.)

"Class, what did I suggested to Carry ?"

(You suggested giving the rods to Bob.)

"Did she do that ? Yes, she agreed to give her rods to Bob."

-The teacher can vary this exercise by using verbs which have been known by the learners, such as take, show, pick, hold, and so on.

-To extend the vocabulary, the teacher can give the list of words which can be followed by gerund in one group and those which can be followed by infinitive in another group.

III.E.3 Less-Controlled Rod Activities

1. Introduction Activity

When I was a teacher at Galang Refugee Camp, I often used rods for an introduction activity. The objective of this activity was to get the students able to introduce themselves and others. In this activity, the rods represent

ed the sentences. This helped the students handle and memorize the idea of each sentence. The sentences were not written on the board. It gave a better result than when I supplied the students with the written text. The class was eager to give the correct idea of the sentence when a student did not point to the corresponding rod for the sentence he said. Then finally the class became alive. Therefore, the teacher should make the preparation well. He should not forget the sentence for the corresponding rod.

Procedures : -Everytime th teacher says the sentence, he uses different rods for different sentences . He put the rods in a sequence on a place where all the students can see.

-The teacher : "My name is Senthot." (He puts a white rod.) "I come from Yogyakarta." (He puts a red rod.) "My age is twenty four." (He puts a pink rod.) "I was born in Yogya, on July 17, 1962." (He puts a light green rod.) "My hobby is drama." (He puts a yellow rod.) "In Yogya, I live with my parents." (He puts a blue rod.)

-The teacher can vary the number of the sentences depending on the level of the students.

-After the teacher finishes introducing all of the sentences, then he may repeat once again in a natural speech while he is pointing the rods.

-The teacher asks the students to introduce

themselves by using their own rods.

Variant 1 :

This is still an introduction activity. By using a map and rods is meant to get the students able to introduce themselves or others in more details, for example by giving the educational background, or special experience on politics, journey, or environment. For Vietnamese students I usually used this activity to practice giving educational background. I dealt with three tenses because they experienced three different environments, in Vietnam, Galang, and America - the country where they will be resettled.

Procedures : -The teacher spreads a map on the table or on the floor. The map shows the picture of those three countries, and also a scale of years , for example from 1959 to 1983. The scale is used to show when or how long the students studied in their country.

-The teacher holds a rod.

"His name is Duc." (He puts the rod on the map of Vietnam.) "He was a student in Vietnam. He was in grade eleven. He had studied from 1971 to 1982." (The teacher points the time on the scale.) "He finished his elementary school in 1978, then his secondary school in 1982." (He points the scale again.) "He liked studying physics. Now he is in Galang." (The teacher moves the rod to the map of Galang.)

"He is also a student, but he does not study physics anymore. He studies English. After finishing the course in Galang, and he gets a sponsor he will go to America. He wants to go to school again." (The teacher moves the rod to the map of America.)

-The teacher lets the students practice using the language.

After having the practice this activity can be followed by questions and answers activity. This activity is emphasized on mastering speaking skill, so the questions can go on as long as the students can answer them. Besides the questions which are related to the data given in the model, the teacher can ask such questions like these :

- When did Duc split from his country ? Why ? How ?
- How did he come to Galang ? When ?
- What did he feel when he reached Galang ?
- Does he enjoy his life now ?
- What is his plan after he finishes his course in Galang ?

These are what I called "special experience". This activity can be adapted to teaching English in Indonesia if the objectives remain the same. The students do not need to have three different environments in their life. The teacher can give fictive characters and data. This following procedure is an example of applying this activity in Indonesia.

Procedures : -The teacher spreads a map of Indonesia.

"Benard Naa was a student in Sorong - Irian

Jaya." (The teacher puts a rod on a map of Irian.) "He studied there untill grade ten. He had studied from 1973 to 1983. He finished his elementary school in 1979, and his junior high school in 1982. Then he moved to Java in June 1983." (The teacher moves the rod to city of central Java.) "Now he studies here in Klaten for two years. After that, he wants to go to Jakarta. He wants to study at Marine Academy." (He moves the rod.)

2. Construction Engineer

This activity is good for practicing preposition, object pronouns, geometrical terms, positive and negative commands, and so forth. As the model, the teacher may become the engineer first, that is the person who is not allowed to see the original structure and he has to make an identical structure by following the instructions given by the class.

Procedures : -The teacher introduces some key words, for examples "leaning, standing, perpendicular, parallel, diagonal, by giving the model with rods.

-The teacher asks some students to make a structure by using rods.

-The teacher sits at the opposite edge of the table with a box or folder in front of him so that he cannot see the structure built by the

students.

-The teacher asks the class to give him commands to make an identical structure.

The class : "Take a black rod and put it in front of you perpendicularly." "Take another black rod. Put it parallelly with the first one." "Now lay an orange rod on them."

-Soon after the students get the idea of doing the activity, the teacher lets them practice the activity. If the class is big, the teacher can divide them into groups first.

3. Locating Place (Giving Direction)

Except rods and map, we also need cards for this activity. On those cards we write the cue words of the places buildings, or means of transportation represented by the rods on the map. Some of the cards are used as the task-cards. The task-cards some commands asking the students to find the places or buildings on the map which cannot be seen directly. The students who hold the corresponding cue cards have to give the direction.

You want to mail your letter. Go to the post office !

task-card



post office

cue-card

Procedures : -The teacher takes some students as the model.

He divides them into two teams.

-He gives the cue cards to a team and the task

cards to the other team.

-He spreads a blind map of a city on the table. There are only the names of streets on the map. The buildings and means of transportation are represented by the rods. A rod can only represent a building or a means of transportation.

-He puts a rod standing somewhere on the map . It represents the speaker who wants to find a place. A student of the team reads his task card and says : "I want to buy some envelopes and stamps. Is there a post office near here? The student who has the corresponding cue card should answer the questions.

(Yes, there is. It is on Main Street.)

"How can I get there from here ?"

(Take bus number three and get off at the bus stop. Then walk along Aple Street. Turn left on Main Street. The post office is around the corner of Aple Street and Main Street.)

"Thank you. Good bye."

-The speaker moves his rod along the street, and finally puts it on the place.

-The cue cards are put in the positions taken by the rods.

-If the students already know the activity, they have to practice by themselves.

Notes : The cue cards are used to make the activity more challenging. If the names of the buildings, places, or means of transportation are supplied, the students will pay less attention to the communication in the group. But if they see only rods on the map, they have to pay attention when someone else gives the information because they have to be able to find the correct places on the map.

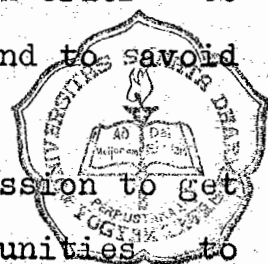
III.F. Some Advantages and Disadvantages of Rods

Some Advantages :

1. Experience is the best teacher. By using the silent way technique and rods, the students are supplied with chances to get direct experience of using the language, because the native language is not spoken during the class time. The students have to speak English. This makes the students familiar with English sounds soon.
2. Rod activities can develop the students' thinking skill. The model which is given only once requires a close attention so that the students can think of what the teacher does, and then they can understand it. They must also think of the correct responses or answers when they make mistakes.
3. Rods have changed the old view of teaching . The teacher is not the centre of the class anymore, but the students. The teacher has to try to put the students' attention on what he is doing when he gives the model. That is why modeling is done only once.

The rest of the time is for the students to manipulate the rods and practice the language. So, the students become active in class.

4. Rod activities create an atmosphere which develops a cooperative work among the group's members. The students in the group should help each other correct the mistakes. They have to speak, give commands and responses clearly to keep the communication in the group going on. It is also important for the student to keep listening to others' responses in order to be able to compare them with their own and to avoid repeating the same mistakes.
5. Creativity is a side of teachers' profession to get self-satisfaction. And rods offer opportunities to teachers to develop their creativity because they are challenged to find other language items which can be taught by using rods. Rods are also challenging for the students to practice the language by manipulating them.
6. Rod activities make the class alive and amusing. The students more motivated in studying. In these activities, the teacher does not ask perfection, but steady improvement. An experiment on beginning Thai students from nine to twelve of age which was done by Todd Diemer and Opart Panya showed a good result. The students had problems on some final consonant sounds. However, after one year of silent way classes with rods as the teaching media, their pronunciation of



the problem sounds was considered remarkable.

7. Rods are easy-made and everlasting teaching media. They are also useful and challenging.

The Disadvantages and the Solutions

1. It can happen that the students get bored with the lesson because they always work with rods day by day. To solve this problem, as what I had done when I used this technique for teaching English, is by varying the activities with songs and games. Some songs and games are not merely for entertainment, they can be used for reviewing some language patterns which the students have learned, for examples, "Little Indian" can be used for practicing "singular and plural nouns", or "ABCD" for practicing spelling.
2. Big classes are always the problem. The silent way technique with its rods cannot work well in a big class. It is more suitable for a group of six to nine students. Therefore, the teacher can give the model for the whole class first, then divide them into groups when they will practice the language.

CHAPTER IV

PUPPETS

IV.A. The Inventory

IV.A.1 Resources

Puppets which children like to play with very much can be found easily in stores or markets. Puppets interest a great attention of the children. Based of this psychological aspect, puppets are used as language teaching media. Even nowadays puppets have become an intertainment for children and adults. We can take the examples from puppet serial films on TV such as "Si Unyil", "Si Titik", "Kuncung lan Bawuk", or "The Muppet Show".

If puppets in stores are considered expensive, we can make them, the simple ones, by ourselves. I like to share my ideas of making hand puppets - one of the most commonly used puppets. This will be described soon in part B of this chapter.

IV.A.2 Types of Puppets

There are many types of puppets in stores or markets, however, only some are usually used for teaching. In his book "AV Instruction Technology, Media, & Method", James W. Brown states that the most commonly used puppets are hand puppets, glove and finger puppets, rod puppets, marionettes, and shadow puppets.

2.1 Hand puppet is "a toylike cloth figure of a person or animal with a hollow inside into which the hand is put

to move the figure."¹ Hand puppets usually consist of a head figure and a loose garment or dress fitted over the operator's hand. When a stage is used, as in a puppet theatre, hand puppets are operated from below.

2.2 Glove and finger puppets are puppets made of flat cut-out or doll-like figure as the body, with the index and middle fingers of the operator as the puppet's legs. This type of puppets is operated from the back of the stage.

2.3 Rod puppets usually have jointed bodies made with wires or thin wooden sticks attached to arms, legs, or heads. The wires or wooden sticks are to be manipulated by the operator to show actions. "Wayang kulit" belongs to this type.

2.4 Marionette is "a small figure of a person or animal, etc moved by strings or wires at a performance in a theatre."² Marionette is similar to rod puppets. The difference between them is that marionette is more flexible than rod puppets and it is operated from above the stage.

2.5 Shadow puppet is a puppet which is usually formed from a piece of thin cardboard to which handles are attached to permit manipulation behind a lighted white cloth. So what is seen from the front is a series of sharply focused, moving shadows.

Besides those types of puppets, we still have another type namely dolls. Dolls are rarely used in formal

¹Longman Dictionary Of Contemporary English, pp 894.

²Ibid, pp 666.

teaching, therefore, the children like to use them in simulation when they play. Paper puppets are used by CO teachers at Galang Refugee Camp for teaching culture to the refugees. The puppets are attached on the board. A creative teacher can make a paper puppet in such a way that it can be manipulated when he uses it. How to use this kind of puppet will be described in part C.

IV.B. The Making-Up of Hand Puppets

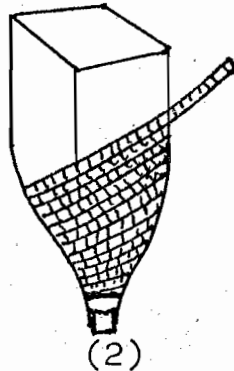
I will limit the discussion of making puppets on the making-up of hand puppets only, because they are one I was familiar with during my teaching at Galang Camp. The other types of puppets will be clarified by supplying the pictures of those puppets on the appendix - figure 1, at the end of this thesis.

There are three ways of making hand puppets which will be described here. The first way is taken from Brown's book "AV Instruction Technology, Media, & Method".

1. This way of making hand puppets needs materials like a paper bag, a cardboard tube, crumpled paper, glue or paste, cloth, thread, pens or poster paints. The procedure is : (1) Fill a paper bag with crumpled paper. Put a cardboard tube into the bag and tie it by the neck.



- (2) Soak strips of newspaper in the solution of paste and water,



and wind them around the paper bag. Smooth out any wrinkles , and allow each layer dry before adding the next.

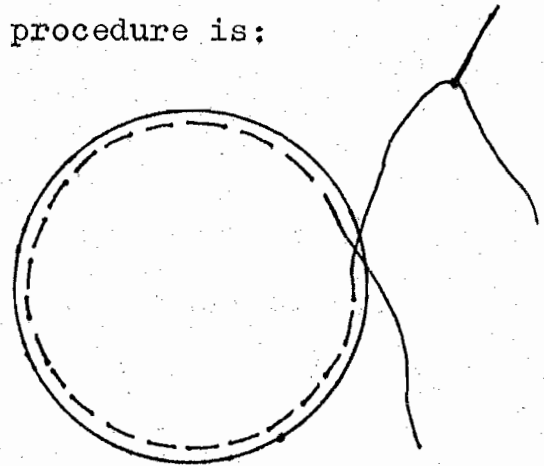
(3) Create facial features by using pens or poster paints. Add hair or head-dresses.



(3)

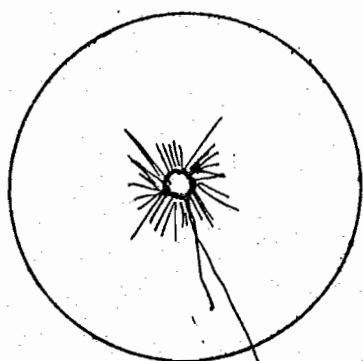
2. The second way of making hand puppets make use of rags. Then they are called rag-dolls. Other materials that are needed are a needle, thread, scissors, coloured pencils or poster paints, and glue. The procedure is:

(1) Cut a piece of round white cloth with scissors to make the head of the puppet. The size of the cloth depends on the size of the puppet we want to make. We can use other coloured cloth such as yellow, pink, creamy, or light blue.



