

MAINTAINING STUDENT'S MOTIVATION IN LEARNING ENGLISH AS A SECOND LANGUAGE



**A THESIS
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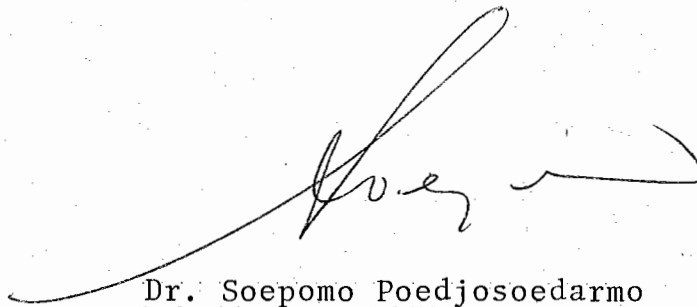


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Dedeh Kurniati
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Approved by



Dr. Soepomo Poedjosoedarmo

Sponsor



Dra. M.I. Indriani Arief

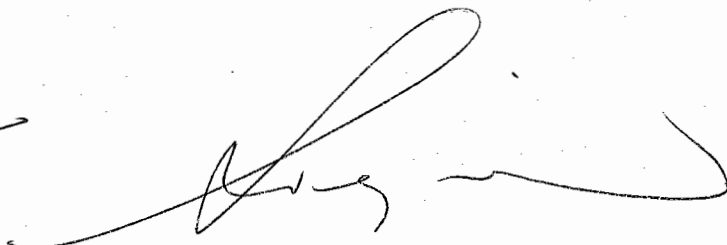
Reader



Drs. F. Danuwinata, S.J.

Rector of

IKIP Sanata Dharma



Dr. Soepomo Poedjosoedarmo

Head of the English Department

IKIP Sanata Dharma

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TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENT		iii
TABLE OF CONTENTS		iv
CHAPTER		
I	INTRODUCTION	1
	A. Background of Study	1
	B. Objectives	2
	C. Limitations of Scope	2
	D. Method	3
	E. Instrument	3
	F. Presentation of Thesis	4
II	THE RELEVANCE OF THE SUBJECT-MATTER TO LIFE	6
	A. English Gives Promise to Our Lives.	8
	1. Needed for Proper Living	8
	a) Communicating with Foreigners	9
	b) Reading Instruction for Commodities	9
	c) News	10
	d) Advertisement	10
	2. Needed for Progress	11
	a) Academically	11
	b) In Career	12
	3. Supplementary Enjoyment	14
	a) Reading Literature or many other Books	14
	b) Watching Films/TV	14
	c) Listening to Music	15
	d) Prestige	15
	B. Ensuring the Students through some Techniques	16
	1. Reading as a Basic Need at the University	16
	2. Writing Subject	17
	a) Showing Advertisement Columns	18
	b) Arranging English Writing Composition with Certain Reward	18
	3. Speaking	19

CHAPTER		Page
	a) Discussion as a Practice ...	20
	b) Inviting a Person Who is Good in English	21
	4. Listening	22
III	PLEASANT ATMOSPHERE	24
	A. Acceptable Environment for Learning	25
	B. Orderly Routine	29
	C. Sound Planning	30
	D. Good Teacher-Students Relationship.	31
	E. A Qualified Teacher	34
	F. Interesting Techniques	35
	1. Songs	37
	2. Choosing Candidates	38
	G. Suitable Material to the Students' Level	40
IV	CHALLENGING SUBJECT-MATTER	43
	A. The Accurate Choice of the Subject- Matter	46
	B. The Subject-Matter that must be Avoided	49
V	SENSE OF CAPABILITY	52
	A. Opportunities as a Stimulation to Develop Student's Capability	54
	B. Encouragement to the Student's Enthusiasm in Learning English ...	61
	C. Evaluation as an Effective Way to Measure the Student's Capability ..	64
VI	SENSE OF CONSTANT PROGRESS	68
	A. The Teacher's Preparation as an Important Factor to Arouse a Sense of Making Progress	71
	B. Arousing the Sense of Making Progress	75
VII	REWARD AND PUNISHMENT	77
	A. Reward Acts as a Motivator	78
	B. Punishment Acts as a Motivator ...	82
VIII	SOUND COMPETITION	86
	A. Healthy Competition in Class	89
	B. Competition Outside the Class	92
	CONCLUSION	94
	BIBLIOGRAPHY .	

INTRODUCTION

A. Background of Study

The writer is interested in this topic, because the facts have proved that there are many learners of English who fail to achieve an acceptable level of competence in the language in spite of having studied it from the very first year of Junior Highschool. This is either because they feel that they cannot understand what is taught, or they are simply lazy to make real efforts to study English. They say, they have to have it to take the entrance examination for the university. Many of them just give up learning. Under better condition most students generally undertake the study of English with enthusiasm and a sincere desire to succeed, but in too many cases that enthusiasm soon wanes. Many teachers get discouraged experiencing this condition. It seems that low motivation among our students in school is really a common phenomenon, whereas we as teachers have too much to teach in one year and we expect all the students to succeed. So, it is vitally necessary to motivate them by using various efforts, especially when English becomes a boring lesson for them.

B. Objectives

The writer tries to develop what Dr. Soepomo says as the seven principles concerning Remedial Work as the teacher's efforts. She also writes this thesis with great hope that it can provide a new sight to everyone who reads it. The efforts she develops in this thesis, hopefully, will be remedial ways when English becomes a tedious thing for students, and on the chance also, the efforts will decrease or avoid the apathy of learning English. When these efforts can maintain or increase students' motivation in learning English, that is all the better.

C. Limitations of Scope

This thesis is an attempt to see one of so many factors in successful English-learning. This factor is so badly needed in learning English, that the writer dares to say, there will be no learning without this factor. Motivation is a key to learning and it is all important to people who want to succeed in learning English.

The stress of this thesis, however, is only on the teacher's efforts to maintain student's motivation in learning English as a second language. Actually most teachers can make this effort in the class, because a class is regarded as an available and possible place in which the teacher always meets his students, but it is

also possible to implement these efforts outside the class.

Motivation is implied by using these efforts. It can be used everytime the teacher teaches English, or when the students want to enter a university, when they want to get a job or when English disappoints them.

D. Method

The writer interviews some SMA student informally, in order to get information on the English class situation, and on their opinions about the possible improvement of the English class. They are from SMA Negeri IIIB, SMA BOPKRI I, and SMA Stella Duce.

E. Instrument

The writer offers some questions in their native language (Indonesian), which she thinks can be used as a measure to search their motivation in learning English.

These are the questions:

1. Do you like the English lesson? Why?
2. Do you think English is difficult? Why?
3. What do you want to get from the English lesson?
4. Do you need a change of situation in the English class? What is it?
5. What do you hope from your English teacher concerning English?

F. Presentation of Thesis

In this writing, the writer considers the seven principles which she received from Dr. Soepomo's lecture concerning Remedial Work as the most important efforts to maintain student's motivation in the learning process. The succession of these principles is determined according to their importance.

We will see that the second chapter begins with the effort to make the students realize the importance of English, which actually is in close relation with their lives' objectives. In this case relevancy of subject-matter to life means relation between the presence or the existence of knowledge of the subject-matter, and its use for the learner's life or the improvement of his/her life's quality. By realizing them, at least we can improve their eagerness to learn English.

The third chapter is about the effort of trying to create a pleasant learning and teaching atmosphere. Pleasant atmosphere means a friendly and warm situation which is psychologically needed by the student and the teacher. We can mention it as one of the basic needs in the learning-teaching process. Some factors such as, interesting techniques, qualified teachers, material suitable to the student's level, and the acceptable environment for learning can contribute to this effort.

The fourth chapter talks about the choice of the subject-matter which challenges the students. Some suggestion for choosing the accurate subject-matter hopefully can increase the student's interest.

The fifth chapter is about the effort of making the students have the sense that they are capable of attaining the objectives of study. Once they realize that they are able to use the target language, they will be much more likely to try. In this case we hope the student's capability can be aroused by giving opportunities, encouragement and evaluation to them. We also have to adjust the level of difficulty according to the student's progress.

The sixth chapter chapter is about the effort of making the students feel that they constantly make progress in their study. We see that the teacher' preparation will also determine the progress of his students.

The seventh chapter will talk about reward and punishment which act as motivators in the learning process.

The effort to create healthy competition either in class or outside the class is found in chapter eight.

CHAPTER II

THE RELEVANCE OF THE SUBJECT-MATTER TO LIFE

The relevance of the subject-matter to life means the relation between the presence or the existence of knowledge of the subject-matter and its use for the learner's life or the improvement of life's quality.

The relevance of the subject-matter to life is needed, because if we observe Highschool students, most of them are not interested in English, though infact they are very interested in the English-speaking people' art forms and ways of life such as; music, literature, cinema, theatre, clothing, etc. They should therefore be interested in the English language as well. But they often complain that English is a difficult subject. Probably, it is because they do not know why they learn it or in other words they do not know exactly the use of learning English for their lives.

With regard to the objective, it would be fair to say that the primar goal of language teaching today is to help the learner use the language in the multiple functions in real life, to enable the learner to understand and produce language that is not only correct, but also appropriate in the social situations in which it is generally used.

The fact has proved, however, that the teacher himself often fails in relating the subject-matter with life. The subject-matters the teacher teaches usually are not in the students' interests. For them the subject-matters such as; vocabulary, structure, reading, writing, are theoretical subjects. They do not see any relevance with their lives. They are not motivated in those lessons. The teacher fails in relating the subject-matter to life.

Attitude in Foreign Language Learning:

Even some students with utilitarian motivation become negative about English study if they don't see its 'relevance'. We should strive to give students an integrative motivation by helping them to see the invaluable and inseparable cultural and humanistic learning inherent in English acquisition. Seeing the world through the eyes of another language can be an aid in learning the student to analyze and evaluate himself.¹

Teresa Huerta finds in her article Motivation in Secondary School:

Only a minority of students can be motivated to learn a foreign language. This is due partly to the students' immaturity, partly to their socioeconomic problems, partly to deficiencies in educational system, but mainly to the lack of clearly defined and relevant aims for secondary-school language learning. It is imperative to give the students clear and detailed information about the aims of their learning together with sensible arguments to demonstrate that these aims are relevant to their needs. The teacher must persuade his class that they will be able to increase their knowledge and that this knowledge will be useful for them in their future.²

¹Smith, 1975: 23.

²Huerta, 1979: 14.

It is clear that students learn best when the material to be learnt has particular relevance to their needs in the future.

By realizing that the subject-matter is relevant to their lives' objective, we hope that they will have motivation in learning. When they have good motivation, they will have great power, a high spirit to master the subject. They will not be frustrated easily if they find difficulties, but face the problem as a challenge that will make them more intelligent and more skillful.

The efforts to make the students realize that the subject-matter is relevant to their lives' objectives cannot be separated from other factors which make the students motivated to learn; such as the interesting way of teaching, the fun that the students have in learning, etc.

It seems that our students have to know that English gives promises to their lives.