(1 - 2)

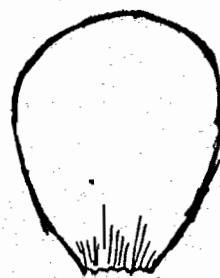
(2) Sew along the circle of the cloth by using a needle or a sewing machine.



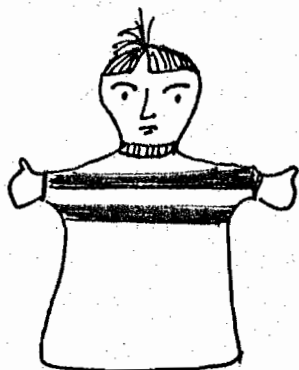
(3)

(3) Pull the thread, and leave the cloth with a hole. Tie the thread, then fill it with the rags or crumpled paper.

(4) Shape the cloth which has been filled with rags like a head with the hole downward to fit the index finger.



(4)



(5)

(5) Add dress, hair, or other ornaments. Then draw facial features with coloured pencils or poster paints.

3. When your children got bored and did not want to play with their dolls anymore, take the heads of the dolls and add the dress or other ornaments by using glue to the heads. You will get new hand puppets for your children and students.

IV.C. The Use of Puppets

What can puppets contribute to teaching language? As one of the language teaching media, I had experienced in using them for teaching dialogue and culture. To be able to use puppets effectively, we should have skills to operate them. All of these will be discussed in the fol-

lowing sections.

IV.C.1 How to Play with Puppets

Each different type of puppet is operated differently from the others. Hand puppets can be operated on or off a stage. The operator fits his hand into the puppet's hole so that the garment or the dress of the puppet covers his wrist and hides it from view. He fits his index finger into the puppet's head, and his thumb and middle finger slide in to tiny sleeves to form two movable arms. The operator can manipulate the head and arms while speaking. Hand puppets are operated from below if a stage is used.

Glove and finger puppets are played on a stage. They are operated from the back of the stage. The operator uses his index and middle fingers as the puppet's legs. This type of puppet can move the legs and the whole body only.

Rod puppets are more flexible than hand puppets or glove and finger puppets. The operator can move the heads, arms, and legs of the puppets by manipulating the wooden sticks or stiff wires which are attached to them. Rod puppets can also be operated on or off the stage.

Among the four types, namely hand puppets, glove and finger puppets, rod puppets, and marionettes, the last one is the most flexible. They are usually played on a stage. The parts of the puppet's body are jointed by strings or wires which are attached to a crossbar and operated from directly above the stage. The size is usually between 16 and 24 inches in length. The weights are placed on their feet to keep them upright and in proper working condition.

Shadow puppets look like still pictures. The puppets are operated between the light and the screen. They are jointed to wooden sticks by strings for which the operator holds when he manipulates the puppets.

IV.C.2 Puppets in English Class

In language teaching, puppets are mostly used for representing characters. It is suggested to use one puppet for one character only. This should not change until the program is over. This will also help the students recognize the characters easily.

Two techniques of using puppets in English class for teaching dialogue and teaching culture will be described in this section. For the last case, that is for teaching culture, this technique was developed by Barbara Gardner, a CO (Cultural Orientation) supervisor and curriculum designer at Galang Refugee Camp. She was very much involved in finding effective techniques for teaching American culture to the refugees. This is to give the refugees knowledge for overcoming the situation that they will possibly find in America. Then she called this technique "story line".

IV.C.2.a Puppets for Teaching Dialogue

Any puppets can be used for this purpose. The teacher should make the basic dialogue before. And he should master it well enough before presenting it to the class. The tittle and the situation of the dialogue should be announced to the students when the class begins. It will lead the students to the main topic they will study. It will be

better if the teacher is able to use different sounds for different characters, since it will help the students recognize the characters quickly.

This following procedure is only one way of teaching dialogue by using puppets. It is opened for other variation, of course.

- (1) The teacher announces the tittle and the situation of the dialogue. What is meant by the situation here is the characters of the dialogue, when and where the dialogue takes place.
- (2) The teacher introduces the puppets which will represent the characters of the dialogue.
- (3) After the students recognize all of the characters, the teacher can start presenting the dialogue. Manipulating the puppets while speaking and using different sounds for different characters will make the dialogue more interesting. It is not necessary to finish the dialogue quickly. Giving a space between the speeches of two characters helps the students understand the dialogue easier. However, the teacher should speak in a natural way.
- (4) Questions and answers can be done after the presentation. It is to check whether the students understand the dialogue or not.
- (5) If it is possible, the students can practice manipulating the puppets to perform the dialogue they have studied. It can happen that the students make their own sentences which are different from the teacher's. It is not a problem as far as the sentences are relevant to

the topic, since the objective of this activity is to get speaking skill. Giving the students a chance to manipulate the puppets is meant to encourage the students to be active in class.

- (6) Finally, the handouts of the written dialogue can be distributed to the students. The teacher asks the students to look for the difficult words, if there are, and then discuss them together with the students.

IV.C.2.b Puppets for Teaching Culture

The refugees at Galang camp, and other camps, are obliged to study both the language and the culture of America, the country where they will be resettled. A new technique for teaching culture had been developed by Barbara Gardner, a CO supervisor and curriculum designer. Formerly, Co teachers use "lecturing or discussion technique" for this purpose.

That technique is called "story line". It is basically similar to serial films which have a series of episodes. An episode is presented at one presentation. "Story line" also consists of a series of stories with one story at one presentation. This technique has a list of characters, but only some of the characters appear in one story. A story probably has different characters from the other stories. The same characters might appear again in the following stories.

In this technique, the characters of the stories are represented by paper puppets. The reasons of using paper puppets are first, paper puppets can be attached on the

board. This makes the teacher freer in telling the story to the students. The second reason is that the stories in this techniques are not always in the form of dialogue so that the teacher does not need to manipulate the puppets so much. In teaching dialogue, manipulating the puppets sometimes can confirm what is spoken by the character. As an example, if the character says, "Go out !", then the operator can move the hand of the puppet to show it. The last reason is that this technique focusses the students' attention on the story told by the teacher, not on the puppets with their movements. The puppets are just the representation of the characters to help the students recognize them and handle their characteristics easier.

The Presentation

The presentation of this technique consists of three parts, namely the background information, the story, and the questions and answers activity. The background information contains the information about American culture which supports the story. The teacher should master this because it is the information for the students when they do not understand the story. The background information can be given in the last or early of the presentation, however, the former alternative is better for it challenges the students to give a close attention in order to understand the story.

The stories are about events, etiquette, or behaviour which are seemingly different or contrary to those of the students in their country, in this case - Vietnam. They need to have this knowledge so that they can get along with

the natives well. Without knowing such these matters, they are probably regarded as uneducated people, or they will probably disturb other people.

The questions and answers activity is meant to check the students' comprehension of the story presented by the teacher. If the students get difficulties in answering the questions, the teacher can give the background information. Discussion technique can be used as a variation of this activity.

The Procedure

- (1) The teacher introduces the characters of the story and shows the puppets. All the characteristics of the characters, as written on the list of characters the teacher has, should be announced to the students. Writing the names of characters on the puppets help the teacher and the students identify one character from the other and recognize the characteristics.
- (2) The teacher attaches the puppets on the board.
- (3) The teacher tells the story to the students. When he is telling the story, he may sometimes manipulate the puppets if it is necessary.
- (4) The teacher together with the students make questions and answers or a discussion about the story. If the students understand the story, they will be able to answer the questions or give their opinions. The teacher should give the background information if none of the students can answer the questions.

- (5) The teacher distributes the handouts of the background information, the story, and the questions to the students so that they can review it.

The procedure above is not the only way of teaching culture by using puppets. For lower level students the teacher can make a variation by presenting the background information first, and then followed by telling the story and the questions and answers activity.

For the first time this technique was presented to the students - the Vietnamese refugees - it seemed boring to them. However, when the class went on, the students enjoyed it. Even some characters have become so familiar among the refugees. They printed the names of the characters on their T-shirts. Later in the appendix, I will show the examples of this technique which I take from CO package of the program at Galang Refugee Camp.

This technique, I think, can be applied here, in Indonesia, for teaching Indonesian culture to foreigners with English as the medium. Of course, it can also be adapted to other countries. Nowadays Indonesian government sends more and more students to study overseas. For preparing them, this technique is applicable and useful since they also need to know the culture of the country they will come to. And English is still regarded as the suitable medium for them to practice their listening and speaking skills.

Some teachers, including some of the CO teachers at Galang Refugee Camp, think that this technique will work well for teaching culture to children only because adult

students do not like to play with puppets anymore. This assumption is not wrong. But I think it is not quite right, either. Since the emphasis of this technique is on the story, not on the puppets, it is relevant for teaching culture to adults and children.

IV.D. The Advantages and Disadvantages

The Advantages :

- Puppets make the characters more real. This helps the students recognize their characteristics.
- With puppets the class becomes alive and the students are actively involved in the activity. They keep their attention to what is going on in the class.
- Puppets encourage the students to speak when they get the chance to manipulate them.
- Puppets develop the teacher's creativity to produce teaching media and to find new techniques for presenting the lessons that will give a new environment in the classroom.
- Puppets encourage shy students to express their ideas or opinions upon the situation faced by the characters in the story. In story line technique, for example, it is sometimes difficult for shy students to express their answers of this question, "What will you do if this situation happens to you ?". However, if the question is "What should Duc do to overcome this situation ?"; they will probably be able to give their suggestions since the question does not refer to them personally.

- Some types of puppets are cheap and easy to make and to operate

The Disadvantages :

- Some types of puppets, especially marionettes, need a special skill to operate them.
- There is a possibility that puppets will spoil the students' attention if they are over-manipulated by the teacher.
- It can happen that adult students will get bored since they are not psychologically involved anymore.

CHAPTER V

PICTURES

Pictures have been the most common teaching aid. They have been used at any levels of study starting from the kindergarten to university. As it has been suggested by Marie Ernestova that, "pictures should be used at all levels starting with the beginning level of English and continuing as long as the student studies the language".¹ Pictures have proved their usefulness in teaching. Using pictures some difficult words can be explained clearly, more real situation can be given so that the students understand the lesson easier.

Building the correct concept on the children's mind is a must. The problem is that the children often get difficulties in understanding verbal explanation or instruction. Too much verbalism will be useless because it will not be stored in the children's mind. Therefore, pictures can help them understand what the teacher says. To show the children how to take a bath or to brush the teeth in a good way, for example, the teacher may simply show the picture with simple explanation.

By the same reason, that is the usefulness, many authors illustrate their books with pictures so that the readers can understand the books much easier. Its flexibility in both size and usage enables teachers to bring them to their classes.

¹ Marie Ernestova, "How to Use Ready-Made Pictures", pp 6.

V.A. The Inventory

Any pictures can be used in teaching as far as they support the achieving of the teaching-learning objectives. So, selecting must be done before using them. Grammatical structures, items of vocabulary, size, clarity, and so forth are some matters which should be considered in selecting pictures.

Pictures have a nature of flexibility. They can be used classically, individually, or in groups for any levels of study. They can also be combined with other teaching media such as cards, maps, rods, or charts. Another consideration of choosing pictures as a good teaching media is that they are cheap and easy to find.

V.A.1 The Resources

We are the endless resource of pictures. We can make pictures by drawing or stick figures as our imagination guides us. Magazines, newspapers, brochures, pamphlets, labels on jars or medicine bottles, advertisements, or greeting cards are the resources of cutout pictures. After selecting from those resources, we cut them by scissors or blades (see Techniques for Cutting), then mount them on the cards. Pictures for teaching should not be beautiful, however, they should be simple, have no ambiguity, and can be used to practice grammatical patterns, vocabulary, pronunciation, etc. Thus, we should not worry about the proportion of the pictures when we draw them.

V.A.2 Kinds of Pictures

Any teaching aids, including pictures, will make our teaching successful if we use them effectively. For that reason we have to understand the characteristics of each picture. This following description is about the kinds of pictures which might help us understand the characteristics of pictures.

Basically, pictures can be divided into two main categories. The first category is based on how the pictures are made. What is meant by this category is that whether we, the teachers, have to make the pictures by ourselves or not. The second category is based on what items the pictures can practice with. In this category the pictures are classified in the relation with the materials we can teach with.

Within the first category we know two kinds of pictures, namely ready-made pictures and unready-made pictures.

a. Ready-made pictures are pictures which are ready on use, the teacher does not need to make them before. Two pictures which can be classified as ready-made pictures are cutout pictures and photographs.

a.1 Cutout pictures are pictures that we can get by simply cutting them from the resources such as magazines, advertisements, newspapers, and so forth. For this kind of pictures, we can get both

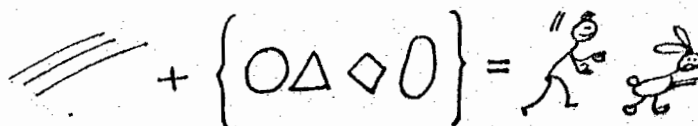
black and white pictures and coloured pictures. Coloured pictures are more vivid and interesting than black and white pictures. This will keep the students' attention to the lesson and increase their motivation to study.

a.2 Photographs are pictures which are resulted by cameras. Photographs do not only refresh our memories of past events; they can also be used for teaching. Using a family photograph, the concepts of father, mother, grandparents, nephew, and so on will be clearly understood. Including here is portraits. Portraits are pictures of persons in close details. They can be used for practicing personal information or identification; or possible interpretation about the person in the picture

b. Unready-made pictures require more creativity than the other one, because we have to make them by ourselves. We should have knowledge on techniques of making pictures. Characterizing is also important. Two unready-made pictures are stick figures and simple drawings.

b.1 Stick figures. This is the most famous unready-made pictures. A mathematical definition

of stick figures was given by Jaime A. Rodriguez, that "Stick figures are lines plus geometric shapes."² Then he formulated his definition like this :



He clarified his definition by stating that "stick figures are a simplification of real figures into lines or sticks and geometric shapes".³

It is not deniable that using stick figures for teaching demands more creativity and imagination of the teachers. Some teachers feel self-conscious about their ability to draw. It should not be a serious problem. Stick figures are quite easy to learn. Tang Li Shing, a teacher from China, learned drawing stick figures in less than a month's time; whereas he claimed he have never been good in drawing.

b.2 Simple drawings. Simple drawings without too much

²Jaime A. Rodriguez, "A Word on Stick Figures", p 42

³Ibid, p 42

illustration are more frequently used in teaching. Too much illustration will make the pictures ambiguous. This kind of drawing is usually applied on the boards as well as on cards. Sometimes only a part of the figure, for example the head or face only, is enough for representing a character.

Based on the second category pictures are classified into three types, namely situational pictures, pictures of individuals, and thematic pictures.

a. Situational Pictures

Situational pictures are pictures where the individuals, objects, or people in the pictures are handled in one situation. So, there is a correlation between them. This kind of picture is good for teaching and reviewing reading texts, compositions, and grammatical structures as well. In comprehensive reading class, situational pictures function as the texts. The teacher can use a large picture as the text for the whole class, or the small one for each student. Writing can be done as a follow up activity after reading class. Usually the people in the pictures are engaged in activities; this is good for practicing grammar, for example "the progressive tense".

b. Pictures of Individuals

Pictures of individual are pictures which contain on

ly an object, a person, or another thing. Kreidler named this kind of picture "structure-oriented pictures". He suggested that these pictures should be simple and have no ambiguity. These pictures may include actions (regular or irregular verbs), occupations, nouns (countable or uncountable), places, methods of transportation, adjectives of comparison, and so forth. These pictures are suitable for teaching vocabulary. However, they can also be used for practicing certain grammatical structures. By a set of individual pictures a teacher can provide a text for reading as well as writing class.

c. Thematic Pictures

This kind of picture may consist of a series of several pictures belonging to one conversation theme, for example : food, pieces of furniture, work activities, sports, means of transportation, or articles of clothing. These pictures can be used for teaching dialogue, reading, writing, or vocabulary. We can also manipulate them to construct picture stories.

V.B. The Producing of Pictures

What is meant by producing here is not always drawing. It depends on the kind of the pictures. Producing cut-out pictures, of course, we just seek for the resources and cut them out. To get satisfactory production of cutout pictures, we can use the basic cutting techniques suggested by Ed Minor and Harvey R. Frye.

However, to produce the unready-made pictures we have to draw them by ourselves, drawing requires the creativity of the teachers, though they do not need to be talented. What is important in drawing pictures is that the pictures should be simple, not ambiguous which will probably make the students confused or lead them to the different interpretation from what they are supposed to be. To prevent the ambiguity, we should avoid giving too much illustration, in other words, we should not overwork the pictures.

Photographs, as their usual function as the keeper of past memories, also bring some uses to teaching since they are pictures, too. We will find them useful for teaching some language items. Sometimes they are more interesting because they reflect the real nature.

V.B.1 Producing Cutout Pictures

What resources can we take the cutout pictures from? As it is written before that magazines, newspapers, pamphlets, brochures, calendars, greeting cards, advertisements, or labels on jars or medicine bottles are the resources of the cutout pictures. So, they are very cheap and easy to find. We can choose the coloured pictures rather than the black and white ones, because they are more interesting, and in some cases colours can clear up the details. However, carefulness is highly demanded in cutting pictures in order to get a good result.

Techniques of Cutting

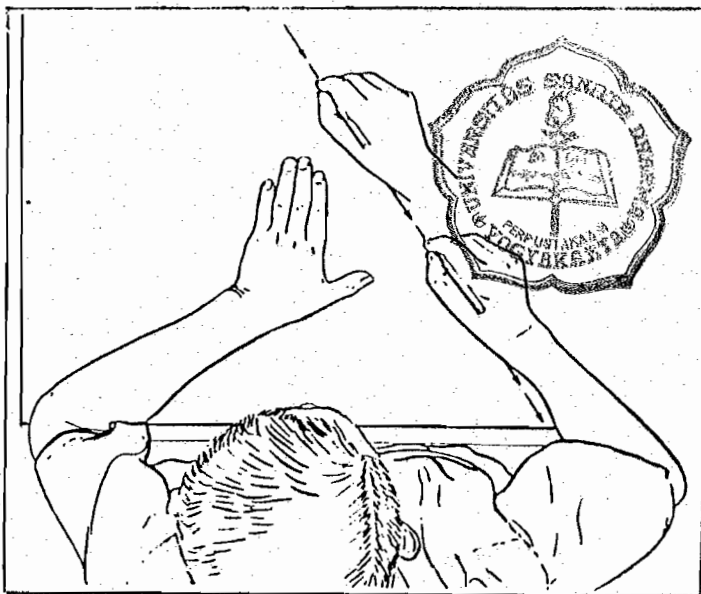
It is showed in "TECHNIQUES FOR PRODUCING VISUAL INSTRUCTIONAL MEDIA" by Ed Minor and Harvey R. Frye the various kinds of cutting devices such as blades, mat cutter, dexter mat cutter, paper cutter, circle cutter, corner rounder, swivel knife, silk-screen knife, electric stylus, etc.⁴ However, I will not talk about these devices because we, the teachers, do not really need those complicated devices to produce pictures. They are expensive and difficult to operate, too.

The most common cutting device is blades, single edge or double edge ones. They are available in quantity lots in stores, they are cheap and can be used extensively. Blades have now been developed in such a way that there are many kinds of blades with various types of holders for different purposes. Blades with holders are more preferable because they are easier to operate. When blades without holders are used, we should wear windings of drafting tape around the index finger to protect it from becoming sore because of the pressure of the narrow top edge of the blade. Another practical cutting device is scissors. Just like blades, scissors also have various shapes and sizes for many purposes. For cutting heavy paper or cardboard blades are more comfortable than scissors.

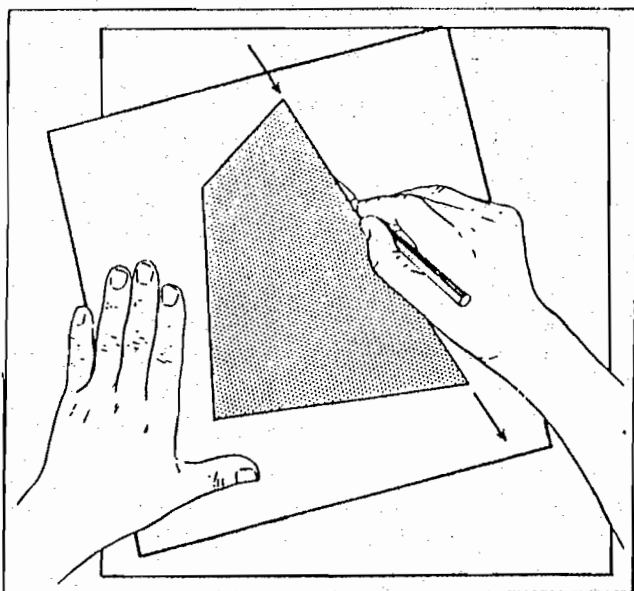
⁴Ed Minor and Harvey R. Frye, Techniques for Producing Visual Instructional Media, p 14 - 15 and p 19 - 21

These two following basic techniques of cutting are taken from Minor's book; they are techniques of cutting regularly and irregularly shaped images.⁵ The procedure of cutting regularly shaped images is as follows.

- (1) Besides the blades must be sharp enough, the position and the movement of the arm in the cutting process determine the result. One of the most natural movements for the arm is in a straight diagonal line across the front of the body.



(1)

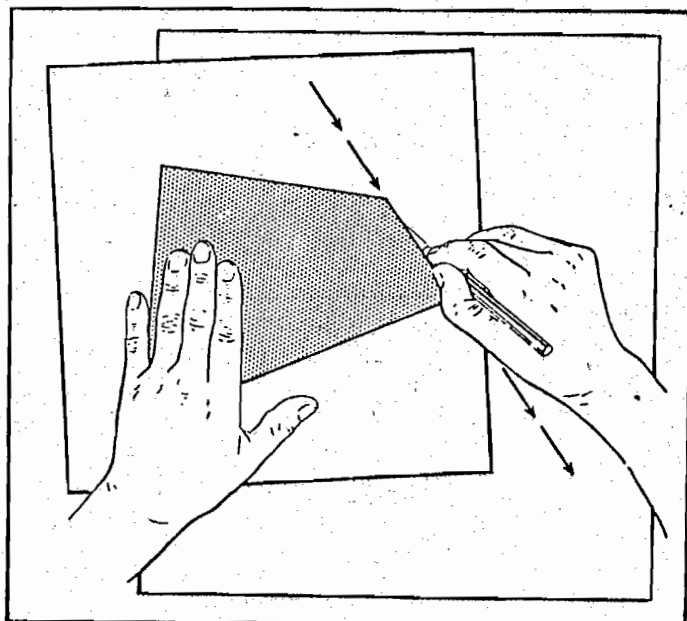


(2)

- (2) With a cutting blade in this position, we will find greater ease and accuracy in the cutting process.

⁵ Ed Minor and Harvey R, Frye, "Techniques for Producing Visual Instructional Media", pp 17 - 18.

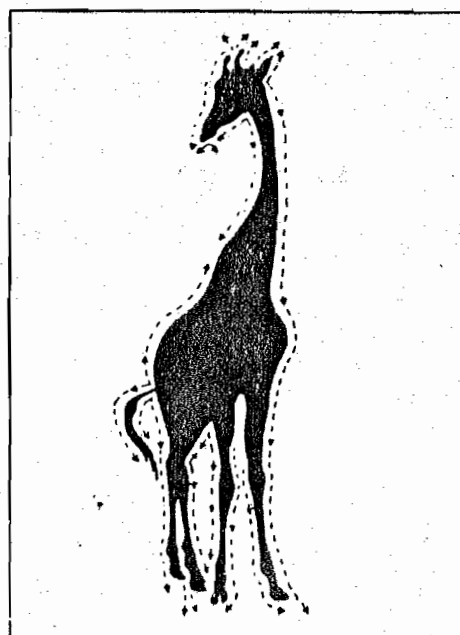
- (3) By rotating the artwork and keeping the same position and movement of the arm during the cutting process, it is possible to take advantage of this natural arm movement. So we do not need to move our body or seat since it will waste the time and energy.



(3)

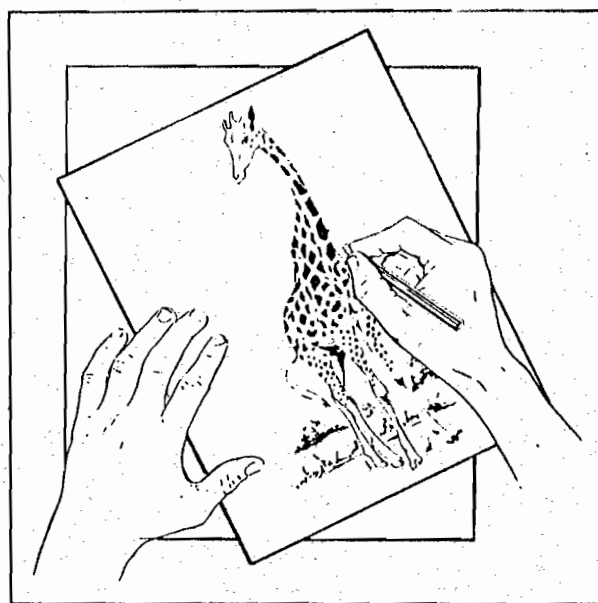
The second is the procedure of cutting the irregularly shaped images. Planning the cutting sequence is suggested to get the process of cutting out easy.

- (1) The first important thing to do in cutting the irregularly shaped images is planning the direction of each cut. Here, the blade is moved in an outward direction away from the centre of the image. This will minimize the possibility of slipping the blade into the image area.



(1)

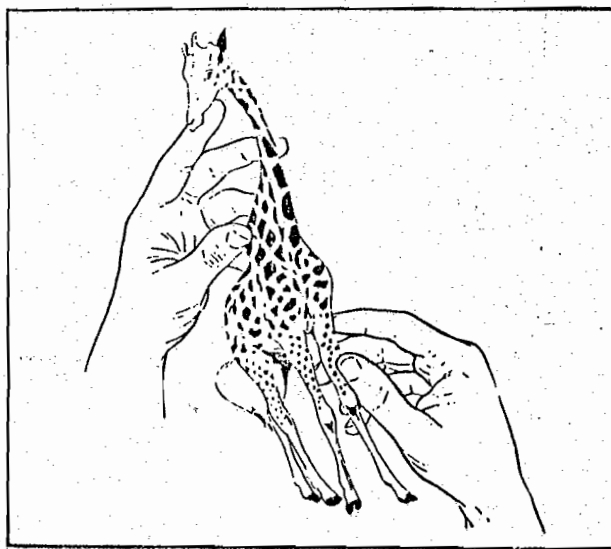
(2) Place the line to be cut in such a position that it approximates the natural movement of the cutting arm. Of course, this requires a new positioning of the image before each cut is made. A Sharp



(2)

blade should be used to avoid rough or torn edges.

(3) Mount the cutout figure on the card.