A. English Gives Promise to Our Lives

1. Needed for Proper Living

What is meant by English is needed for proper living is that it can be used practically in our daily life, such as for:

a) Communicating with Foreigners

Someone with good proficiency in English has a good chance to talk to the foreigners. He can seek information from them if he wants to know their culture. It is also possible that he might help when the foreigners need some information about his country or about everything concerning his culture. He might also be appointed to be a guide when some tourists visit his town. In other words, there is a great chance for him to exchange knowledge and experience with the foreigners.

b) Reading Instruction for Commodities

People with good English are lucky because they can read easily the instruction for commodities such as; medicine-instruction, recipes, machine-direction, etc. Especially for the house-wife, she can benefit from the English. She will be able to understand recipes which are written in English. This is an example of a recipe which is taken from Cake Decorating of Wilton Yearbook.

Buttercream Recipe

$\frac{1}{2}$ cup solid vegetable shortening
 $\frac{1}{2}$ cup butter or margarine*
 1 tsp. clear vanilla flavoring
 4 cups sifted confectioners sugar (approx. 1 lb.)
 2 Tbsps. milk**

Cream butter and shortening with electric mixer. Add vanilla. Gradually add sugar, one cup at a time, beating well on medium speed. Scrape sides and bottom of bowl often. When all sugar has been mixed in, icing will appear

dry. Add milk and beat at high speed until light and fluffy. Keep icing covered with a damp cloth until you're ready to use it. For best results, keep icing bowl in refrigerator when not in use. You can refrigerate icing in an airtight container for two weeks. Rewhip before using.

Yield: 3 cups

*Substitute all-vegetable shortening, Wilton Clear Vanilla and $\frac{1}{2}$ teaspoon Butter Flavoring for pure white icing and stiffer consistency.

*Add 2 more Tbsps. milk or corn syrup per recipe to thin for icing cake. Add more confectioners sugar or chill icing to stiffen.³

c) News

Sometimes we will find news which is not broadcast in Indonesia, but they are broadcast in foreign broadcast-station, such as BBC or ABC. With English we have benefits, we'll hear really new news or we'll know the news earlier. We also can read English magazines or newspapers in order to get news.

d) Advertisement

Nowadays there are many advertisements written in English. It is clearly implied that only people with good English can understand the content of the advertisement. This is one example of an advertisement from Kompas newspaper:

TURKISH EMBASSY REQUIRES: One Messenger and One Office Boy with knowledge of English, good health essential.⁴

³Wilton, 1983: 86.

⁴Kompas, 18 April 1986: XI.

2. Needed for Progress

Especially for young people, English is needed for progressing in their lives. They can hopefully progress academically or in a career.

a) Academically

Most students want to continue their study at university in which reading books is the students "daily food" whereas some suggested reading materials are written in English. English language can be regarded as a stepping-stone to comprehend the knowledge. In other words, by mastering English, it will be easier for students to read scientific English books which they have to read in university.

Biselela Tshimankinda says in his article

Learning to Read and Reading to Learn:

The importance of English in this twentieth century world is known to everyone, many books we used today are written in English. Since books are the chief conveyer of knowledge within the reach of many people, it is clear that non native speakers of English must keep on reading in order to gain 'experiencies'.⁵

Though there are some books that have already been translated into Indonesian, it is possible that the information in the books have changed a bit or may be there are some misunderstandings in them. In this case, those who are good in English benefit,

⁵Tshimankinda, 1982: 47.

because they can gain the knowledge from the original sources.

By establishing a reading habit from now on, we hope our students will be accustomed to English words, idioms, and constructions so that it will be easier for them to read other English books. It is clear that English can be a basic capital that supports our study at university.

b) In Career

A strong percentage of our students will choose a career related to the various sciences, for which acceptable reading and aural comprehension skills in English will be an indispensable requisite. Job opportunities which are offered in the newspapers always include "Good command in English", or "Required Qualification: Male or Female with sound knowledge of English language oral or written". It proves that English is a "Golden Bridge" for everybody who seeks a good job. These are examples of job opportunities from Kompas newspaper:

ADMINISTRATOR

Freeport Indonesia, Incorporated a well established foreign mining company invites applicants for Administrator position for its operation outside Java. Applicants must have a degree in Economics, Accounting or Business Administration. Experience in the field of Administrator or Accounting is advantageous. Good command of written and spoken English is essential. Application letter with curriculum vitae and a

photograph should be sent to:

Freeport Indonesia, Inc.
P.O. Box 3148
Jakarta 10001 ⁶

We are an oilfield specially
chemicals company looking for a
SALES COORDINATOR

- *experience in sales of industry
products required
- *engineering degree preferred but
not necessary
- *fluency in English required.

Reply to P.O. Box 38/Jkmd
Jakarta 10730A ⁷

We can see in the Extension Course of IKIP Sanata Dharma that there are students from the various professions. They are clever people such as doctors, engineers, nuns, policemen, etc., but they still need English to complete their abilities. They have a good chance to improve their profession through scientific English books.

Facts have proven that those who are good in English get more chances in their careers. A qualified company will always seek people with good English for its employees. English enables someone to receive promotion easier and quicker. A good position in working, of course, will give a good salary. Often students from the English Department of IKIP Sanata Dharma have been offered good jobs before they finish their studies.

⁶Kompas, 18 April 1986: VII.

⁷Kompas, 25 February 1986: XI.

No wonder, that now the English Courses grow like mushrooms on rainy days. In this case, it will be advisable to provide our students with efficient communication skills.

English can also be a commercial business. It is not surprising someone who has good English will be sought by many people for they need his English. He will be financially better off, because he can give private English lesson, or work as a translator, a part time guide, and many others professions which are related to his ability.

3. Supplementary Enjoyment

English provides us an enjoyment when it is used for:

a) Reading Literature or many other Books

English can broaden our knowledge, we will know not only the English culture, but also the cultures of many other countries which are written in English. We can read scientific-books and enjoy novels and poems of the best writers of the world.

b) Watching Films/TV

Most films on TV are from America, we can watch them almost everyday. Actually it is a good chance for us to practice our listening. We can enjoy the films directly without paying attention to the translation if we are good in English.

c) Listening to Music

We get enjoyment when we hear and understand songs in English, many of them are the best songs of the world.

So, by reading books, watching films and listening to music, we get a new sight into foreign culture.

As Alfred N. Smith says in his article The Importance of Attitude in Foreign Language Learning:

Seeing the unvaluable and inseparable culture and humanistic learning inherent in English aquisition. Seeing the world through the eyes of another language.⁸

d) Prestige

When we talk to the foreigner in English, we will feel proud, because we can communicate with them in the International language. Someone with good English will not only make others appreciate him or see him with surprise, but he himself will feel a self-satisfaction, because he can do something which only a small numbers of people can do. The foreigner will be respectful when we speak in their language.

Mr. Soepomo Poedjosoedarmo says in his article Pembinaan Pengajaran Bahasa dan Kebudayaan Masyarakat:

Di zaman modern ini segala sesuatu diukur dengan uang. Yang paling berprestise tentu saja pemakaian bahasa Inggris dan Perancis,

⁸Smith, 1975: 23.

sebab kemampuan bahasanya tinggi. Terhadap bahasa yang berprestise tinggi masyarakat biasanya mempunyai sikap positif terhadap pembinaannya itu. Bahasa Inggris mudah ditunjang rakyat sebab ia memang bergengsi tinggi dan dapat membawa orang ke nasib duniawi yang lebih baik.⁹

(In this modern era, all things are measured by money. The most prestigious languages are English and French, because their language abilities are high. Generally, the society has a positive attitude toward these languages, and their developments. English is easily supported by society, because it provides high prestige and it can bring someone to a better life.)

B. Ensuring the Students through some Techniques

1. Reading as a Basic Need at the University

A person who has left school continues his education mainly by reading, and anyone who does not read anything after school can hardly be considered an educated person. Improvement in reading skills brings some benefits and education both during school years and afterwards. The teacher can help his students by encouraging them and making them interested in reading. He can point out to the students the specific benefits of reading faster with better comprehension.

⁹Poedjosoedarmo, 1978: 56.

Bir Sing points out in his article Improving Speed and Comprehension in Reading:

The material for drills in reading should be similar to that found in the students' textbooks, in newspapers, and in magazine articles. It should be mostly factual accounts interspersed occasionally with conversation and literary matter. In choosing the reading matter we should be sure that it is in line with the students' interests and it contains subject-matter useful for their development.¹⁰

This is not all. We should also pay attention to the level of difficulty and the style of writing. To make it useful for most students, the level should be a little on the easy side. The reading passage should all be more or less of the same level of difficulty. It is advisable to keep the vocabulary limited to a reasonable and carefully selected number of words. The teacher may choose his own objective and select and arrange the reading material accordingly. He should aim to hold the students' speed or comprehension constant if it is good, and pay attention to the improvement.

Some successful classroom teachers suggest another arrangement. They give comprehension questions to the class before the students are asked to start reading.

2. Writing Subject

In order to ensure the students that English is

¹⁰Sing, 1979: 40.

relevant to their lives' objectives, we can use these techniques.

a) Showing Advertisement Columns

We show advertisement columns where English is required with the purpose to "open" the students' eyes that English is important. It is good if we then guide the students in:

- writing application letters
- writing curriculum vitae
- training the students as perspective job seekers through dramatization or demonstration.

In these case the teacher behaves as a tester, whereas the students are treated as the testees.

b) Arranging English Writing Composition with Certain Reward

Many students are shy about writing, because they feel they have nothing to write about, or because they feel that they do not know how to express themselves. Therefore the topic of the writing should always be something that is within the students' personal experience or knowledge, so that he will know "what to say".

Nancy Arapoff put her idea in her article

Writing: A Thinking Process:

Selection and organization of experiences requires active thought. When writing the students must keep in mind his purpose, think about the facts he will need to select that

are relevant to that purpose, and think about how to organize this facts in a coherent fashion.¹¹

The topic which are suggested:

- an unforgettable experience
- woman's emansipation
- my best friend
- an unexpected guest
- freedom is everything
- my favourite music
- the most interesting person I meet
- traditional parties in Indonesia

3. Speaking

Kenneth Chastain finds out in his book Developing Language Skills From Theory to Practice:

Learning to speak is obviously more difficult than learning to understand the spoken language. More effort is required on the part of the students and more concern for sequential arrangement of activities is required on the part of the teacher. The entire process covers a greater period of time to develop than does listening comprehension and is more taxing on the students' energies.

The goal in learning to speak a second language is to be able to communicate orally with a native speaker. Realistically, teachers cannot and should not, expect their students to be able to speak like natives. The rate of speech will be slower than that of the native. The pronunciation and intonation will not be perfect. The syntactical usage will be at simple level and most likely will include carry-overs from the native language. There will be many needed words

¹¹Arapoff, 1975: 233.

that they will not know. But if they can make themselves understood in the language, they and their teacher can be quite proud of their achievement. Although they may not wish to accept such a modest goal, an honest second language teacher must admit that most students do not attain this level of proficiency in speaking.¹²

a) Discussion as a Practice

The most natural and effective way for a learner to practise talking freely in English is by thinking out some problems or situations together through verbal interchange of ideas; or in simple terms, to discuss.

Penny Ur says in her book Discussions That Work:

The main aim of a discussion in a foreign language course may be efficient fluency practice, but it is by no means the only one; indeed, it cannot be, by definition. For our purpose, a discussion that works is primarily one in which as many students as possible say as much as possible. We are not denying that aural comprehension is as important as speaking or more so-but listening can be done by all the class simultaneously, whereas only a limited number of students can talk at one time; and talking, therefore, is liable to be practised less.¹³

The first thing to do is to bring an interesting subject of conversation to the classroom. The topic should be relevant to the students' experiences. These are suggested topics:

¹²Chastain, 1978: 279.

¹³Ur, 1982: 7.

- love - freedom - music - job
- sorrow - sport - movies - society event

The teacher or may be the students make a certain title for discussion.

Usually there are about forty students in each class. We can divide them into groups of five. Each group includes the clever and the weaker. We hope the students who are shy saying something in front of the whole class, or to the teacher, find it easier to express themselves in front of a small group.

We give the students time to prepare the discussion, the preparation can be done in class or at home as their homework. The limited time in the class is not a hindrance for doing a discussion, the teacher can arrange the time outside the class-hours.

We can see some advantages of group-work. The increased-participation among students, the motivation of participants will improve when they work in a small group, students will learn from each other, whether consciously or unconsciously, they correct each other's mistakes, help out with a needed word; and of course they will teach each other some non-linguistic material as well, through the content of the discussion.

b) Inviting a Person Who is Good in English

We regard this person as our guest in the classroom. We suggest to him or her to speak in front of

the students talking about his experiences. He also can talk about a certain topic which is popular among the youth. One thing that should be there, is the question-and answer activities between students and the guest. If the guest is a native-speaker, we can ask him to talk about his culture, or his society's opinion about a certain subject-matter. The writer is sure that the students will be interested in asking about the culture which is different from their own.

We can invite an English guide, a successful university student who masters English well, an English translator, an English journalist or a person who has been sent abroad. We hope they will talk about their impression of English, what is the use of it and how far it benefits him.

4. Listening

Actually when the teacher talks in English, the students unconsciously hear the English, and when they do a discussion with their friends, automatically they listen to the English. The most important thing, however, is the frequency of listening to English. The more they are listening to the English, the more they are skillful in catching the spoken-language. It is better if we suggest to them to listen to the radio, such as the program from ABC, BBC, or the English

cassette, tape recording or videotape, television or more effectively with "live" speakers who are class guests.

CHAPTER III

PLEASANT ATMOSPHERE

The first thing-and one of the most interesting things in creating learning and teaching English, is the right atmosphere in the classroom. Really the development of a warm friendly classroom atmosphere is a crucial prerequisite to a language class, because when the atmosphere in the classroom is one of relaxation, happiness, fun, our whole bodies relax, and we are able to receive, we are able to learn. A pleasant atmosphere will make students more willing to learn on their own volition. On the other hand if the atmosphere is one of tenseness and tightness, our bodies become tight and tense, and we are not able to concentrate properly on what we want to do.

Richard A Via points out in his article English Through Drama:

A relaxed atmosphere is conducive to free expression. The skillful teacher can create an atmosphere in which the students feel enough at ease to struggle through a situation to find the words to express himself.¹

It seems that creating a pleasant learning and teaching atmosphere is really important for the sake of the success of learning.

¹Via, 1975: 159.

A pleasant atmosphere, however, cannot be separated with the factors such as: acceptable environment for learning, orderly routine, sound planning, good teacher-students relationship, a qualified teacher, interesting techniques, and suitable material to the students' level.

A. Acceptable Environment for Learning

The environment of learning encompasses much more than the classroom itself. New buildings and unlimited facilities in themselves do not always guarantee a productive learning environment, for this case a teacher should recognize that the success of learning also can be developed by environment.

The location of school-building will influence much to the learning situation. So, a good school should not be built near a market, because the noise from the market might disturb the learning process. A narrow school-building might cause an unpleasant atmosphere, for it makes a hot and uncomfortable atmosphere. Room-design must be considered carefully for it will influence also to the environment of learning.

Mr. Soepomo Poedjosoedarmo sees the fact which he writes in his article Pembinaan Pengajaran Bahasa dan Kebudayaan Masyarakat:

Sering kita jumpai ada gedung sekolah yang menurut bangunnya nampak bagus, tetapi designnya belum juga memuaskan. Kita alami di beberapa IKIP dan Universitas



suasana perkuliahan belum tertib betul, hanya karena tata-kamarnya yang kurang tepat.²

(We usually find a school-building which seems beautiful from the construction point of view, but has an unsatisfactory design. We can find it at some IKIPs and Universities in which the learning-process situation is still unordered, just because the room-design is not so accurate.)

Kenneth Chastain in his book Developing Language Skills From Theory to Practice divides the environment of learning into two kinds. They are the physical environment and emotional environment:

Physical environment encompasses: preparation of the school such as shelves are cleaned, materials are organized, inventories are prepared, and all supplies needed are acquired or ordered.

Teaching aids, both auditory and visual, need to be located, put in good working order, and placed in a convenient spot in the room. Teachers should know what the school has available and how and where to get them for use.

The seating arrangement; seats may be arranged in rows circles, U-shapes, or in small groups. The current preference seems to be towards having the students face each other in order that they may relate better to each other during recitation sessions, in small groups, or individually in order to break down the feeling of rigidity prevailing in some classes.

The temperature of the room should be comfortable. Students who are uncomfortable cannot be expected to concentrate on their studies. For those days on which the temperature cannot be kept within comfortable limits, the teacher should try to include some occasional special activities to stimulate students' interest.

²Poedjosoedarmo, 1978: 57.

It may be necessary at times to decrease the volume of noise in the classroom itself if it reaches the level of disturbing the teacher of the learning activities of the other students.

The emotional environment encompasses: expectation, teaching tempo and humour.

Expectations are important in any class. The teacher knows what to expect from each student, and each student knows what to expect from the teacher. Teacher assignments are realistic, but high quality work is expected. Both the teacher and the students regard themselves and each other highly returns on efforts put into course.

Tempo refers to the pace of the class. The teaching tempo may need to be adjusted to varying conditions, such as different types of the day, different climatic conditions, and even different days of the week.

Humour, if it is not made the objective of the course and occurs naturally in teaching learning activities, can enhance the emotional environment of the class. If the teacher and the students can learn to laugh together often and even at themselves occasionally chances are they will be able to work together better.³

It is clear that all possible facilities at school must be ordered and organized well in order to enable the teacher to get them easily when they are needed.

It is rather difficult for the teacher to implement special activities outside the class when the temperature of the room cannot be kept within comfortable limits, because schools in Indonesia are rarely completed by garden for special activities with the purpose of giving a fresh and comfortable situation. So, the teacher has to arrange special activities which only can be implemented in the classroom, such as games, songs, puzzles, etc.

³Chastain, 1978: 243-244.

What are presented above should be considered. The more important thing, however, is the environment of using the language itself. The facts have proved that the environment of many classes do not encourage the speaking of English. After six years of English instruction, students are still unable to communicate in the language, because they rarely have an opportunity to use the language in their daily life. The lack of a supporting environment, makes us create an English speaking environment in the classroom. We have to make speaking in English as common as possible in class. In order to improve students' hearing and speaking abilities, as well as to increase their interest in learning, the teacher should avail himself of every chance to speak in English instead of the native tongue. It requires special care and skill to make our use of English in the classroom as efficient as possible. The speech which with we speak should be suited to the students' proficiency in English, so that they can easily understand us and enjoy our teaching. Also the vocabulary we use should be carefully chosen so that most students can understand, or at least catch the main idea of what we say. We may sometimes have to repeat or interpret what we have said, using simpler expressions. To use this method, the teacher himself has to have rather good proficiency in oral English, or else carefully prepare himself for any situation that may occur. In order to avoid feeling awkward in front of his students.

B. Orderly Routine

Peaceful orderly routine is needed in forming a pleasant atmosphere. In this case discipline can be a help in making orderly routine, because young people's personality characters, such as self-control, the ability to tolerate others, self-possession, etc., can only be developed by it.

Discipline can be regarded as a rule and measure that promote and maintain appropriate behavior in school. Discipline in school can be applied in school-habits, such as keeping the bell for entering to the class, resting and going home on time. There must be time for study-tour and doing extracurricular activities.

In the class, discipline can be applied too, for example the time for raising hands to ask or answer a question.

Good discipline, however, is not synonymous with absolute quiet. Often students, especially those in a second-language class, must be actively involved in using the language to be learned. In this case the teacher should not expect the staid atmosphere.

Kenneth Chastain says in his book Developing Language Skills From Theory to Practice:

The class should develop systematic routine that enable the teacher and the students to work together

harmoniously and productively.⁴

So, it is clear that orderly-routine is needed for the sake of the pleasant atmosphere in learning.

C. Sound Planning

Sound planning is an important variable in the learning-teaching process. The success of teaching mostly depends on it. It also can be a measure of the quality of the students, if it is implemented by a good teacher.

Mr. Soepomo Poedjosoedarmo puts his idea in his article Strategi Dasar Pengajaran Bahasa:

Tentang perencanaan dan penahapan materi ini dalam prakteknya para guru sudah sangat ditolong oleh para penyusun buku pelajaran. Dalam hal ini tugas guru yang terpenting ialah memilih buku yang paling cocok untuk murid-muridnya dan kemudian menentukan seberapa tujuan materi yang akan diajarkan kepada murid dalam jangka waktu tertentu.⁵

(For planning and stepping the material, a teacher in practice is really helped by textbook-composers. In this case the important task of a teacher is choosing the very suitable book for his students and then deciding how far the material can be taught to the students in a certain period.)

⁴Chastain, 1978: 257.

⁵Poedjosoedarmo, 1974: 328.

Finocchiaro, however, says in her article Motivation in Language Learning:

We must face the fact that the perfect textbook will never be written. It is the teacher's responsibility to add dialogues to change the order of exercises or of sentences within the exercises, and to modify or delete sections that are particularly counter-productive.⁶

The teacher may ask herself the maximum amount of learning which may be achieved by using a certain textbook, how classroom process may be handled more efficiently and more smoothly, and how troubles may be avoided. The teacher also has to prepare for class progress, absences, irrelevant comments by students, changes in the daily schedule, etc.

It is clear that a teacher should have her lesson plans and all teaching materials ready for each class.

D. Good Teacher-Students Relationship

The individual student should be the focus of educational efforts. The teacher has to give attention to each student in order to make them eager to follow the subject. If the teacher is able to make a good approach to each student, the student will enjoy his class. There will be no fear and tenseness.

⁶Finocchiaro, 1976: 8.

Not only the relationship between teacher-students must be good, but relationships between teacher-teacher and student-students have to be good, also. Those relationships are badly needed in order to evoke a comfortable sense of learning and teaching at school.