(3)

Making A Picture File

Knowing that the usefulness of pictures needs no more defense, it is better to start collecting them now. We may collect any pictures from the resources, then we select them. In her article "HOW TO USE READY-MADE PICTURES" Marie Ernestova says that in selecting pictures we have to think about these following matters : the grammati-

cal structures we can practice with it, items of vocabulary we can teach with it, size, clarity, appeal to the eye, entertainment value.⁶

Most situational pictures can be used for practicing and reviewing grammatical structure(s) such as the indicative structure "there is/there are", preposition, present continuous tense, or comparison of adjective. Even one picture only might be applicable for more than one grammatical item. A combination of two or more pictures of individual can also be used for practicing some grammatical patterns, for example a picture of a man and a picture of a car. The patterns that can be practiced with are "The man goes to work by car." or "The man has a car." Pictures of individual can provide clues for substitution drill practice.

Pictures of individual is one of the useful teaching media for teaching new vocabulary. We just flash them and ask the students to give the definition or to translate them into the native language. While situational pictures provide vocabulary practice in the context of sentences. It is better because the students will understand how to use the words in order to be meaningful in the context.

The size, the clarity, and the appealing to the eye are closely related one another. It depends on how we use the pictures, in this case is the organization of the students in the class. Are they used classically, in pairs, in small groups, or individually? Certainly, small pic-

⁶Marie Ernestova, "How to Use Ready-Made Pictures", pp 6.

tures will never be appropriate for the whole class activity since the students sitting at the back will not see the pictures clearly. They are more suitable for individual or pair activity. The pictures must be clear, too, in the meaning of having no ambiguity which enables the students to be confused or to have different interpretation.

Entertainment value is important to keep the students interest on the pictures. Colour is one way to increase the entertainment value. By keeping the students' interest on the subject, they will be highly motivated to study. It is not like colour, illustration sometimes even causes the pictures ambiguous. So, we must take it into account when we select the pictures.

Except those matters above, it is also worthful to consider Lado's statement that pictures do not have the same meaning everywhere in the world since they are cultural-bound at least in two ways⁷, first the objects and people shown in the pictures have different functions and communications from culture to culture. And the second, the experience in understanding pictures varies from culture to culture, as an example : a balloon above a person may mean a speech, a dream, or a thought.

The next step to take after we finish selecting pictures is cutting them and classifying into three parts name

⁷Robert Lado, Language Teaching A Scientific Approach, p 195

ly situational pictures, pictures of individual, and thematic pictures. Finally the pictures should be stored in order to be ready for the next use and safe from being damaged.

V.B.2 Drawing Stick Figures

There is an assumption that only those who are talented have the ability to draw. This assumption might be right in some cases, but not in drawing stick figures. To be able to draw stick figures, one does not need to be talented. What he needs is to learn drawing them. He will become skillful enough after one month or more.

According to Jaime A. Rodriguez, we should consider three points in drawing stick figures. First, we do not need to worry about proportion. When we draw stick figures it is not necessary to stick our mind on the proportion of the pictures, for example : the nose should be exactly between the two eyes, the persons should have hair on their heads or teeth in their mouths, etc. Second, we should not overwork the pictures, simplicity is a requirement. Third, it is suggested to have the figure doing something, not the static one. Figures engaged in activities can provide grammar practice.

In his article "A Word on Stick Figures", Rodriguez gave us a good practical guide for learning to draw stick figures. He already gave many variations, therefore, we can develop our creativity by creating our own drawing, or

searching from other resources. Then, take a look at this in the appendix, figure 5.

V.C. Storing Pictures

Since the language items for being taught remain the same, we need to store the pictures. This is done in order to keep the pictures in a good condition. How to do it? These following points will help you administer your pictures.

- (1) Glue the pictures on cards. Using cards the pictures will be easier to store and to use in the activities. For classical or group activities, the pictures are mounted on large cards of 20 x 30 cm or on medium sized cards of 12,5 x 20 cm. For small pictures, cards of 7,5 x 12,5 cm can be used. They are suitable for individual or pair activities.
- (2) Pictures of individual are good for teaching vocabulary. To help the students find the words for the appropriate pictures in a short time, we can make use of coloured cards. Glue the pictures of the same word categories on the cards of the same colour, for example :yellow cards for verbs, red cards for nouns, etc.
- (3) Margin the cards with the top and bottom usually wider than the sides. For pictures which will be flashed, the bottom margin is wider for hand holding.
- (4) Classify the pictures according to their kinds, such as situational pictures, pictures of individual, thematic pictures, etc.

(5) Put them into separate envelopes. If coloured cards are used for different word categories, put them into the envelopes of the same colour.

(6) Label the envelopes. Every envelope may have different labels from the others. It depends on the kinds of the pictures, as the example :

- kind of pictures : situational pictures

- number of pictures : 5

at the post office

at the zoo

at the department store

at the bank

in the street

-items practiced : continuous tense

preposition

future "will"

items of clothing, animals

etc.

(7) Put them back into the correct envelopes after using them in teaching so that they will be ready any time for the next use.

V.D. The Use of Pictures

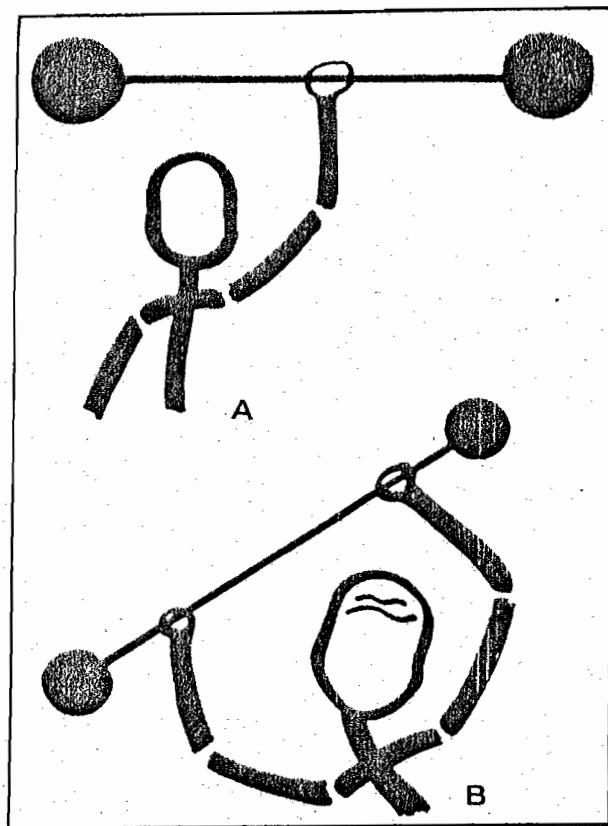
One of the most useful teaching media is pictures. They can be used in almost any subjects, even in mathematics. In language teaching the use of pictures is endless. Pictures provide so many activities for all skills.

V.D.1 In the Vocabulary Class

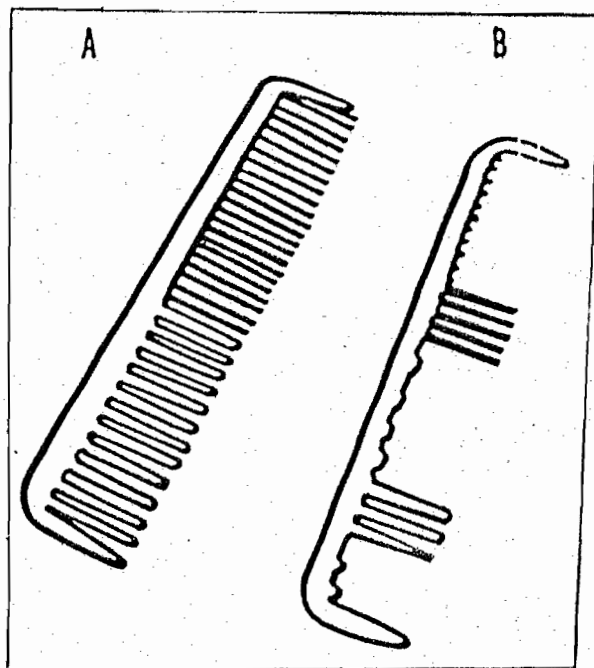
It seems that high school teachers of English in many regions in Indonesia do not pay much attention on teaching or drilling vocabulary. And this might cause high school graduates unable to read with comprehension. Whereas we know that reading comprehension is the curricular goal of the English instruction at high schools. In language learning, moreover in second language learning, teaching or drilling vocabulary is important to introduce the words that will be used in the patterns presented in the grammar section of the class and to expand the number of words the students can use in the grammar patterns already learned. This will undoubtedly lead the students to mastering the ability of comprehending reading texts or textbooks.

The problem that will probably come up is how to teach vocabulary so that it will not be boring. pictures can answer this problem. Through pictures, we can make abstract meaning concrete, and more importantly the students will understand each meaning of the words and can use them in the right place. Without translating, uncountable nouns are sometimes abstract for beginners. However, with pictures they can be understood. Pictures are particularly useful for presenting verbs as they depict frozen action. And by using pictures of pairs of opposites, adjectives can be introduced clearly because they provide a limited defining context. For the last case, if possible, the same object should be chosen to illustrate the two opposite qualities,

so that only the adjective should change. (See the examples below.)



A is strong. B is weak.



A is new. B is old

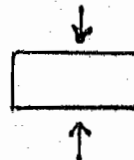
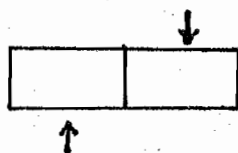
Pictures also provide plenty of vocabulary activities which are amusing and make the class active. Some of them are as follows :

a. Technique : spot the difference.

Objective : The students are able to find out the diffferences of the pictures.

Materials : 2 large pictures as the stimuli at the ends of the class, paper and pencils.

Organization: tango-seated pairs or face to face.



Procedures :

- the two pictures are hung on the wall at the ends of the class so that one group of students can only see one picture and the other group sees the other picture .
- the students observe the pictures carefully.
- the students spot the differences of the pictures and write those differences on the paper. They may write nouns, verbs, adjectives, or adverbs, etc. Since the emphasis of this activity is on the vocabulary, the teacher should not worry about the grammar.
- the teacher gives the turns to the students to tell the differences they have found. The pictures can be hung side by side. In this activity, the teacher can put the attention on the grammar.

b. Technique : picture square.

Objective : the students can brush up the vocabulary shown in the pictures as many as possible.

Materials :

- sets of pictures, thematic pictures will be better.

- sets of grilles bearing numbers.

Organization: whole class or groups.

Procedures :

- if possible, choose thematic pictures for this activity as they will concen-

trate the students' attention to find the words of the pictures they do not know yet on one theme only.

-mount the pictures on the cards for helping the students hold them and preventing them of being torn. Here, the pictures should not be in the same size. Each picture is numbered, though some pictures bear the same number.

-divide the class into groups of ten or twelve persons.

-distribute a set of pictures and grilles to each group. The pictures for all the groups are the same, and the grilles bear numbered squares which correspond to the number of the pictures.

-the members of the group should exchange their pictures so that they can fill all the spaces of their grilles. If a group of ten or twelve persons is considered too much, it can be minimized.

-one by one, the students come forward to fill the spaces of the large grille prepared by the teacher with the names of the pictures. Spelling should be the focus now. The teacher should stop the activity and locate the mistake when the student writes the word incorrectly. Only

after the mistake is corrected, the activity can go on.

c. Technique : go fish.

Objective : the students can match the printed words with the pictures.

Materials : -sets of words printed on cards.
-sets of the corresponding pictures.

Organization: groups.

Procedures : -put the students into groups of four or five students.

-pass a set of approximately 25 pairs of 3 by 5 inch file cards to each group. This activity is meant for reviewing the words the students have learned before. So, the teacher should be sure of the words he prepared have been known by the students.

-a member of the group shuffles the cards and deals six, face down, to each member. The remaining cards are put in the fish pile in the middle of the table.

-players look at their cards and put any matching pairs down on the table.

-the first player asks the other player for a matching card. When the first player gets the matching card he wants, he continues asking for other pairs. But if he does not get it, he must take one more card from the fish pile.

The dialogue may flow like this.

Player 1: Do you have the pen ?

Player 2: Yes, I do. (Player 2 gives the card to player 1, who puts down the matching pair and takes another turn.)

Player 1: Do you have the boy who is kicking the ball ?

Player 3: No, I do not. Go fish. (Player 1 draws a card from the fish pile)

-Players continue asking each other for cards, until a player has no more cards left, or there are no more cards left in the fish pile.

-The player with the most matching pairs wins the game.

d. Technique : the silent way.

Objective : the students can write words based on the picture as many as possible.

Materials :-a large picture of a person engaged in an activity.

-small copies of the picture.

Organization: individual.

Procedures :-the large picture is taped on the board.

-the small copies of the picture are distributed to the learners.

-ask the learners to list the objects, actions, occupations, or something else in the picture that they have known. (Be-

sides nouns, the students can write verbs, adjectives, adverbs, etc.)

-by using the words they have written, ask the students to make sentences.

e. Technique : -paired vocabulary.

Objectives : -the students can describe things, activity, or adjective of expression shown in the pictures.

-the students can choose the matched pictures among the options.

Materials : two sets of different series of pictures.

Organization: pairs.

Procedures : -learners are paired off. One has different series of pictures from the other. Partners must not look at each other's pictures.

-learner A must describe his picture to learner B.

-learner B chooses one of his four pictures which corresponds to what A is describing. He may ask for clarification if he finds difficult to guess the answer.

-learner B takes the turn to describe his picture. Learner A guesses it. (The examples of pictures for this activity is presented in the appendix, figure 6.)

V.D.2 In the Speaking Class

A good teaching picture, except the criteria mentioned for selecting pictures, should also give us the opportunity to make use of what is not visible in the picture at all, but can easily be inferred from it. It can develop our imagination beyond the sight of our eyes. This makes pictures very useful for less-controlled activities. They can be used as a direction of free expression of ideas, suggestions, comments, interpretation, speculations, deductions, or predictions. By giving questions within certain structural patterns, we can make the use of pictures in controlled activities for practicing the patterns. These following techniques are picture activities for eliciting the students to speak.

a. Technique : picture grid.