As Mr. Soepomo Poedjosoedarmo says in his article Pembinaan Pengajaran Bahasa dan Kebudayaan Masyarakat:

Akhir-akhir ini ada kecenderungan hubungan yang formal antara personel-personel di sekolah. Hubungan antara personel yang ada di sekolah itu sering amat berpengaruh bagi sukses dan gagalnya usaha pengajaran bahasa atau pengajaran apapun di sekolah. Di satu pihak hubungan antara guru dan guru haruslah baik. Di lain pihak hubungan antara guru dan murid pun haruslah baik. Hubungan antara murid dan murid sebaiknya juga yang harmonis, tetapi hal ini biasanya amat dipengaruhi oleh sikap guru-guru pada umumnya. Hubungan-hubungan yang baik ini diperlukan bukan sekedar memberikan suasana sekolah yang segar dan akrab, tetapi juga diperlukan bagi efektifnya pelajaran-pelajaran yang tengah diberikan.

Di banyak sekolah, hubungan antara guru dan guru, hubungan antara guru dan murid, masih perlu diperbaiki. Penghambat di sekolah-sekolah menengah ialah adanya kenyataan bahwa seorang guru haruslah menghadapi begitu banyak siswa. Di universitas dan IKIP sering ada hambatan yang sifatnya tradisi yang keliru dan kepribadian. Sering ada pengertian yang keliru, yaitu bahwa antara dosen dan mahasiswa seharusnya ada jarak relasi yang formal dan jauh. Di lain pihak sering terjadi hal-hal yang tak sehat di antara para dosen sendiri. Masing-masing ingin mengaku bahwa dirinya yang terpandai, dan karenanya diantara dosen-dosen itu ada tipe relasi yang penuh kecurigaan.⁷

(Nowadays, there is a formal relationship tendency among personals at schools. The relationships among

⁷Poedjosoedarmo, 1978: 52, 58.

personals at schools is usually influenced by the success and failure of the language-teaching efforts or whatever subject. On one hand, the relationship between teacher and teacher must be good. On the other hand, the relationship between teacher and students must be good, too. Also, there must be a harmonious relationship between student and student, this case, however, is much influenced by the teachers' attitude.

These good relationships are needed, not only for giving a comfortable and fresh situation at school, but also for the effectiveness of the subjects which are given.

In many schools, the relationships between teacher and teacher, teacher and students have to be improved. A hindrance at Highschool, is that a teacher faces so many students. Usually, at Universities and IKIPs there is a wrong traditional hindrance. There is a misunderstanding that there must be a formal relationship between lecturers and students.

On the other side, sometimes there is an unsound competition among lecturers. Each lecturer regards himself as the cleverest teacher. This situation results in the existence of suspicion among them.)

Conversely to what Mr. Soepomo says above, I experience a good relationship between teacher and students at IKIP SANATA DHARMA. This relationship can be developed for there is a good understanding among lecturers that they

are not only teachers at IKIP SANATA DHARMA, but also models for their students. I am sure that, if all teachers confess that they are models, guides and friends for their students and not dictators who know everything, a comfortable sense of learning and teaching will grow among them.

E. A Qualified Teacher

There can be no doubt that the single most important factor in the instructional process, the important variable is the teacher. It is what the teacher does to create a desirable classroom climate, to plan a variety of learning activities, to use materials of instruction effectively, and most important, try to identify with the needs of his students.

Mary Finocchiaro says in her article Myth and Reality:

A Plea for a Broader View:

Only the teacher in the classroom can be fully cognizant of the problems and the joys, the frustration and the satisfaction, the intuitive procedures that "work"-which are the very essence of teaching. The instructor with a sense of commitment to this profession, and with the conviction that people can learn, think primarily of joys and satisfaction of teaching as he comes into contact with human-beings whose future he may help to mold.⁸

⁸Finocchiaro, 1975: 40.

A teacher who is always willing and interested can hope to become a skilled and effective teacher, in other words he can be a qualified teacher with the addition of attitude traits such as sense of justice, an abiding desire to grow professionally, fairness, tact, humility, intellectual curiosity and enthusiasm for teaching. The needs to develop certain knowledge, skills and insight. He should not judge his own teaching skills, but he should also assess the students' progress in order to plan for possible "remedial" teaching for appropriate classes.

Outside the skills of teaching, a good teacher will always pay attention to his appearance. The teacher who is always neatly dressed, will make things business like. May be she/he is not really pretty/handsome, but the students don't mind looking at her/him all hour. Anyway, she tries to look nice.

F. Interesting Techniques

A pleasant atmosphere in the classroom might well be more effective than the very fluent teacher who is less responsive to the needs of the students and lacks imagination in teaching techniques. Although techniques in themselves cannot compensate for very poor language proficiency, they definitely enhance the effectiveness of the teacher in the classroom.

Alfred N. Smith says in his article The Importance of Attitude in Foreign Language Learning:

Many students find it difficult to tolerate the routine that often settles in the classroom. Ask any student what he learns in school today and you are lucky to get the response "oh the same material", in spite of the fact that it probably wasn't the same old stuff. It was just presented in the same old way. Routine is expedient and often necessary for the overworked teacher who has neither time nor energy to innovant and to be creative.⁹

It is clear that one thing that can create a pleasant atmosphere is variety in teaching. It can maintain a high level of motivation and interest among our students. Finding ways to vary the presentation or review of language material can be a big challenge. There are many real life activities that can be brought into the classroom to add variety not only to the learning process, but also to the students experiences in English.

Technique is really a crucial variable in the learning process, it is regarded as the implementation of the curriculum and the enchancement of motivation, and it begins when the teacher closes the classroom door and greets his students with a warm, welcoming smile.

Seeing the importance of techniques in teaching English, the writer tries to present some interesting techniques which she hopes will be useful to erode the tenseness in the classroom.

⁹Smith, 1975: 22.

1. Songs

Beside being enjoyable for both teacher and students, well-chosen songs can provide excellent practice in pronunciation, stress, rhythm, and intonation as well as sentence pattern and vocabulary review.

Maria Eugenia Monreal says in her article How I Use Songs:

- We must recognize that a song:
- adds variety to a lesson
 - adds to the enjoyment of learning a language and therefore aids motivation
 - is a natural choral language activity, unlike the choral repetition of dialogues or drills
 - involves the whole class and promote maximum participation
 - helps learners remember language (reminds the students later of the melody, and this will nearly always bring back the words.¹⁰

If we use a tape-recorder, first it would be better to give the students sheets on which the words of a song are written, but with several blanks that the students must fill in as they listen to the song. Of course, the blanks relate to words the students know, and which may be heard clearly on the tape. When the students have heard the song, then they must fill in the blanks. For this case the teacher also writes the missing words on the black-board, so they can check them. Then we read the text of the song very quickly

¹⁰Monreal, 1982: 44.

listen to the song without looking at the text. We ask them to close their note-books and give them some questions to be answered, we use question words such as: who, what, where, why, how, etc. The students may discuss the answers with their friends.

To obtain the maximum benefits from a song, the teacher must prepare, present, and practice it in the same way as he teaches other material.

By using songs, we can teach the students about structures such as the simple past, present tense, future and the other tenses. When I studied at IKIP SANATA DHARMA, I experienced this technique which was introduced by my lecturer to know the biography of an artist, the foreign cultures and the other lecturer introduced songs with the purpose of retaining the stress, rythm and intonation longer in the students' minds. One thing that should be remembered is that the teacher has to choose the accurate songs for the purpose of teaching.

Once the lesson is finished, join in the singing and encourage our students to do so well.

2. Choosing Candidates

Penny Ur puts her idea in her book Discussions That Work:

This is another exercise which requires assessment and comparison, but here the students are asked to choose only one item for a certain purpose. This

needs more teacher-preparation than most of the other activities, because the groups of students must have before it detailed information about the relative merits of each candidate: their personal-background, needs, taste, characters, qualification, and because such a large amount of information cannot be committed to memory, it has to be set out in the form of written memorandum, a copy of which is given to each student.

We divide the students into groups, each group is about five or six students. We let them discuss which candidate will be chosen, and ask them to give the reasons about their choice.

Example:

We let the students imagine that a number of petty criminals have been convicted and sent to prison. They have all applied to be set free on probation; if this is granted then they will resume their normal life, but will have to report to the police at fixed intervals, and will certainly go to prison if they commit any further offences. Their applications were at first refused, but the local prison is so overcrowded that at least one of them will have to go on probation after all, which one?

Mary Croft : Aged 25, married with two children, found guilty of shoplifting. Tried to plead mental instability (kleptomania), but psychiatric examination did not support this. Say she loves her children, but constantly neglects them; they are being looked after by mother in-law. Not on good term with her husband.

John Barker : Aged 22, unmarried. A pickpocket with one previous conviction. Clever, a skilled carpenter, but very unstable personality, moves quickly from job to job. Rather conceited, like to boast about his thefts, but likeable.

Brad Jackson : Aged 20, unmarried, seriously injured a man in a drunken fight over a girl. Says he regretted it afterward, blames it on drink. Often drank and violent. No job, lives with his widowed mother who is much distressed but has no control over him. Hates prison, will do anything to get out.

Barbara Howard: Aged 21, unmarried, smuggled diamonds and watches, had been doing so for some months before being caught. Daughter of rich and respected family, claims she did it for "kick". Associates with rather wild, party going drug-taking set, has used drugs herself, but not addicted. Shocked parents have disowned her.¹¹

This exercise is suitable for classes of mature students (advanced level) rather than young school children, and in order to work, it has to be taken fairly seriously. No particular language preparation is needed, beyond the check that the information sheets are thoroughly understood. Many different language functions may be needed, such as persuading, advising, agreeing, disagreeing, comparing, evaluating, requesting information, and the number of different structures needed is corresponding large.

G. Suitable Material to the Students' Level

The teacher must think about the level of language he uses in giving instructions or explanations, and ensure that it does not confuse the students. He also must consider the material. It means that the material for the first year of SMA should not be given to the second year, since it is too easy for them. It will make the students pay less attention to the lesson, because they have already

¹¹Ur, 1982: 77.

had it in the first year and they feel bored. As a result they will feel that they make no progress. On the contrary, the material for the second year of SMA is not appropriate for the first year. It is too difficult for them, so they will lose their motivation to learn and they will easily give up, then they will feel that they make no progress, also.

Kenneth Chastain says in his book Developing Language Skills From Theory to Practice:

Students learn when they are dealing with the material geared to their level, and students often do not like easy work or trivial work. They also grumble at difficult class work, but they respect demanding education.¹²

The technique that emphasizes student-active learning in which discussion or outside classroom-work must be carried out by students themselves is not always appropriate for all stages. The maturity of the students must be taken into account. Discussion cannot work for the first year of SMA' students. In this stage teacher guidance and instruction are dominant. Students cannot be left alone to be active. The teacher must lead these students patiently, so they will feel that they are not in a hurry to make progress according to their capability. It is the same as the third year of SMA students, they are relatively mature and their knowledge is complete for SMA level; in this case

¹²Chastain, 1978: 267.

too much teacher's interference is not necessary, because it will hinder their progress in study. Therefore the technique that demands serious thought from the students point of view is important.

One of the most important materials which must be presented to the students is reading material, as we know that in most schools here reading is central. In the reading program the interest level of material is especially critical. Contrary to expectation, we have found that texts dealing in a student's major area of study did not always motivate him. The material was sometime dull, or poorly written, or far too difficult and discouraging. The students resisted discussion of many of these texts, not caring whether they understood them or not; they felt saturated with information and wanted something livelier or of more general interest. Therefore our material must be selected carefully. It is better if the text can be read by our students with interest.

CHAPTER IV

CHALLENGING SUBJECT-MATTER

Selecting teaching-material is really not easy work. The teacher has to consider the content, the vocabulary, and structure which are relevant to the students' own lives and experiences, because normally the students learn when they are dealing with the materials geared to their level. In this case the teacher's ability to motivate the students through the teaching-material is challenged.

Adapting to the students' level does not mean that the material should be easy, but it means that the material should have a challenging content. It challenges the students to overcome it by their own efforts according to their age and knowledge.

We can see a benefit. The selecting-material which always make the students eager to work over it, automatically will develop a good learning environment. We can see that in high-school, most students often do not like easy work or trivial work. They appreciate the teacher more when the teacher gives them challenging material. They will think that their teacher is really a qualified one.

The teacher has to remember, however, that students grumble at difficult classwork. Giving challenging

material does not mean giving the most difficult work to the students, so that the students have to struggle hard with the material which is beyond their capability. This situation will arouse a feeling of antipathy towards English lesson. It can even be worse if they do not like the teacher.

Penny Ur points out in her book Discussions That Work:

The first essential component is the challenge of performing the task itself. If a task is too difficult, the group is discouraged before it begins; if too easy, students are quickly bored. There has to be a combination of challenge and ensured success: the task must be hard enough to demand an effort on the part of the group members, but easy enough for it to be clear that success is within their grasp. This is another reason for preferring open-ended tasks; they are success-oriented. However much or little is produced, whatever responses are given, it all constitutes a performance that may be more or less successful, but unlikely to be a failure.¹

We see that the difficulty level of the content also obviously varies. In some cases a teacher may have to provide his own adaptations to put the material on a level appropriate to the students' capability. For instance in asking the students to discuss a topic, the teacher should be careful to avoid a subject that may frustrate them by causing them to want to go beyond their language capabilities. For example, if he selects a literary or philosophical topic comparable to the topic that the

¹Ur, 1982: 15.

students discuss in their own language, they will think in complex terms far beyond the capacity of their language background. It may amuse the teacher to rush on to interesting things, but it is quite useless to do so if the students are unable of following. The focus should be on something with which the students are familiar and in which they are interested.

For instance, the vocabulary lesson that related to the learner's life experiences and that can be used in a meaningful communicative context will be internalized more quickly, will be more useful, will be retained longer. Students can derive a lot of pleasure, and at the same time a lot of conscious profit from it.

Difficult vocabularies, however, with their special usage will not develop students' eagerness to learn, because they will think that those words cannot be used in their daily lives. Those words do not challenge them. It is obvious that the needs of usage will always challenge the students to learn and to master them, so a learner should be permitted and challenged to learn those words that seem to be most relavant to their lives.

Everytime a student learns a response, in the language he is learning, to a situation in which he has been able to respond to in that language before, it gives him a feeling of success and power, which is quite sufficient as an encouragement for further effort. On the other hand, everytime he is faced with something that

baffles and frustrates him and everytime he is made to take part in activities that do not interest him to have any immediate connection with learning the language as a response to realistic needs, the opposite happens: he becomes depressed or bored and gives up trying in that subject, or he treats the subject as a necessary suffering to be endured only because it leads to success in examination.

A. The Accurate Choice of the Subject-Matter

Penny Ur says in her book Discussions That Work:

As regards interesting subject-matter, there are two schools of thought. One claims that the closer discussion material or role play situation are to the students' own circumstances, the more interested they will be; and the other, that the more imaginative and exotic the subject, the more excited and stimulated the participants. Both theories have truth, as do the converse arguments: if the subject-matter is too far removed from the students' own lives, they may find difficulty in understanding and manipulating it, whereas if it is too close to home they may be bored.²

It seems that the subject-matter must be selected carefully. In this case we will see the subject-matter that may be can arouse a better situation especially in discussion for intermediate and advanced level.

At a more advanced level, more demanding questions can be incorporated into the question-answer practice.

²Ur, 1982: 16.

Sooner or later the students must be expected to go beyond a simple answer, and this type of question is designed to do just that. Questions such as "what do you think of ...?" "what do you know about ... ?" "How do you feel about ...?" are employed more to stimulate discussion than to extract a simple answer to a factual question. By this stage the students should be capable of expressing opinions and making comparisons and contrasts which require longer answers. They need to be given some practice in making responses. For example, they can be asked to describe the difference between some aspects of a foreign culture as described in the text and their own, the typical after-school activities of high school-students, their school, their reaction to a character in a story, and so on. Without such practice in going from thought to expression, the students never really learn to use the language, because language is essentially communication, and communication involves the exchange of thoughts or feeling with someone else. This practice is needed because most of SMA students say that they learn English mainly as they hope they will be able to speak or communicate in English, especially to the native speakers.

The subject-matter can be a controversial topic, relevant to the students' environment (in this case the controversial topic is sometimes new and sensational). The relevance between the topic and the character of young people will make a lively discussion, because they know "what to say". The topic will challenge the students to

think and to pour out what he knows, his mood, etc. The challenging subject-matter can be a statement which contains an opinion. We let our students react to that statement and discuss it, or give response to it.

Richard Anthony Carter gives some topics for discussions on the lecture's note of speaking-subject:

- All good girls should always accept their parents decision and should stay at home during the evening.
- Gossip is an enjoyable form of community entertainment.
- Capital punishment should not be allowed in a civilised society.
- Abortions are allowed to protect the mother's health.
- Television and video are good for us.
- The mysterious gun man is good to decrease crimes.
- A child must accept the decision of his parents, because they usually know best.
- A wife's duty is to be loyal to her husband, ultimately she must always accept his decision.

At the intermediate level the teacher may give simpler subject-matters, such as:

- Are you easily angry? Do you often have arguments?
- How do you react if someone is angry with you?
- Are you often lonely? Describe the times when you are most lonely!
- Do you enjoy being the centre of attention?
If you were asked to sing or perform in public, how would you feel?
- What do you think about female emancipation?
Do you believe a husband is the head of a family?
- What characteristic do you admire most?
- Do you prefer if your life is busy, or you have lots of free time? Why?
- Is the job that you get important to you?
What job would you most like to do?
- What is most important, salary or job satisfaction?
- What famous person do you admire most?
- Would you like your family to live in the town or in the country? Why?
- Are you ambitious? Why?
What is your ambition?³

³Charter, 1984.

B. The Subject-Matter that must be avoided

In asking the students to discuss a topic, the teacher should be careful to avoid a subject that may frustrate them by causing them to go beyond their language capabilities.

Penny Ur says in her book Discussions That Work:

Often in my experience, the participation gradually subsides until we hear the familiar cry: "I can't think of anything to say!" What the students who say this actually mean that they have no reason to say anything. To tell students to talk about abortion, or the latest political scandal, or whatever, is almost as bad as telling them simply to talk in English. Why should they? They would never, outside the classroom, dream of inventing sentences about a subject merely for the sake of speaking. Such speech only imitates real conversation, which is in truth as artificial as most other classroom exercises, for it lack of purpose of genuine discourse; and from this lack of purpose springs the lack of interest and motivation that too often leads to the "petering out" phenomenon.⁴

It is clear that the students cannot speak about anything when they don't know "what to say" or when the subject-matters are not relevant to their interests or environment. So it is reasonable if we avoid the subject-matter which is not in their interests or the subject-matter which is not in their environment. For example the subject-matters which are:

- too difficult

(it means it is not at their level, may be they

⁴Ur, 1982: 5.

know it, but they can't speak, because of the vocabulary that is beyond their capacity)

- not relevant to the students' environment
(for instance we teach English in a highschool in a village, we must consider before we ask our students to talk about computers, robots, films, videos, etc. When we teach in the city, we also must think carefully to ask the students to talk about agriculture, cattle breeding, cattle grazing, etc.)
- relevant to the philosophy, theology, morality or other principles which need more abstract thought outsided their knowledge.
- about diseases
- about political scandals
- about the work of a machine



We must consider carefully in giving these subject-matters for some of them need special vocabulary for certain usage.

The writer does not deny, however, that there is the possibility of using these subject-matters if the teacher students who are studying about these subject-matters. For example: a teacher teaches English in a faculty of technology, it is possible for him to ask his student to talk about machines. Of course the teacher has to know that subject-matter better than his students, so that he can correct his students if they make mistakes, either in

English or in the truth of technology itself. Actually this is more complicated than general subject-matters, because we teach English for specific purposes. In this case students need to be trained not only in vocabulary and specialized structures appropriate to their eventual technical area, but also in various concepts which underlie the operation of the equipment and, in a very superficial sense, its construction.

As Vincent Walsh says in his article Reading Scientific Texts in English:

Reading material should be relevant. By "relevant" is meant a text or series of texts which is representative of the subject that the student is studying. The students will perceive the relevance of the task and will be, thereby, more strongly motivated and better disposed towards the task than if non-relevant texts were used. Since the intention of English for the science and technology student is to enable these students to use scientific English for studies in the subject area, it is better to practice on relevant material than on irrelevant material.⁵

⁵Walsh, 1982: 27.

CHAPTER V

SENSE OF CAPABILITY

It is a source of self confidence for students to discover that they can use English. Sense of capability is a sense which makes the students conceive of themselves as capable individuals, that they are able to carry out their tasks at school. This sense will make them learn more.

Students will be motivated when they experience more success than failure. If they feel incapable, they will give up, and the incapability to do the task will cause frustration. In this case, it seems that the teacher's responsibility is needed to arouse the sense of capability of the students.

Kenneth Chastain in his book Developing Language Skills From Theory to Practice suggests specific ideas for teachers to help the students bridge the gap between failure or stagnation and success. It is advisable for teachers to be:

- willing to accept the student as a worthwhile person.
- getting the student to talk about the problem. Together they should identify exactly what the problem is.
- trying to get the student to understand that other students have similar problems.

- trying to get the student to accept himself as he is. Together they can find the student's strengths and build upon them.
- attempting to encourage the student and build up his confidence.
- involving the student in some activities at which he can be successful.¹

These points are suggested because the attention from the teacher to the student's mentality is so important to arouse the student's sense of capability. These points imply that the teacher has a high expectation of his students. This expectation will influence much, it means that the teacher believes his students are able to accomplish their learning tasks. The student who feels that his teacher holds hope for him and expects him to be better, will study harder in order to prove that he is really a capable student.

It is good for a teacher to:

- use examples familiar to the students, that is, learning of new material should begin with what the students already know.
- give assignments that appeal to the students, that they can accomplish, and that will improve their class performance the following day.
- tell the students that they will be able to understand the material being introduced.
- avoid asking the students continually to put effort into work at which they are not achieving any success.
- avoid asking the students to take tests about material that has not been taught.