Objectives : -the students can give the description of the pictures exactly.

-the students can describe the placement of the pictures exactly.

Materials : -a grid of 3-4 cm squares marked on cardboards or manila folders for each student or group.

Organization: individual or groups of three persons at the most.

Procedures : -the students are put in pairs.

-one student, student A, has a grid and some pictures pasted on. Student B has a

bare grid and the same pictures as A's , but loose.

-student A describes a picture he has on his grid. Student B chooses one of his pictures which matches to A's description. If it is still unclear, B may ask for clarification.

-student A describes the placement of the picture B just found. Student B puts his picture in the same square as A's.

-after student A finishes describing all the pictures and their placements, then he shows his grid to student B to check his work.

-they change the turn.

In this step it is better to use another set of pictures. Student A will find the pictures much easily, if the same set of pictures is used since he has known before. Therefore, the grid should be designed in such a way that it can be used effectively and efficiently. Then, let's see the procedures of making the picture grid.

Making Picture Grid

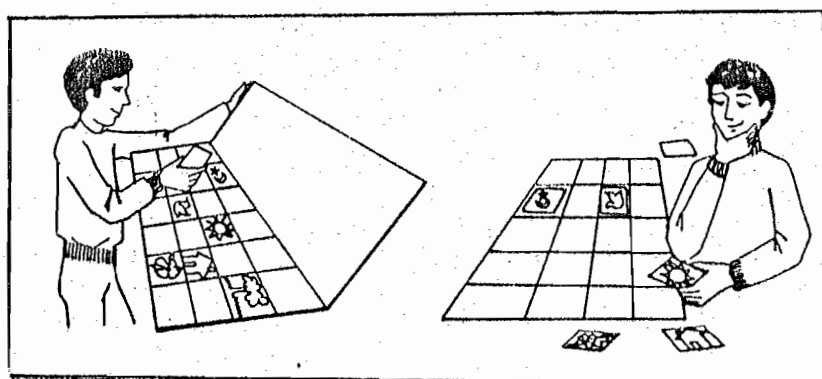
-Look for sets of pictures, then make the copies. Coloured pictures will be more challenging and interesting. But, certain

ly, the copies will not be as clear as the original. Or, you can make your own simple drawing or stick figures pictures, if you like.

-Make the grids of 3-4 cm squares on cardboard or manila folders. You may make larger grids, say 4-5 cm or 4-6 cm, since it is hard to find small pictures of 3-4 cm. Small pictures like that are also difficult to hold.

-Paste some pictures on the grid. Place them in such a way that the students are challenged to describe.

-Mount the copies of those pictures on loose cards of the same size as the grid or a bit smaller.



Other Designs

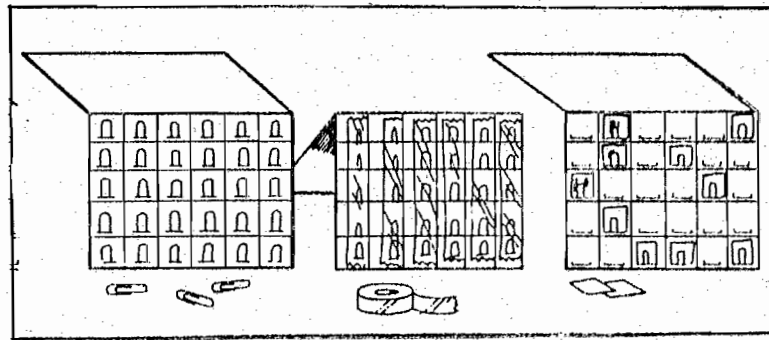
(1) -Draw grids on manila folders or cardboard. Then make a slit at the bottom of each square.

-Insert a paper clip into each slit. Tape

down the clips on the back of the grids to keep them from slipping.

-Paste the pictures, both the original and the copies, on cards. Give the pictures to the student/group and the copies to the other student/group.

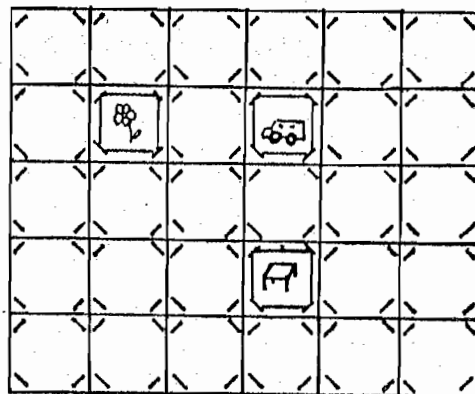
-Insert the pictures into the clips when playing.



(2) -Draw grids on cardboards or manila folders.

-Make four slits, one at each corner of the square

-Insert the pictures into the slits. Give the copies of the pictures to the other student/group. Do the game as the original.



The conversation is for example like this following :

Student 1: It appears at night, but the shape is not perfect yet.

Student 2: Is it orange ?

Student 1: Yes, it is.

Student 2: Is it the moon ?

Student 1: Right, place it on the first row, the third square from your left.

b. Technique : picture story.

Objectives : -the students can put the pictures in the correct order.

-the students can make a story of the pictures they just sequenced.

Materials : sets of pictures.

Organization: individual or groups.

Procedures : -the pictures are pasted on cards. Each student/group has a set of pictures.

-the student/group sequences the pictures.

-the student/group tells the story about the pictures.

Notes : -this activity can work well in the writing class by asking the students to compose the story instead of telling it to the class.

c. Technique : which picture

Objectives : -the students can describe the pictures they have.

-the students can use "yes/no question or wh-question" to ask for clarification.

-the students can choose the described pictures among the others.

Materials : sets of pictures.

Organization: individual, small groups.

Procedures : -one student has a picture, and the other has a set of numbered pictures, one of them is the same as the first student's.

-the first student describes his picture.

-the second student guesses the corresponding picture by saying the number. If the description is not clear yet, he can ask questions to his partner.

-after the pictures are all matched, the students take another set of pictures.

-They change the roles. The first student has a set of four pictures, while the second student has a picture to describe.

-the activity goes on as the original.

Notes : -the subject matter of the pictures needs to be suited to the learners' ages and interest.

-pictures which are very different one another will help the students find the

answers easily. Therefore, if the pictures are very like one another, the students have to look at them carefully, and there has to be exact use of language and attention listening if successful communication about them is to take place.

- d. Technique : description (retelling).
- Objective : the students can describe the pictures given to them.
- Material : pictures or portraits.
- Organization : individual.
- Procedures : -the teacher distributes the pictures to the students. Each student does not need to have the same picture.
- the teacher asks the students to observe the pictures.
- the students tell the class about their pictures one by one.

V.D.3 In the Reading Class

Reading has many types such as reading aloud, speed reading, extensive reading, comprehensive reading, and so on. Among those types, comprehensive reading is the main purpose of teaching English at high school in Indonesia. This is meant to give high school graduates the ability to read textbooks written in English comprehensively.

However, comprehensive reading involves many aspects of language, at least grammar and vocabulary. And the fact is the teaching of English at high schools ends on teaching grammar, which finally causes the failure of achieving comprehensive reading skill.

In order to be able to read comprehensively, foreign language and second language learners need pre-reading activities, some of them in order to discover what reading is and others to relearn the direction of reading. Picture stories and attractive books with interesting pictures are two kinds of pre-reading materials which will make the students want to read.⁸ These following reading activities make use of pictures. They are applicable for beginners and intermediate or advanced students.

a. Technique : concentration game.

Objective : the students are able to find the matched pictures and the written words.

Materials : -a set of picture-cards.
-a set of word/phrase/sentence-cards.

Organization: groups.

Procedures : -the picture-cards and the word-cards are shuffled separately. Put the picture card in a row and the word-cards in another row.

-give the turn to the first student to

⁸W.R. Lee, Language Teaching Games and Contests, 1979, p 112.

open a picture-card and a word-card. If they are matched, he must read the word correctly. The teacher should encourage peer correction if a student reads the word incorrectly.

-The student puts the cards in their former positions, face down, if they are not matched. Then the next student takes the turn to open another pair of cards.

-This procedure goes on until all of the cards are correctly matched.

b. Technique : matching.

(This technique is similar to "concentration game", but it is played in a different way and requires more communication.)

Objective :-The students can match the pictures given by the teacher and the word/phrases/ sentences.

-The students can answer questions given by the teacher.

Materials :-a set of picture-cards.

-a set of word/phrase/sentence-cards.

Organization: individual, groups.

Procedures :-The teacher passes the word-cards to the students, one card for one student.

-The teacher puts a picture-card on the

board, or he can use a flanel board.

-the teacher gives a question depending on the picture, for example "What's this ?", or "What is Ann doing ?", etc.

-each student looks at his cards if it answers the question.

-the student who thinks his card is the answer reads it, then puts it underneath or beside the picture put by the teacher on the board.

-other students observe and check whether it is true or not. If a student shouts "Wrong.", he should say his answer and put the card beside the first answer. The teacher and students observe the cards and determine the correct answer. The wrong answer must be dropped and returned to the owner. This might take place since each student has his own interpretation. The teacher can number the picture-cards and the word-cards to make the students sure that the answer is correct.

-the teacher puts another picture and then asks a question. The student says the answer if his card is matched.

-the game ends if all the cards are matched already.

Variant 1

Technique : matching.

Objective : the students can ask and answer each other based on the pictures and sentences written on the cards.

Materials : -a set of picture-cards.
-a set of sentence-cards.

Organization: groups.

Procedures : -the picture and the sentence-cards are shuffled together, then passed to the players in an equal number. The players who have the matching cards should put them down on the table, and say the sentences. To give each player an equal turn of asking and answering, the cards are shuffled separately.

-the first player puts a picture-card on the table and asks a question by using the pattern they are practicing, for example "What is he going to do ?"

-the other players in the group look at their sentence-cards to find the answer. The player who has it then puts it down and reads the sentence "He is going to swim."

-the players continue playing until all the cards are matched.



Variant 2

This game is the expansion of matching game. The sentence-cards are replaced with paragraph-cards. The paragraphs consist of 15 - 20 words. Certainly, this game is suitable for higher level students. It is for practicing both reading aloud and comprehensive reading. So, the students should keep their attention listening to other students who read the paragraphs.

Technique : matching.

Objectives : -the students can read the paragraphs with correct articulation.

-the students can understand the paragraphs read by other students.

-the students can match the pictures and the paragraphs.

Materials : -a set of picture-cards.

-a set of paragraph-cards.

Organization: individual, groups.

Procedures : -the picture-cards and the paragraph-cards are shuffled together.

-every player observes his cards and puts down the matching cards.

-the first player reads a paragraph on his card aloud. The other players pay attention to him in order to be able to find the answer. To get clearer ideas of the paragraph, if necessary, the player can read the paragraph twice.

- he puts the paragraph-card on the table for other players to observe.
- the player who has the corresponding picture puts it down on the table. Everybody observes the cards. Discussion is possibly inserted within the game if some of the students do not agree with the answer. Only after the answer is agreed by the whole members of the group, the game can go on.
- the next player reads a paragraph aloud and puts it on the table.
- the game goes on like the former steps until all the cards are matched.

c. Technique : minimal paragraph.

- Objectives :
- the students can read the paragraphs comprehensively.
 - the students can identify the differences of the paragraphs.
 - the students can match the paragraphs and the pictures.

Materials :

- a set of pictures.
- a set of paragraphs.

Organization: individual, groups.

Procedures : -the teacher makes three or four numbered paragraphs of 15 to 20 words, and writes them on a piece of paper or card. Each

paragraph is similar to, but differ from every other paragraph. Only one of these paragraphs depicts the picture.

- the teacher makes the copies of these paragraphs for all the groups. Then he gives one copy to each group.
- the teacher lets the groups read the paragraphs silently. They may use dictionaries.
- the teacher shows a picture to the students or hangs it on the board.
- the students observe the paragraphs to find the corresponding one. The first student shouts the correct number of the paragraph gets a point.
- the teacher gives another set of paragraphs and shows another picture. The game goes on like the former steps.
- the group with the most points wins the game

d. Technique : silent way.

Objective : the students can answer the questions based on the picture.

Materials : -a large picture.
-small copies of the picture.

Organization: individual.

Procedures : -the teacher tapes the large picture on

the board and asks the students to observe it.

-the teacher passes the small copies of the picture to the students.

-the teacher gives questions about the picture, the students answer.

e. Stick Figures for Teaching Reading⁹

This technique was done by Tang Li-shing for teaching a new text and reviewing the grammar item - the present progressive tense - at once. He used coloured chalk to make the stick figures more vivid and appealing. Using stick figures, he got a great success that the students, the shy ones too, jointed the class activities. This is the procedure he did in teaching the new text.

- (1) Drawing the picture on the board.
- (2) Giving the students one or two minutes to think and talk about the picture among themselves.
- (3) Questioning and answering (simple questions).
- (4) Summing up the passage. In this activity, the teacher involves the students' participation by asking simple questions, such as "What can you see in the picture ?", "What colour is the car/the truck ?", etc.
- (5) Repeating the passage twice. The teacher writes the new words on the left side of the board when he is saying the passage.
- (6) Asking the students to read the words, then the passage

⁹Tang Li-shing, English through Pictures, p 11.

after the teacher, sentence by sentence.

- (7) Giving more difficult questions.
- (8) Getting the same reading text in textbook.
- (9) Listening to the recording.

V.D.4 In the Grammar Class

The technique for teaching grammar done by high school teachers gives the students structural burden, for they just supply the rules and rules of the structures. They get difficulties to handle those rules in their mind, since there are plenty of grammar items and each item has its own rules. Finally the lesson becomes difficult and boring.

These following techniques are to teach grammar which probably will give new class situations and motivate the students to learn more.

a. Technique : quartettes.

Objectives : -the students can use the words "have" and "give".

-the students can do the request.

-the students can recognize the using of various ways of expressing a certain quantity such as a, an, some, two, a slice of, three cups of, etc.