- avoid asking the students to learn the material that is beyond their present capability level.

Helping the students to realize their potential will be more effective when the teacher gives the students opportunities, encouragement and evaluation. These three factors cannot be separated if we want to see the students' progress in developing their sense of capabilities. No matter how busy a teacher is in presenting the material in every class-hour, he must give time to encourage his students and let his students show their abilities. In this way the students will be motivated, and they will feel that learning is for them and not for the teacher.

To arouse the sense of capability, it would be better for us to see opportunity as a stimulation to develop student's capability, encouragement of the student's enthusiasm in learning English and evaluation is one effective way to measure the student's capability.

A. Opportunity as a Stimulation to Develop Student's Capability

The teacher cannot see the students' capabilities if he never gives them opportunities, as a result the students will be "parroting students", it means that they only know what the teacher gives them such as vocabulary, sentences, the style of language, etc. The students are not challenged to show and prove their creativities and abilities in the language they are learning. This

situation will make them bored, because there is no stimulation which enables them to prove their potential. The teacher will also not know which part of his presentation is not clear to his students, or in which part he has not succeeded in presenting material to his students. He will not know his students' difficulties.

Mr. Soepomo Poedjosoedarmo puts out his ideas in his article Acuan Umum Metode Pengajaran Bahasa:

Kesempatan berpraktek ini dapat berupa kemauan memberi waktu kepada anak untuk berbicara. Dapat pula berupa suatu bombongan atau usaha agar anak-anak betul-betul berbicara. Dapat juga hal itu berbentuk prompting (penabuhan, penyapaan, atau peneguran) agar pada akhirnya si anak mau menyahutnya. Di tingkat univervistas atau tingkat pendidikan Menengah Atas, kesempatan ini dapat diartikan sebagai kesempatan bagi para siswa dan mahasiswa untuk berkarya secara kreatif (menyusun makalah ilmiah, tulisan-tulisan semi ilmiah, atau menciptakan karya-karya seni). Istilah kesempatan dapat berarti pemberian izin kepada para mahasiswa untuk mengadakan kegiatan-kegiatan yang sifatnya aktif kreatif. Bombongan dapat berarti usaha penggalakan kegiatan kreatif. Sedangkan prompting dapat berarti pemberian tugas dalam rangka mata kuliah untuk membuat makalah, karya seni, atau pun skripsi.

Dalam tingkat kemampuan pengenalan, kesempatan berpraktek atau paksaan berpraktek ini dapat bersifat pembuatan laporan akan hal-hal yang ada disekitar para mahasiswa (yang referensial atau situational).

Dalam tingkat pemahaman, paksaan berpraktek ini dapat berupa pemberian tugas untuk membuat karangan yang sifatnya menjelaskan mengapa sesuatu hal itu berwujud tertentu dan tidak seperti yang lainnya. Mengapa bentuk sesuatu hal itu berbeda dengan yang lainnya. Dalam tahap kemampuan ini, penugasan dapat bersifat kontrastif dan kontekstual juga.

Dalam tingkat penilaian, prompting dapat pemberian tugas untuk membuat karangan yang sifatnya evaluatif, yaitu misalnya berupa permintaan pendapat mahasiswa terhadap sesuatu hal.

Dalam tingkat rasa dan sikap, peneguran ini dapat berupa tugas agar para mahasiswa ikut secara aktif

berpartisipasi di dalam pertunjukan seni atau upacara yang religius yang menggunakan bahasa yang dimaksud.²

(The opportunity to practice can be a willingness to give time to the student to talk. It can also be an encouragement or an effort to motivate him to talk. It is also possible to give prompting, so that he gives responses. In a university or highschool, this opportunity can be regarded as an opportunity to work creatively (composing papers, semi-scientific writings or creating art works). The word "opportunity means giving permission to the students to do creative activities, whereas prompting means giving a task to make papers, art-works, or thesis.

At the recognition level, the opportunity or the compulsion to practice can be a task of reporting about everything in the students' environment. (Which is referencial or situational).

At the comprehension level, the compulsion to practice can be task-giving to make an explanatory writing such as: why does this thing have a certain form, not like the other. At this level, the task might be contrastive and contextual.

At the evaluation level, prompting can be task-giving to make an evaluation, for example asking the students to

²Poedjosoedarmo, 1984: 13.

give their opinion about something.

At the sense and attitude level, prompting can be an assignment in which all students take part actively in art performance or religious ceremony by using the target language.)

It is clear that the opportunity can be giving time, encouragement, or prompting. It seems that the teacher's patience in motivating the students is demanded. Giving time, encouragement, or prompting can be used variously such as Mr. Soepomo's suggestions at recognition, comprehension, evaluation, and sense and attitude levels.

During my lectures at IKIP SANATA DHARMA, I could see students' enthusiasm when the teacher gave the students questions which involved students' opinions. I also could see that compulsion to make the students be active is better used rather than having the students sitting quietly just listening to what the teacher says.

One better thing to do in giving the students opportunities, is teaching one thing at a time so the student will have an opportunity to master one item before going on to the next. We must teach each item in a way that will make its meaning quite clear, that is the situation in which it can be used. For example finishing a unit or a chapter, the teacher can expect the students to be able to talk about themselves and their lives, using the contents of the unit or chapter, for the communicative

activities, it is better to ask the students to work in pairs or groups. In pairs, they can carry out interviews, or complete dialogues, and have one-on-one conversation. In groups they can do problem-solving, or role-playing. The teacher should provide these opportunities, because the students need practice. The teacher gives the students opportunities, however, not only to make them able to speak or express their lives, but he must also give them opportunities to gain another skills, such as reading, writing and listening.

One thing that must be avoided is the teacher's tendency to give opportunity only to the clever. In this case the teacher behaves unfairly to the students.

As Brophy E. Jere and Thomas L. Good say in their book Teacher-Students Relationship Causes and Consequences:

Beside addressing more favourable comments to high achieving students and more critical comments to low achieving students, teachers have been found to differ in number of opportunities for academic response that they provide high and low achieving students. These facts tend to induce feeling of failure and frustration in the low achievers and an unhealthy attitude of superiority in the high achievers.³

For this case, we can take an example in a reading subject. The teacher tends to ask the clever to read the passage of a text, for he knows that there will only be a few mistakes, so that the learning teaching process will

³Jere, Good, 1974: 14.

not be disturbed, but if the teacher asks the inferior, he has to correct so many mistakes, of course this condition will take time. A good teacher cannot stand quietly just listening to the students without correcting the mistakes. He will continually correct the wrong pronunciation or the wrong stress.

The teacher may also give an opportunity to the students to read or to present themselves in front of the class. This way will encourage them to do more good work next time. Furthermore, the other students will feel jealous. They will have desires to get opportunities. For clever but lazy students, it will encourage them to prove that they are able to do such meritable work, too. The teacher, however, should be wise in applying this, so that those who are used as examples do not feel superior.

The teacher will be surprised to know how creative his students are when he gives them opportunities to write a composition about their best experiences in life. The teacher may find some mistakes in grammar or in choosing words, but the students at least have tried to write in English. The teacher can lead them further by asking some students to read their good composition in class, then the teacher corrects the mistakes. So the teacher does not only give the opportunity to the students to write, but also he gives them opportunities to know their mistakes. In this case their abilities will be developed in the right way. It means, they write the composition with their

creative ideas, the right grammar, and the choosing words. Pouring their own ideas in compositions will make them eager to show their best.

The exposing of English by the teacher will influence students' ability to catch spoken English. The more they are listening to English, the more they will be sensitive to English, so the opportunity to hear the language they are learning will stimulate their abilities. They will be motivated to learn more when they understand the spoken language either by the teacher or by the native speaker.

Richard C. Sittler puts his idea in his article
Teaching Aural Comprehension:

One reason students cannot understand spoken English is that they may never have had the opportunity to hear it. Formerly, most English instruction tended to emphasize grammar, reading, writing, and translation. Teacher talked a great deal about English, but they seldom spoke English itself; their explanations, comments, and discussions were almost entirely in the native language of their students. Under these conditions, it is not at all surprising that students have had difficulty understanding spoken English.⁴

Most English teachers in Indonesia do not use English when they are presenting the lesson, this is either because they cannot speak English fluently or they are afraid of the students will not understand them. I experienced this situation, some of my English teachers in SMA rarely spoke English, the others spoke English during the lesson, but too fast.

⁴Sittler, 1975: 117.

It is better for the teacher to improve his English continually, and he must dispose of low expectations of his students. He must be sure that his students can understand him if he speaks with the appropriate language to the students' level.

I think nothing is more disappointing for a student than to feel ignored or neglected, or to feel that he is only a low grader without having opportunities to develop his ability. When I was in SMA, my classmates frequently demanded justice: "He only talks to the best students. Doesn't he know I'm trying?" So it is good for a teacher to know each student as an individual. Give opportunity to every student so that they feel that the teacher behaves fairly to all students.

B. Encouragement to the Student's Enthusiasm in Learning English

The majority of students in our highschool think that English is a very difficult subject, and we as teachers must be concerned with encouraging them from the very beginning, and helping them to be properly motivated to succeed in this subject, which is important to their future.

If the teacher can make "the students feel that they want to learn, that they are interested, that the subject they are learning is exciting", we can be sure that they will learn as much as possible within their capabilities.

Their learning will become a dynamic process in which the knowledge imparted will tend to grow indefinitely. This situation can be preserved if the teacher is able to encourage students' enthusiasm in learning continuously. For example when we teach them speaking (as we know that speaking needs not only the bravery and confidence of the speaker, but also encouragement from the teacher), some students may be inhibited by shyness, in which case, it is up to the teacher to develop the type of classroom atmosphere that encourages even the shy students to express themselves freely. The main difficulty, however, is that in many cases a student will not be able to think of anything to say, his mind will go blank and silence will ensue.

The teacher must always be ready for this situation and immediately prompt the student, supplying a word or an idea that will elicit the required utterance. With encouragement and patient prompting of the teacher, he will gradually gain confidence and become increasingly adept at fitting his own ideas into the situation provided.

Susanne Salimbane says in her article From Structurally Based to Functionally Based Approaches to Language Teaching:

By encouraging the student to communicate his own notions or ideas, the teacher relinquishes total control in the language class-the student must be encouraged to risk error, and errors must be accepted as inevitable. Instead of being the prime mover in the classroom, the teacher becomes a classroom

manager or guide, encouraging students to make the commitment to take risk, and helping them to communicate what comes from within themselves rather than from within the teacher.⁵

A creative student likes to be given an opportunity to think and react critically. We can see in almost every class that the clever and creative students will give responses more often if the teacher offers some questions in the class. So it is good for the teacher to give them an opportunity to make the language he is learning his own. This kind of student can and must be encouraged even at the earliest levels of language learning.

The teacher encourages his students that they are really able to do English, he makes them sure that actually they are capable individuals, and makes it clear to the students that mistakes are not tragedies.

The teacher, however, has to realize that not all of the students are clever. In this case more attention is needed for the average students or even the stupid ones. When giving turns to answer questions either orally or written, the teacher should do it wisely. Difficult questions are addressed to the clever students whereas the easier questions are given to the average ones. By doing so the later will not feel that they loose the opportunities to make some progress in learning and this sense acts as

⁵Salimbane, 1983: 4.

an encouragement for them. Besides, the clever students are not neglected by the teacher, they are challenged more to do their best.

C. Evaluation as an Effective Way to Measure the Student's Capability

A teacher has an obligation to school authorities, to parents, to their students, and to themselves, to produce a factual picture of each student's achievement. A student should feel that his grade is a true measurement of what he has learned. We see that good teaching and good testing are closely related. The teacher has an obligation to his students not only to teach them well, but also to measure as accurately as possible their capabilities. So, evaluation must be constructed carefully. A good evaluation has to be able to make the students capable of doing it. It doesn't mean, however, that the evaluation must be easy. It is reasonable that too difficult evaluation will kill student's motivation.

Grant Henning says in his article Twenty Common Testing Mistakes for EFL Teachers to Avoid:

When tests are too difficult or too easy, there is an accumulation of scores at the lower or higher ends of the scoring range. These phenomena are known collectively as "boundary effects". As a result of such effects, there is information loss and reduced capacity of the test to discriminate among students in their ability.⁶

⁶Henning, 1982; 33.

choice was correct. But the result is surprising, and the willingness to show their capabilities will be discouraged.

It is possible that the students do the test extremely bad. When this happens, usually in the structure test, the teacher can repeat the test after the first test paper is given back with some comments on it. Correcting the mistakes together can be done after the distribution of test-papers. In this step, the teacher's explanation concerning some items where most students have made a lot of mistakes in answering question is advisable. Reexplanation can make students more careful, aware of their mistakes and they will have a deeper understanding of the subject. From this second test the students will know their capabilities immediately from the marks and comments on the second test papers. By doing the second test, hopefully students will not make mistakes anymore.

Classroom testing, if well done, most certainly acts as a stimulus to study and real learning.

As J.B. Heaton says in his book Writing English Language Tests:

A test which sets out to measure a student's performance as fairly as possible without in any way setting traps for him, can be effectively used to motivate the student. A well constructed classroom test will provide the student with an

opportunity to show his ability to recognize and produce correct forms of the language.⁸

If the student is made to see the correct purpose of testing, he will learn from his returned examination how well he has mastered the materials he was supposed to have learnt, and where his weaknesses are. He can see the evaluation so that he will know how far his ability in learning English is at that time.

⁸Heaton, 1975: 2.

CHAPTER VI

SENSE OF CONSTANT PROGRESS

Sense of constant progress means a sense of having undergone continual experience of making progress by which a student develops a mental picture of what he can will do.

This sense is demanded in learning English, because a student who looks forward to making constant progress, or the student who consistently makes progress approaches new tasks with confidence. The experience of making progress usually provides the highest motivation for gifted, average, or dull students alike.

Success in making progress, therefore, is clearly related to motivation and goal achievement. A knowledge of how one is progressing serves to stimulate the desire for improvement.

Part of the teacher's role is to help the student achieve maximum motivation by helping him maintain the proper balance between his successes and failures.

Mary Finocchiaro says in her article Myth and Reality: A Plea for a Broader View:

More essential than anything that you should give the students a constant feeling of progress and of confidence in their ability to learn the language. It will become an important moment of reality when the enthusiastic and well-prepared teacher is aware of his students' unspoken "well done" and when he sees the glint of comprehension and the smile of confidence on their faces.¹

The students are motivated when they experience more success than failure. Progress is something to deserve as they have paid the school-fee or tuition, and is really expected by every student. They will grumble if they find that they make no progress.

In reviewing a lesson, it is good for a teacher to review an item till the students understand, but too often reviewing will make the students bored and not feel challenged. The same old material with the same technique will make them frustrated, sitting in the class so long to listen to the same thing so many times. They will feel that they make no progress in the subject. As a result of this condition, their motivation to learn is discouraged.

It is good to adjust the level of difficulty according to the student's progress and motivation. The material at first should be easy to attract the student's attention so that he is able to do it. Then it can be graded to the difficult one in accordance with his progress and eagerness to know the matter. It is advisable that all material is given in methodological progress, so that

¹Finocchiaro, 1975: 40.

the students learned in the past will not be forgotten.

Richard A. Via says in his article English Through Drama:

Don't expect every student to go at exactly the same rate of speed. We have so much to teach, we must cover so much in one year, and we expect all students, because they started off at the same point, to cover the course by the end of the year. But it doesn't work that way in learning. Some people learn faster than others. People will learn at their own rate of speed; don't expect them all to stay at the same level, because they can't. So, be aware of the fact that your students will learn at different speed.²

What Richard says is reasonable that each student learns at his own rate of speed. As a result they will gain progress differently. We are sure, however, that every student makes progress though they make constant progress differently one from another. We can illustrate the progress in the class by this example;

In a class, A is a brilliant student, and B is an average one. They get the same lesson on the same day by the same teacher, so they listen to the same explanation. We will see, however, that the progress they gain is not the same. It will be clearer if we give them tests. A will get a higher mark than B. Though there will be a difference in gaining progress, we hope they will make constant progress according to their abilities to catch the lesson, so we see their improvement step by step in

²Via, 1975: 159.

mastering English. The students really need to feel that they are moving forward continuously, and that they are increasingly able to use the language they are learning.

We cannot deny that each teaching material has its own difficulties according to the students' knowledge before, by the increased motivation in learning English, they will be able to overcome these problems.

Again the teacher's effort is demanded to arouse the student's sense of constant progress. The teacher's thorough preparation is suggested for this case.

A. The Teacher's Preparation as an Important Factor to Arouse a Sense of Making Progress

The habitually well-prepared teacher arrives on time and wants to make every minute count. He has relatively little time to accomplish all of his objectives in only forty or forty-five minutes, so he makes a point to his class about punctuality. For this case, of course he needs a thorough preparation.

As Audrey L. Wright says in his article Initial Techniques in Teaching English as a Second Language:

Just as an architect plans each detail of a house before starting to build it, the teacher should plan his semester's work before the classes begin. Know approximately what structures and what vocabulary items you intend to teach. Divide the semester's work by the total number of teaching-hours, and decide what you will teach in each class period, not forgetting to allow ample time for review.

One should never go into a class without knowing what the objective is for the hour: to teach structure X and review structure Y by means of exercise A, B, and C. Write out a lesson plan for each class hour and refer to it unobtrusively during the lesson.³

The teacher should have his lesson plans and all teaching materials ready before he begins his class.

It is reasonable that a teacher who neglects the need of a lesson plan, will make his students bored. Bad presentation of the teacher can be caused by the teacher's reluctance to renew his teaching. The same material with the same technique from year to year make the class unexpectedly go sour.

Victor W. Mason says in his article Preparing to Teach: The First Few Minutes of Class:

But even the happy combination of a good teacher and good instructional materials is not enough to guarantee consistent success, even when the materials have been prepared by the staff using them. A third requirement of every good classroom session is thorough preparation.⁴

Preparation involves developing the lesson plan thoughtfully and perhaps writing supplementary teaching materials. Every new idea must contain new information, new skills, new sessions or new learning. This factor is really important in order to avoid a monotonous situation which makes the students feel that they make no progress in learning.

³Wright, 1975: 339.

⁴Mason, 1983: 40.

A teacher must be ready to respond to the unpredicted situation, or the teacher must be flexible in amending his plan to suit the needs of his particular students. Thorough preparation will make the teacher feel confident and not worried about not remembering what he should do in the class.

A discussion between Mr. P.G. Purba and his students at the Micro-Teaching lecture results:

Teacher's preparation must include at least the teacher's activities in forty-five minutes, such as:

- greeting
- praying (if it is the first lesson)
- doing a warming up (how are you?, who is absent today?)
- giving a review (review the lesson which supports the next material that will be explained)
- presenting the new material
- giving time to the students to ask questions and answering them
- giving notes
- giving exercises
- correcting exercises
- giving homework
- giving final opportunities to students to ask questions
- praying (if it is the last period)
- saying "Good bye"⁵

It is an important factor that the teacher has to master the material well. He should know exactly about his explanation, because if he doesn't look sure about what he is talking about the students will not trust him and not pay enough attention to him. So, the teacher has

⁵Purba, 1983.

to think about the possibilities of students' questions.

The Lesson Unit Program is expected to guarantee the success in teaching, because it gives a picture of what the teacher will do in the class. It contains; the GIO, the SIO, the explanation, the examples, the test (evaluation), the references.

The Lesson Unit Program is the main thing in teaching, but not everything we need, because there are some factors which are demanded from the teacher that will support the success in teaching such as: the skill to encourage the students, the mastering of the material, the ability to control the class, the ability to choose language teaching media, clear pronunciation, clear handwriting, the proper appearance, the ability to adjust the Lesson Unit Program under certain conditions, the ability to use the suitable techniques and methods, helpful posture and gestures to clarify the teacher's explanation, self-confidence, good health, the ability to choose the right level of English, self-discipline, the mastery of English, objectivity.

It is clear that the teacher's preparation determines student's progress. When the preparation is really good and qualified the students will gain advantages and progress. They will gain new information or new skills. It is wise to remember that there is a possibility of making alterations to a plan, whereas it is not possible to build successfully without a plan.

B. Arousing the Sense of Making Progress

Arousing the student's sense of making progress constantly in study is very important, so the teacher's role in realizing this effort is heavily needed. Of course, all aspects to evoke student's motivation cannot be neglected. They are interrelated one with the others. Here we put stress on how we can arouse the sense of making progress.

A teacher can use these points to make the students eager to make progress in their study as suggested by Kenneth Chastain in his book Developing Language Skills From Theory to Practice:

- make the content of the course as close to existing students' interest as possible
- give the students the result of the test to make them know their progress
- use the tests and grades appropriately that will motivate the students to do better academically
- conceive students as individuals
- make the students know the purpose in their activities and study
- select material creatively that involves learning by doing as well as thinking
- improve the teacher's knowledge so that at least he can explain more than what the text book says
- give progress tests every time one item has been finished⁶

In helping the students making progress in their study, the teacher has to consider these points:

- avoiding practices that produce temporary stress or continued anxiety

⁶Chastain, 1978: 267, 270.



- not asking the students to learn the material which is beyond their present capability levels
- not asking the students to compete in a class in which only a few students have the possibility of getting an A or B mark, in a class graded on a curve
- not asking the students to keep up with the students who are superior learners
- not giving the same material except if the students have not understood the lesson

CHAPTER VII

REWARD AND PUNISHMENT

Reward can be regarded as "something" to deserve (such as: praise, good mark, opportunity, good comment, etc.) when the student does well, for example, good work, good questions, good behaviour, good answers, etc.

Punishment can be regarded as "something" to deserve (such as: low marks, reprimand, assignment, etc.) when the student does badly.