Material : a set of about 40 small cards bearing pictures of various objects.

Organization: groups of three to six players.

Procedures : -the teacher prepares about 40 small cards, or it depends on the number of the students, but it must be divisible by four. Every group of four consists of items or objects logically associated with one another, for example : a bus, a train, a plane, and a ship. Every card bears a picture of an item. The items are written above the picture with the name of the picture written in italics or bold.

-a player shuffles the cards and deals four face down, to each player. The remaining cards are put in a pile in the centre of the table.

-the first player begins asking another player for a card to make a complete quartette of the items, for example,

Player 1: "Can I have a ship ?"

Player 2: "No, I am sorry, you cannot."

or

Player 1: "Please give me a train."

Player 2: "Yes, certainly, here you are."

-If he gets the card, he can continue asking for the other cards. But if he does not get it, he must draw one more card from the pile.

-the second player takes the turn and makes the same steps as the first player

did.

- the player puts the complete quartettes , face down, on the table in front of him .
- the player with the most quartettes wins the game.

b. Technique : description.

Objectives : -the students can express their ideas about the picture by using "present continuous tense".

-the students can express their ideas about the picture by using "present tense".

Materials : -a large picture.

-small copies of the picture.

Organization: individual.

Procedures : -the teacher hangs the large picture on the board, then gives the copies to the students. What the students should do are already printed on the right side of the pictures.

-the teacher asks the students to work on the task, for example : mention 4 things that are happening now in the picture, mention 4 things that they do often/everyday, make 3 questions about what is happening in the picture, make 3 questions about what happen everyday, etc.

-after the students finish making the task

the teacher gives the turns to say the sentences they made one by one.

-the teacher asks the students to do the same work, but it is now referring to their own activities, for example : mention 2 things that you are doing now, mention 2 things that you do everyday, etc.

c. Technique : inside the house game.

Objectives : -the students can recognize items of furniture and the names of rooms.

-the students can give and follow direction or commands.

-the students can use preposition.

-the students can ask and answer by using "there is/there are".

Materials : -a large simple floor plan drawn on a cardboard or poster board with the room names already written on it.

-separate floor plans of each room which are already furnished. You can draw them or make the sketch only.

-cutout pictures of furniture items.

Organization: pairs, groups.

Procedures : -the large floor plan is put on the table. The students sit around the table.

-the teacher gives the separate furnished rooms to the students, and puts the fur-

niture items in front of them.

-student A takes the turn to give commands or direction to another student in the group, for example,

Student A: "B, take the bed and put it in the corner of the bedroom. (B follows the direction.) Now , place the table beside the bed."

-student A, or another player of the same group, continues giving commands until the room is furnished. During the activity, student A may not touch or give the furniture to student B. He may not show gestures, either.

-the other students take the turns to give commands to furnish other rooms.

-the game ends after all the rooms are furnished.

Notes

: The game can be continued to practice the indicative "there is/there are"; the procedure is :

-the teacher gives the model, for example:

"There is a bed in the bedroom."

"There are some dishes in the kitchen."

"Is there a TV in the dining room ?" (No)

d. Technique : sentence building.

Objectives : -the students are able to build up sentences by using simple present continuous tense.

-the students can fill the columns with correct phrases.

Materials : -a large picture.

-sets of pictures.

-paper and pencils.

Organization: pairs, groups.

Procedures : -the teacher tapes the large picture on board and asks "Who is in the picture ?", "What is happening in the picture ?" Then he writes "who" and "what" in the first and second columns of the grille.

-the teacher repeats the questions to get the answers from the students. He then fills the columns with the answers. So, the grille will be like this :

WHO	WHAT
A woman	is playing the guitar.

-after the students get the idea of playing the game, the teacher passes the pictures and paper to the students.

-the students make the grilles.

-they ask and answer the questions in

pairs, as the example, student A shows a picture to student B and asks question about it. Student B has to answer the questions; student A writes the answers in his grille. They change the roles. -after all pictures are described, the students, one by one, read their sentences they have written in the grilles.

Note : For higher level students, the teacher can add the questions such as "When is the action taking place ?", or "Where is it taking place ?", etc. Then the grille will be like this :

WHO	WHAT	WHERE	WHEN
A woman	is playing the guitar	at the beach	now.

e. Technique : paired vocabulary game.

Objectives : -the students can use preposition to describe the pictures.
-the students can use relative clauses to describe the pictures.

Material : two sets of different series of pictures.

Organization: pairs.

Procedures : -the students sit in pairs. One has a series of pictures, and the other has another series of pictures.
-the first student describes his picture ,

for example, "Its place is in the kitchen. I usually use it to drink. It is made of glass or plastic."

-the other player guesses the answer, for example, "Is it a glass ?" (No) "Is it a cup ?" (Yes) "I have four cups here. Do you put it on the table ?" (No) "Is it between the glasses ?" (Yes) "So, it is d." -if the answer is correct, they work on the next picture, and the roles are reversed.

Notes : -the same procedures can be applied for practicing relative clauses, for example "The boy who is kicking the ball is my brother."

-the picture of this activity is shown in the appendix, figure 6, exercise 3 for preposition, and exercise 5 for relative clauses.

V.D.5 In the Pronunciation Class

Usually learners of other languages get problems on some English sounds. In order to be able to communicate in English, they need to get more and more practice on those sounds. Wrong pronunciation will make a misunderstanding, and communication will not take place. These following activities make use of pictures to practice certain sounds.

- a. Technique : pictures and sounds.
- Objective : the students are able to choose correctly the pictures of the words pronounced by the teacher.
- Materials : -a pair of large pictures.
-small copies of pictures.
- Organization : individual.
- Procedures : -the teacher tapes the large pictures on the board as the example. Then he asks the students to say "A" if the first picture corresponds to the word he pronounced, or "B" if the second picture corresponds it.
- the teacher gives the model.
- after the students know what they should do, the teacher distributes the copies of the pictures to them. (See the appendix, figure 8.)
- the teacher asks the students to put a check on A or B.
- the teacher pronounces the words one by one. He should pronounce them once only to keep the students paying attention to the words. Only after all of the words are pronounced, he may repeat pronouncing from the first one, so that the students can check their works.
- together with the students, the teacher check their works.

Notes : -the teacher can vary this activity by asking the students to pronounce the words of the pictures he flashes.

-a set of pictures is better used for one problem of sound only and given at one time separately from the others, for example, the teacher spends 10 minutes for practicing these words :

sheep ship

heap hip

sleep slip

etc.

b. Technique : paired vocabulary game.

(See the appendix, figure 6 ,exercise 2.)

Objectives : -the students are able to describe the pictures.

-the students are able to pronounce the words of the pictures described by other students.

Material : two sets of different series of pictures.

Organization: pairs.

Procedures : -the teacher distributes the pictures to the students.

-the students are in pairs. One student gets copy A and the other gets copy B. They should not look at each other's picture.

-student A describes his picture, student B guesses the answer by saying the number. If it is right, he then pronounces the word.

-then the roles are reversed, student B describes the picture and student A guesses the answer and pronounces it.

V.D.6 In the Writing Class

Writing is one way to elicit the students to express their opinions. Shy students, perhaps, feel more motivated to express their ideas through writing than speaking; though some students find speaking easier than writing. Writing can be practiced by the simplest way, namely "copying" and the more complex ways like guided and free writing. Spelling is essentially an aspect of writing since writing deals with letters as well. Some techniques to practice writing are presented as follows :

a. Technique : stepping stones.

Objectives : -the students are able to write correctly the words of the given pictures.
-the students can spell the words with a correct articulation.

Material : a set of pictures of individual.

Organization: small groups of two or three persons.

Procedures : -the teacher draws a large picture of a river with stepping stones in it. The

students have to find the words of the pictures they get in order to be able to cross the river.

-the pictures are put in a pile on the table.

-a player of a team takes a picture-card from the pile and shows it to the team. They identify the word; the words are for examples adjective, noun, verb, colour, occupation, etc. Then the word is written on a stepping stone, other players of the team can give helps by spelling the word.

-if the word is written correctly, the team has a chance to make a progress. But if the word is incorrectly written, it is thrown into the water.

-the next player of the other team takes the turn. He does as the first player did.

-this game ends after all of the stepping stones are stepped on, and the teams can cross the river.

-the team which throws the most words into the water is the loser.

-then the teacher together with the students make the correction of the words.

b. Technique : cartoon strips.

Objective : the students are able to compose sentences of the pictures in the cartoon strips.

Material : cartoon strips.

Organization: individual, groups.

Procedures : -the teacher prepares the cartoon strips by cutting them from magazines or drawing them. There should not be any writings on the cartoons. The cartoon strips are on paper or cardboards with blank spaces underneath the cartoons for the students to write the sentences.

-the teacher passes the cartoon strips to the students.

-the students write the sentences which, according to their interpretation, depict the cartoons.

Notes : -This game is difficult enough, so it is more suitable for intermediate and advanced students. The teacher should try first to find out how difficult. He has to be sure if the students have been familiar with the things on the cartoons. Various tenses might be involved in this game. To avoid this the teacher can make a question by using a certain structure above the cartoon strips, for example :

"What did Mr. Jones do yesterday ?" , or

"What is Barbara doing ?", etc.

-This game is quite similar to picture story.

c. Technique : silent way.

Objectives : -the students are able to write things they find in the picture with correct spelling.

-the students are able to make a composition about the picture.

Materials : -a large picture.

-small copies of the picture.

-copies of the cloze composition.

Organization: individual.

Procedures : -the teacher hangs the large picture on the board and distributes the small copies to the students.

-As what the students do in the vocabulary class, they have to write names of things they see in their pictures. However, here the teacher emphasizes the activity on writing, not on the number of things the students can identify.

-the teacher gives the students a chance to write the words on the board. One student writes one word only.

-the teacher and the students make the correction together.

This activity can be continued with free or guided composition activity. The students may use the list of words they have written before. For guided composition activity, the teacher should pass cloze compositions he had prepared to the students. Guided composition minimizes grammatical errors, too. To avoid having so many grammatical errors on tenses, the teacher can put the title or topic such as "One Day in Last Summer", or "Living in the Twenty-First Century", etc.

V.E. The Advantages and Disadvantages of Pictures

The activities shown in this chapter are just some examples of picture activities. Creative teachers can actually broaden them. Thus, we can say that the possibilities of using pictures in teaching foreign language are practically unlimited, and success comes to the teacher with foresight, ingenuity and imagination. To express his feeling of satisfaction after using stick figures in reading class, Tang Li-shing says "Learning English this way is more like play than hard work" and "Teaching English this way is more like conducting play than doing hard work."¹⁰ Then these followings are some advantages of using pictures in English class.

¹⁰Tang Li-shing, "English through Pictures", p 15.

- (1) Pictures arouse the students' interest and attract their attention so that they become more motivated to study.
- (2) Pictures create an atmosphere in which the students, including the shy ones, learn to think and talk in English.
- (3) Pictures bring into the classroom a live language situation which involves both language patterns already learned and new items. They also provide a great deal of information at a glance which enables us to change situation quickly and easily in a drill. And this is important for maintaining a high level of interest.
- (4) Pictures can go beyond the limited classroom environment. They give examples of real life experiences or situations, and make possible discussion of a wide variety of situation and circumstances.
- (5) Pictures can serve as a ready means of establishing a clear, immediate concept of what a word or structure may mean. They are much simpler and more vivid than a long explanation would be. So, they can also give the students reality to what might be misunderstood verbally by the students.
- (6) Pictures can teach and introduce the students to unfamiliar cultural aspects of the target language, as an example, it is sometimes difficult to explain in words what a "cricket match" looks like or a "pub-sign". However, by using pictures there will be no problem.

- (7) Especially for children, pictures have an irresistible appeal. And they create suspense and surprise as well as interest.
- (8) Pictures provide decoration for the classroom.

It is not like finding the advantages of pictures, it is quite difficult to find the disadvantages. It shows how useful the pictures are. Some disadvantages of pictures are as follows ;

- (1) We need enough time to have a sufficient collection of pictures.
- (2) Pictures require careful administration.
- (3) Using pictures, teachers should have a thorough preparation before class.

CONCLUSION AND SUGGESTION

Considering the result of English instruction at high schools in Indonesia, it is time for teachers of English to change and improve their ways of teaching. Why should not they try to use teaching media to get a better result ?

If the use of modern media such as OHP, TV, slides, films, or video is expensive and needs skills to operate them, teachers can use the simple ones. The use of modern media does not always guarantee the success of teaching. The simple media have their own advantages. They are not on ly cheap, easy to make, to store, and to operate, but also encourage teachers' creativity.

The simple visual media presented in this thesis, namely bingo, rods, puppets, and pictures, have shown their usefulness in both controlled and less-controlled classroom activities. They can be used in all levels of study, because they are directly suited to the materials. As the examples, "letter bingo" will not be given to advanced students, while "reading comprehension bingo" is applicable for beginners, intermediate, and advanced students as well by increasing the level of difficulty of the passage. In grammar class, rods can be used to review colours and the "s" plural form for beginners. However, intermediate and advanced students can practice the more difficult language items like "degrees of comparation" or "gerund" by the same teaching me-

dia. Simple dialogues are taught to beginners. The more difficult ones should be given to the students of higher levels. And puppets are applicable to all of them. So do puppets, pictures can be used by the students of all levels.

The size of the class in Indonesian schools is usually big. This is probably one factor making the teachers difficult to find suitable teaching media for their classes. Therefore, the media presented in this thesis, except rods, can be applied in big classes, small classes, groups, or even individuals. Whereas rods are only suitable for group activities.

There is a hint which says that, "the students will not learn what they should learn, but they only play with the media if we use media for a long time". It seems right, however, it will not take place if the teacher makes a thorough plan for his teaching. Teaching media should be used for only a period of time within a contact hour. Thus, in planning the lesson, the teacher should allocate time accurately and decide when, how, for what, and what teaching media should be used in order to achieve the objectives of the instruction successfully. Let us take an example from Petunjuk Pelaksanaan Materi Pengajaran - Mata Pelajaran Bahasa Inggris - Kelas I (Jakarta : Departemen Pendidikan Dan Kebudayaan, 1984), page 28. It is stated there that in presenting the material, a teacher may have some activities in a contact hour, that is 45 minutes, for example: 10 minutes for vocabulary building, 20 minutes for reading, 10 minutes for structure, and or without 5 minutes for dialogue. This

is what we mean by allocating time. After that, a teacher can decide to use pictures, for example, for vocabulary building activity. He should also determine other techniques for reading activity and presenting the structure.

Knowing the usefulness of those media discussed before, it is worthful to have them. By the description of making them up, creative teachers can make them by themselves, because they are really simple. Therefore, because of time or other reasons, it is sometimes hard to find creative teachers. Then, it is suggested to work together with the carpenters or toy-makers to make the teaching media available.

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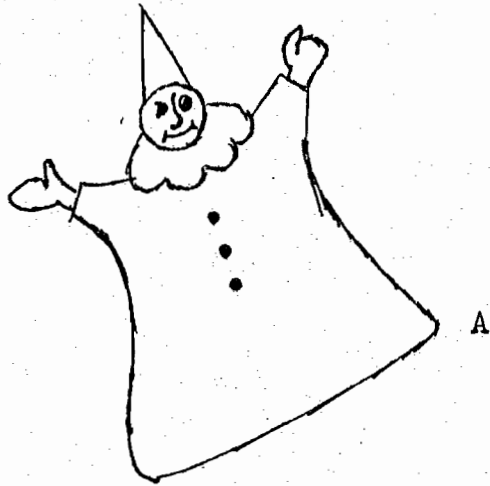
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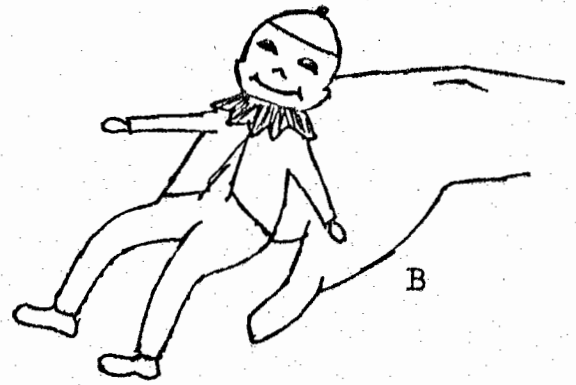
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APPENDIX

Figure 1 : Types of Puppets.



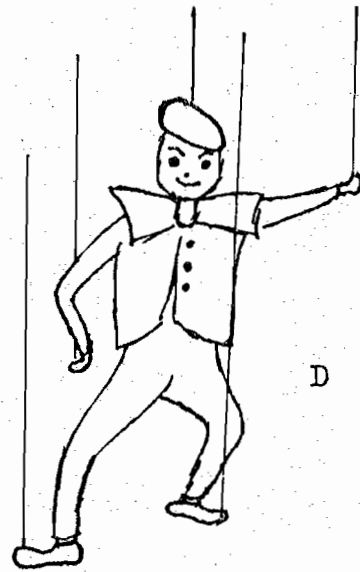
A



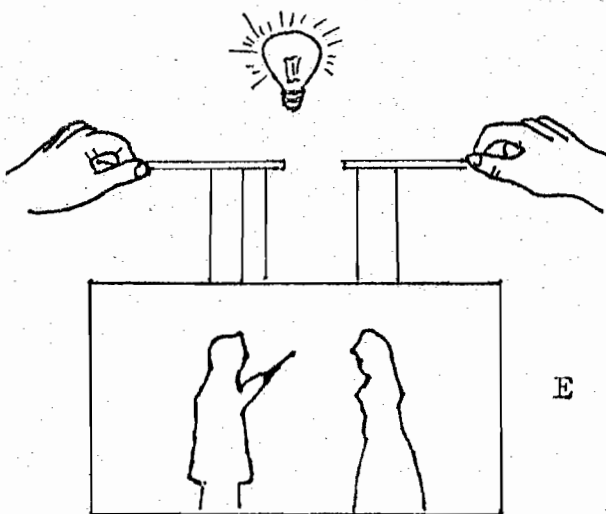
B



C



D



E

A. hand puppet

B. glove and finger puppet

C. rod puppet

D. marionette

E. shadow puppet

STORY LINE (taken from CO program at Galang Refugee Camp, Riau - Indonesia). This technique consists of three sections, namely the story, the questions, and the background information, which are presented on page 155 - 157. The character list below is another part of it. It is for the teacher only.

Character List

There's a family we'd like you to meet: the Nguyens. They arrived in the U.S. a couple of months ago, after studying in the IESL/CO program on Galang. The Nguyens have resettled in New Town. They have some relatives and old friends there, and, as time passes, they make many new acquaintances. You'll meet some of these people now, and some in the future.

Nguyen Qui Duc, 25, comes from Saigon. His parents and two brothers are still in Vietnam. His parents worked for the government before 1975, so when Duc finished high school he had trouble getting a job. His uncle taught him to fix cars.

Duc met Hoang Thuy Linh, 21, on the boat from Vietnam to Galang. They got married on Galang. Linh comes from Dalat. Her parents and brother are still there. Her father was in re-education camp for a long time. He's out now, but he's very weak; her mother takes care of him. Linh's parents are angry at her for marrying Duc.

Duc and Linh don't have any children yet, but they do have Duc's two younger sisters to take care of. Their names are Nguyen Thi Le Thu and Nguyen Thi Anh Ngoc. Thu is 13, Ngoc is 18.

Duc's cousin, Nguyen Dinh Man, 35, sponsored Duc. Man and his wife, Pham Thi Thanh Van, 30, have two kids, Nguyen The Huu, 13, and Nguyen Thuy Hoa, 9. Man and his family have been in New Town for 2 years. Man was in the army in Vietnam; now he works in a factory. His parents are dead. He's got two siblings in the U.S. and three still in Vietnam.

Van's father is dead, but her mother, Ly Kim Lien, 62, is with her in New Town. Lien speaks very little English. She's happy to be with Van, although she wishes they lived closer to her other daughter and son, who are in California. Her other children were killed in during the war. Lien also worries about how American her grandchildren are getting.

Tran Anh Thai, 38, is a friend of Man's from Quang Ngai. Thai and his siter, Tran Thi Kim Anh, 23, have been in the U.S. since 1979. Anh finished high school in the U.S. and went on to computer school. She's got a good job now, as does Thai. He works for a printer.

Dang Tran Phan, 28, came to the U.S. with Duc. He is from Quang Ngai, too; he knew Thai and Anh back in Vietnam. Phan was on Galang for a long time; his father was in the military in Vietnam but he had no documents to prove it. The baptist church sponsored him.

Do Thi Bao, is Linh's childhood friend from Dalat. She's been in the U.S. for 9 months. She's got a job doing alterations and is taking a class in dressmaking.

Cung Van Huy, 35, and Pham Thi De, 31, came from Galang with their children the same time Duc and Linh did. Neither Huy nor De have jobs yet.

Duc's cousin, Nguyen Dong Tam, 32, and his wife, Tran Mai Nhung, arrived in California with their kids last year. They had contacted Hoang Ngoc Phuoc, 43, while they were still on Galang. He agreed to sponsor them. Phuoc and his wife Pham Thi Quyen have been in the U.S. since 1975. They and their children are doing well.

Mike Adam is Duc's 25-year-old neighbor.

Janet Thorsney is a friend of Anh's. They met in computer class.

Tom Brill, 30, was the instructor in the course.

Mr. & Mrs. Howard belong to the Baptist Church that sponsored Phan. They primary responsibility for him.

Margaret Hayner took a sewing class with Bao.

Mr. Johnson is Thu's math teacher; Jack is another in the class. Craig Barton is Tam's neighbor.

Story Line - a puppet activity

The Story

A Hard Day

When Duc gets home from the print shop everyday, he's tired. His muscles ache from moving heavy piles of paper; his hands sting from paper cuts. He and Linh decided they'd divide the housework because Linh has a job, too, but he never feels like doing his share. He's just too tired.

Today he doesn't feel like doing anything but relaxing with a beer. He's just beginning to doze off when Linh calls him from the kitchen. "What?" he mumbles.

She doesn't hear him, so she calls again.

"What? What!" He slams the can down. The table sways and the lamp falls to the floor. It startles him and he jumps up. "What am I doing?" he thinks. The broken lamp lies in a puddle of beer.

Guide Questions

1. What's bothering Duc?
2. Why didn't he answer Linh right away?
3. How is life in New Town affecting Duc and Linh's marriage?
4. What can they do to protect their marriage?

Background Information

Nothing, yet everything, is bothering Duc. He has a lot of pressure to deal with: his job is physically demanding, he's always busy, he worries over responsibility of taking care of his two sisters, and cultural adjustment that is really hard to get used to is having a working wife.

Duc noticed that sometimes he and Linh are short-tempered with each other. The new life is free in some ways, but demanding in others. Linh and he seem to have less and less time for each other. She seems to have less time for him.

He can tell she's happier now that she's working; her English is better and they can sure use the money. But he's not sure he's comfortable with the arrangement. His father would never vacuum the living room or do the grocery shopping. He has noticed a lot of men in the grocery store each week, however.

Duc often forgets that Linh's job tires her out, too. She'd like to sit down and forget about dinner, but she feels responsible for making sure Duc eats. She can see the wisdom of sharing the housework; when both of them are in good moods it works out well. But, she is still a bit uneasy with the arrangement. She feels guilty about not being able to handle her job and all the housework, and she's worried that Duc will grow frustrated with her.

Story Line - a puppet activity

The Story

Telephone Madness

One night, Duc realized he hadn't spoken to Mike in more than a week. He decided to call him.

The phone rang six times before Mike answered. He sounded really groggy when he said hello.

"Hi Mike," Duc said.

"What's the matter, Duc ?"

"Nothing. I just called to say hello," Duc said.

"Duc, it's almost midnight."

Questions

1. Why did Mike say "It's almost midnight."?
2. Should Duc continue his conversation with Mike ?
3. Why / why not ?
4. Why did Mike ask Duc "What's the matter ?"

Background Information

Americans follow unwritten rules about when to use the telephone. Very early in the morning or late at night are considered inappropriate time to call.

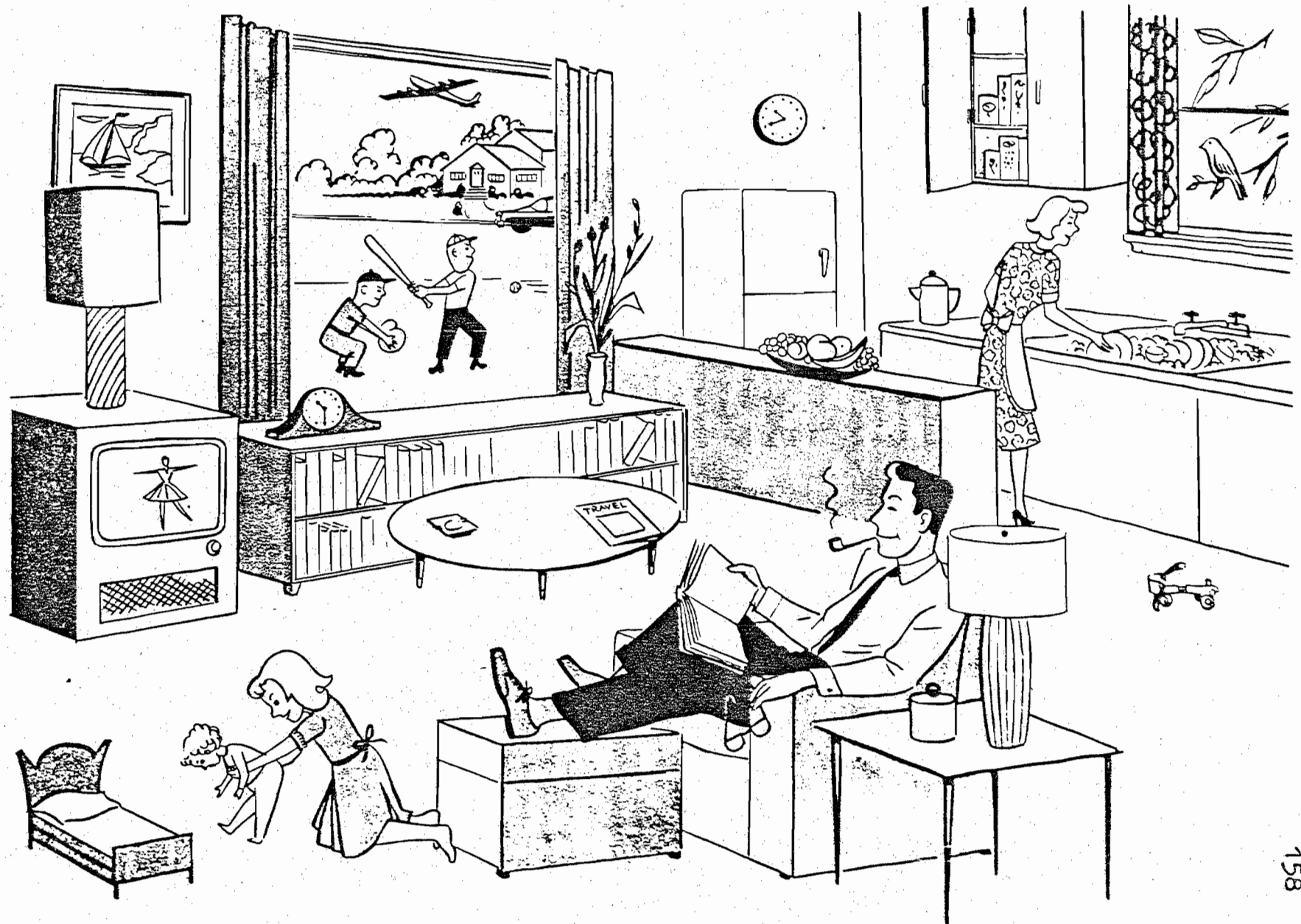
If someone calls during these hours, they are usually doing so for a very important reason. That's why Mike asked Duc "What's the matter ?". Mike thought Duc was in trouble.

People also avoid calling during mealtimes. Of course, when to call ultimately depends upon your relationship with the person you're calling.

Where to go from here ...

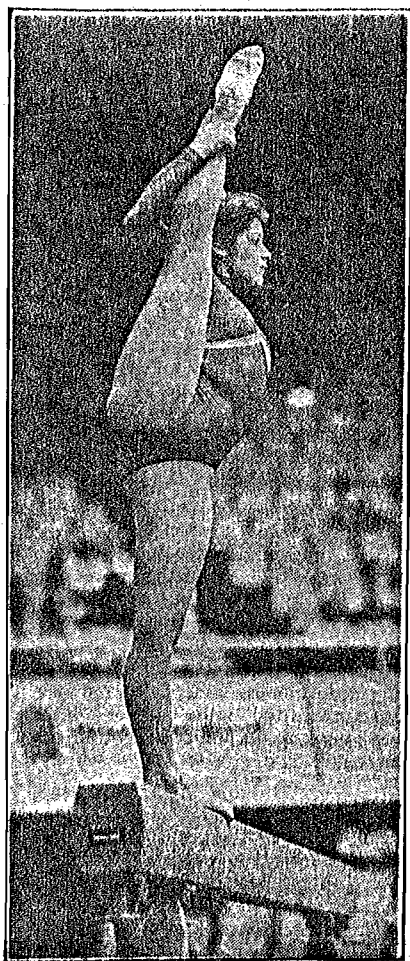
- What are the best times to call ?
- What are the worst times to call ?
- Mike is annoyed at Duc for calling so late. Will Mike still want to be friends with Duc ? What should Duc do now ?
- What other cross-cultural problems could occur because of the telephone ?

Figure 2 : Situational Picture



HOME SCENE

Figure 3 : Pictures of Individual.



A



B

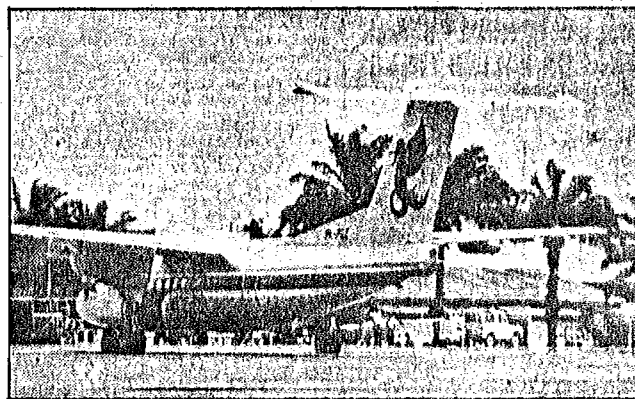
A. a gymnast

B. a professor

Figure 4 : Thematic Pictures - Means of transportation.



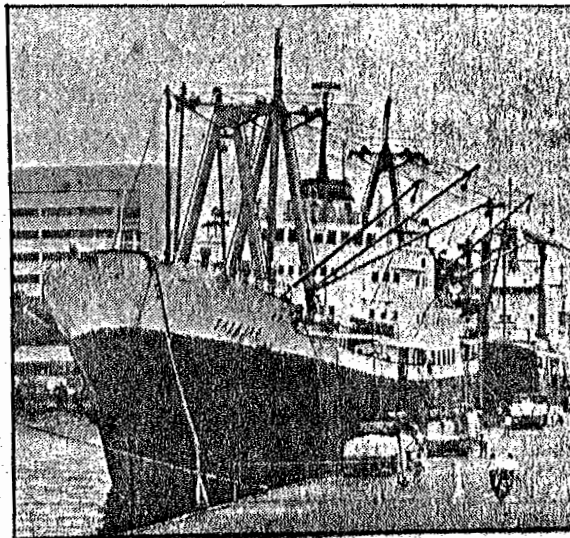
a car



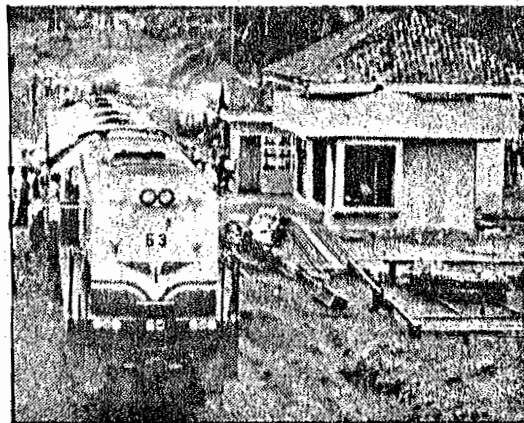
a plane



buses



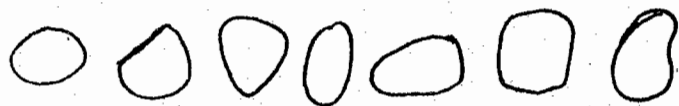
a ship



a train

Figure 5 : Drawing Stick Figures.

The head :



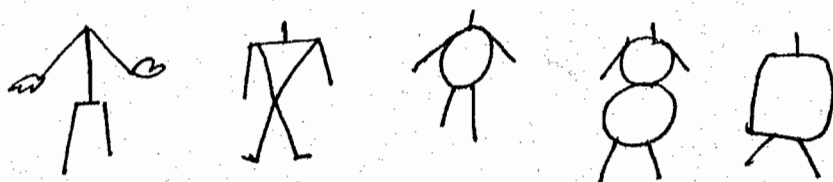
The hand (and arm) :



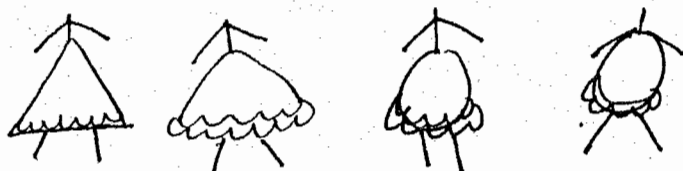
The foot (and leg) :



Male body :



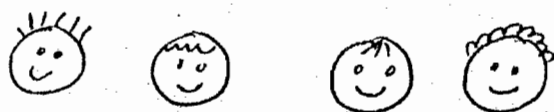
Female body :



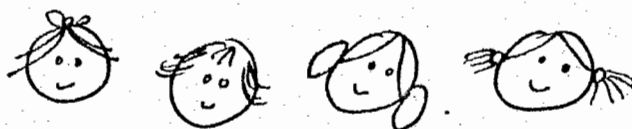
The face :



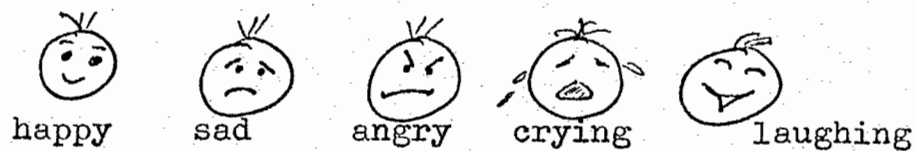
Male faces :



Female faces :



Giving expression to the face :



The stick figure :



Action :



Occupation :



Animals and things :

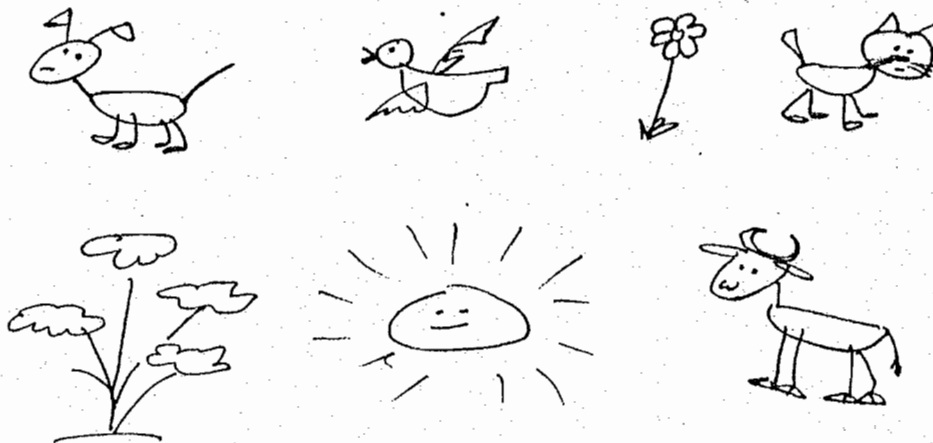
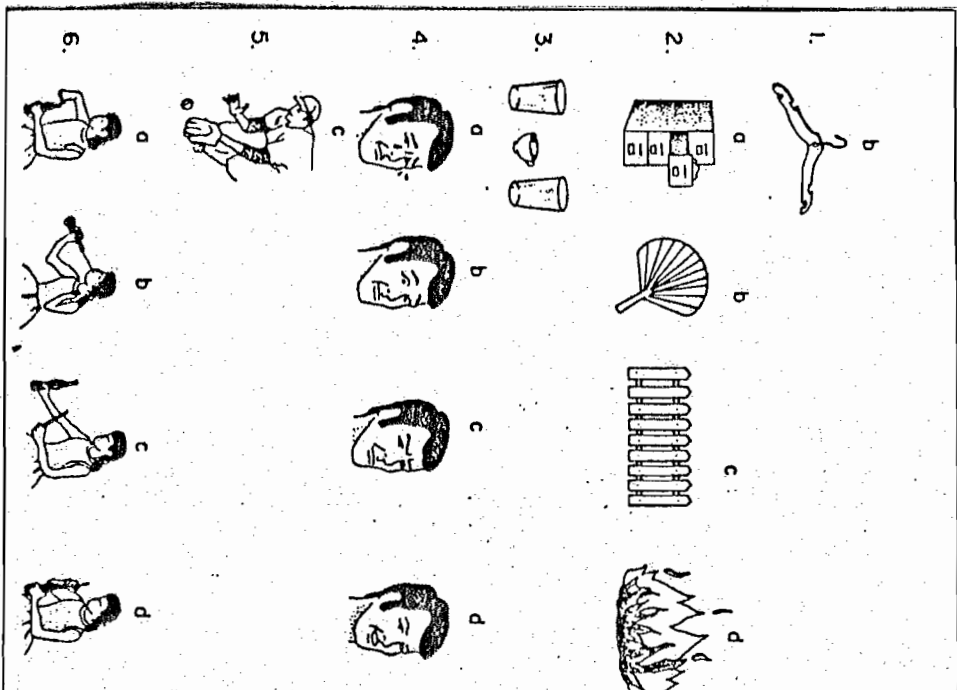
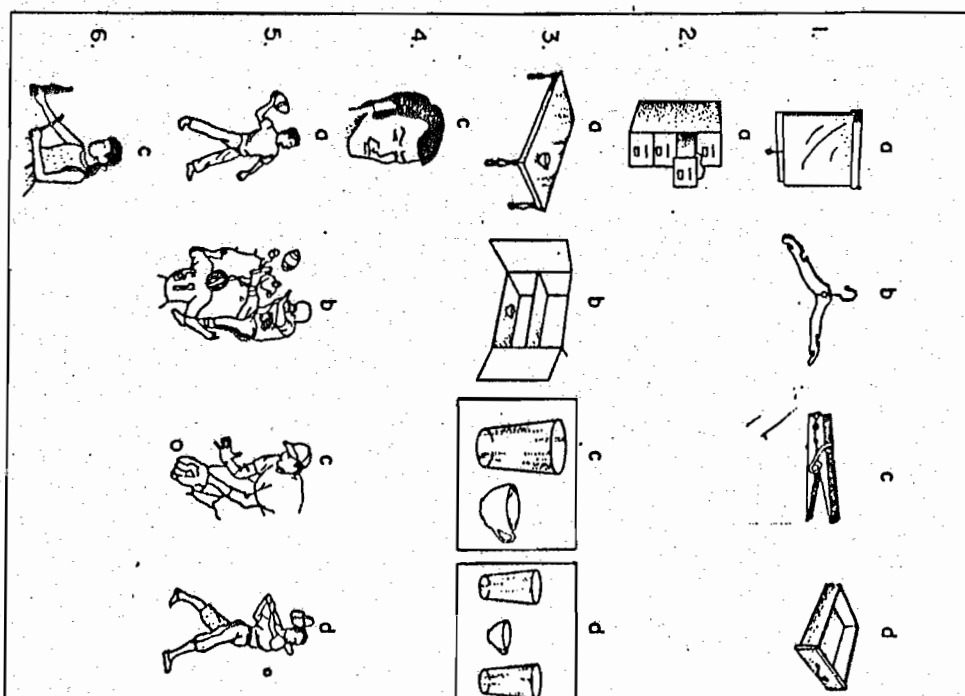


Figure 6 : Paired Vocabulary Game



Copy A



Copy B

Figure 7 : The Silent Way.

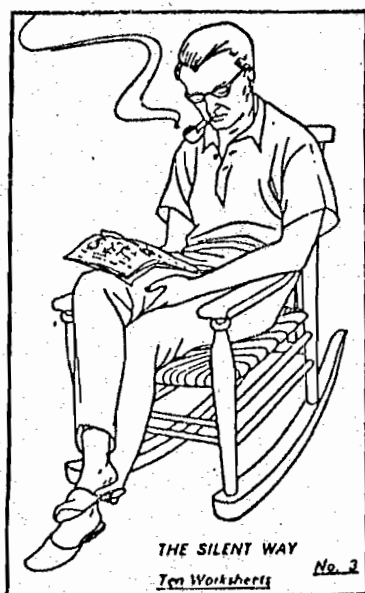


Figure 8 : Pictures and Sounds.