Both reward and punishment are needed to encourage the students to do their best, because reward or punishment can be a motivator in learning English.

There is considerable evidence that students of different achievement levels have very different kinds of interaction with their teacher, that is the clever receives more praise, while the inferior receives more critical comments. This condition tends to induce feelings of failure and frustration in the inferior, and an unhealthy attitude of superiority in the high achievers. As a result, unhealthy competition will be there, and when it happens, the motivation will be decreased and we will find an unfriendly classroom-situation which is full of disappointmen. No teachers like this kind of classroom-situation.

For this case, it would be better to come back to the teacher as a motivator in his own class. The teacher's ability to maintain students' motivation by using reward and punishment appropriately, is required.

A. Reward Acts as a Motivator

As a means to maintain student's motivation, reward also plays a very important role. Reward is always nice to receive for the students, though not always good. It is better for the teacher to compliment a student when he does well. He should make it a practice to reinforce good performances with encouraging comments. The teacher may give a reward at the very time it is needed. It may be often, but not exaggerated. In other words, the teacher should be careful, to be discreet along this line, setting high standards for the class, so that the reward itself does not lose its meaning, and still has an effect on the students. For example we can say "good", or "excellent" to the student who correctly answers a question. This praise is not only a reward, but also a response from the teacher to his answer, and more than anything, this praise can be a motivator for him.

A student who is naturally fond of being appreciated will feel proud, because what he has done is indeed cared or even verbally rewarded by the teacher. However little the appreciation is, it psychologically influences his attitudes toward the lesson. He will try to involve

himself, answering questions, doing the assignments, taking part in the class-activities, and it will be better when he always tries to do his best. The reward is not meaningless, for he then has a kind of desire to be more active. This condition will encourage other students to pay attention to the lesson more seriously.

Beside praise, the teacher can also give special opportunities to those who have done the given work or assignment well. The teacher may show the work in front of the class as the example of good work. He judges fairly the work by merely saying "These are examples of good work," and the names of the students are announced, they will feel successful and realize that doing assignments in the right way gives satisfaction to themselves.

The teacher may also ask the students to read or to present themselves in front of the class, This way will encourage them to do more good work next time. Furthermore, the other students will feel jealous. They will have a desire to get an opportunity. For clever but lazy students, it will encourage them to prove that they are able to do such rewarding work too.

The teacher, however, should be wise in applying this, that those are used as examples do not feel superior. Superiority should be avoided, because it is a danger of domination of the class activities.

We cannot deny that most personalities respond more positively to praise than to punishment and blame. So, what better can the teacher do, but help students by praising their good performance and their progress. Ask the harder questions to our better students. Compliments will encourage our students to do other work better.

We can give praise during the class-period for good questions, good answers, good performance, and also when grading papers. The teacher gives positive comments on every test-paper which is returned. For example, in guided composition test-paper, it is advisable that the teacher puts some comments. This is to encourage students' motivation. In this case, the teacher needs to show their mistakes in order to make them aware of them, and we hope they will be ready to correct their own mistakes. He may not forget, however, to show the goodness or the progress the students make in their work, so they will develop and improve the ability in writing. The teacher can give comments like: "Good, your idea is well developed, but you should be more careful in your structure!"

In the structure-test the teacher can give some comments like "good" or "very good" when they have done well or "You need to work hard" if they have done badly or made many mistakes. It is better to remember that a teacher should avoid cruel comments like "very very bad" or "you are a lazy student", even though they have made a lot of mistakes since those comments can make them

frustrated. So, we find and give comments on the positive side of their works first, then we point and give comments on their mistakes. It is indeed rewarding to see the good rather than always criticizing.

Persistence in catching the students being good and delivering praise and attention should eventually pay off with a better behaved classroom.

Specifically, we can give praise concentrating on individual work, raising hands when appropriate, responding to questions, paying attention to the teacher, sitting in the desk and studying, sitting quietly if noise has been a problem. Try to use variety and expression in our comments. Stay away from sarcasm. Attempt to become spontaneous in our praise and smile when delivering praise. If comments might interfere the class-activities then use facial attention and smiles.

It is not only for teenagers or adults that reward can act as a motivator, but also for the children.

K. Daniel O'Leary and Susan G. O'Leary point out in their book Classroom Management:

If a child already shows some evidence of a certain behavior that one wishes to increase such as paying attention, a teacher might simply walk over to the child and enthusiastically praise him while he is paying attention. The teacher will find the child will pay attention longer and longer periods of time. Approval may occur in many forms, e.g., a pat on the back, a smile, or saying, "That's good work!" While many teachers are powerless in front of young children, research data clearly show that the positive words or

gestures from a teacher which are made contingent upon a behavior can be extremely effective tools in changing a child's behavior. In addition the child will probably like school more as he receives more positive attention from the teacher.¹

Actually learning that brings reward and satisfaction to the student acts as a motivator for further learning. The teacher, however, has to think about giving the reward so that the students will not become immune to the effect of the reward itself. We can see one example which is given by Mary Finocchiaro in her article Motivation in Language Learning:

A teacher should never praise a student for uttering a completely bad sentence, such as "He doesn't got no pencil," for such praise would be a grave disservice both to the students in the class, who would become confused. I believe firmly in words of encouragement and praise whenever possible. The key word in correcting errors and, indeed, in any aspect of teaching, is of course, judiciously.²

Focusing on appropriate comments rather than negative will have a positive ripple-effect.

B. Punishment Acts as a Motivator

Sterling G. Callahan puts his idea in his book Successful Teaching in Secondary Schools:

Punishment which is imposed in anger accomplishes little in the way of rational analysis of problems

¹O'Leary, 1977; 30.

²Finocchiaro, 1976: 7.

and lasting solutions. Emotion laden situations are further strained when the teacher acts in haste.³

Punishment is needed, in the sense that the student is not the object to suffer spiritually. This punishment is only meant to arouse his willingness to think harder about the matter. For example, if a student makes a mistake in analyzing a sentence we give, do not let other students answer immediately. It is the teacher, however, who should lead him to get to the correct answer. During this process, of course, all attention of his friends and his teacher is poured on him. Therefore, he will think harder. This situation is considered as a punishment, because it neither makes him comfortable nor downhearted, but presses him to gain confidence to think harder. By this way the teacher also reminds him that errors are not harmful in the learning process: students learn by making errors and having them corrected. He needs not feel he is underqualified compared to his friends if he make mistakes, but he himself can solve the problem by the teacher's direction. In this case the teacher may not simply say: "Why can't you learn this, it's so simple. Tomorrow you take the test whether you know it or not."

A student may not receive repeated punishment for he may be downhearted and even worse he may lose his confidence everytime he gets opportunities to improve.

³Callahan, 1971: 27.

K. Daniel O'Leary and Susan G. O'Leary say in their book *Classroom Management*:

If a child receives repeated criticism in school, he may cut classes and/or become truant. Even if he does not avoid school altogether, he may avoid school participation in a variety of other ways, e.g. not paying attention, day dreaming, and being restless. Even worse, a child who receives a great deal of punishment may counterattack.⁴

So, when using punishment, the teacher must consider the side-effects of the punishment. The teacher can use it if the teacher believes that it can function effectively.

As Kenneth Chastain says in his book Developing Language Skills From Theory to Practice:

When correcting inappropriate behaviour, the teacher should be conscious of the "ripple effect" her action may have. For example, if she corrects one of the classleader for some acts or in such a way that the goodwill of the high-prestige student is lost, the ripple effect among the class-members will be negative. Focusing on appropriate behaviour rather than negative will have a positive ripple effect.⁵

Soft and clear reprimands are most effective when combined with the frequent praise for appropriate behaviour and when the intensity and tone of the teacher's reprimand are not severe. A soft reprimand is preferable to a loud reprimand. It will be better if the soft reprimand can be one of the first type of punishment a teacher uses to deal with the problem, and should be tried before we use loud reprimands.

⁴O'Leary, 1977: 111.

⁵Chastain, 1978: 277.

K. Daniel O'Leary and Susan G. O'Leary put their idea in their book Classroom Management:

Although there now is considerable evidence indicating the effectiveness of punishment in weakening or suppressing a response, many investigators still fear that adverse side-effects will result from punishment. In order to minimize negative side-effects, certain guidelines should be followed:

1. use punishment sparingly
2. make it clear to the student why he is being punished.
3. provide the student with an alternative means of obtaining some positive reinforcement.
4. reinforce the student for behavior incompatible with those you wish to weaken.
5. avoid physical punishment if at all possible.
6. avoid punishing while you are in a very angry or emotional state.
7. punishment at the initiation of a behavior rather than at its completion.⁶

⁶O'Leary, 1977: 110.

CHAPTER VIII

SOUND COMPETITION

We think of sound competition as an idea explicitly embedding two elements. The word "sound" points to a situation in which each student tries to gain his best achievement by his own capability without cheating or cooperation with his friends.

The word "sound" also implies a situation in which the students feel the teacher's fairness, his honest way of marking which is undoubtedly believable. Since the students totally trust the instructor, any worries of marking corruption do not exist in the competition.

While "competition" refers to a certain situation in which each student is filled with a strong desire concerned with the mastery of the lesson given, higher than the others.

Kenneth Chastain puts out his idea in his book Developing Language Skills From Theory to Practice:

Competition can be a motivating force in class. Classes can compete with other classes or with themselves, and students can compete with other students. Competition with self offers the greatest potential. Competition with others should not be allowed to reach the point at which it has a debilitating effect on some students.¹

¹Chastain, 1978: 269

Sound Competition is needed in order to evoke student's enthusiasm in learning English by giving support to student attempts to learn with a competitive spirit.

Strong competition can be found at schools in a city, where the students have been very influenced by their life-environment. They are demanded by society to be educated-people. The modern-life in the city needs clever, quick, and energetic people so, those students must survive from the struggle of life knowledge. The cleverer they are, the easier they gain promotions in looking for a job. It seems that the individuality is a clear phenomenon in the city, even at its schools. Automatically the students have been motivated by their environment.

There is a divergence between students from the city and students from the village. It is rather difficult for a teacher to create sound competition in a class at a rural school. The life-styles of individual students in the village are much influenced by their society in which the "mutual assistance" is still alive. Rural students reflect their life-environment. The individual almost sinks.

As a comparison, we can find this phenomenon at IKIP SANATA DHARMA in which its students come from various places. Strong competition is mainly dominated by city-students, especially Chinese-students. They study hard in order to achieve the maximum success. They run against their own classmates, whereas students from the village

have less sense of competition. They are not so enthusiastic to participate in the class-competition. So, it is not surprising that often they are left way behind.

It is still possible, however, for a teacher to increase the competitive spirit of village students by trying to compel them to be active in the class-competition. For examples by giving encouragement and reward either for their questions or their good work. Under such conditions, we surely believe that there will develop a sort of "bravery" among the students to express their ideas. Therefore, the teacher's appropriate high expectation towards the students is really and absolutely demanded.

As Brophy E. Jere and Thomas L. Good say in their book Teacher-Students Relationships Causes and Consequences about the Indian and Eskimo students which are from village:

The essence of the instructional style which elicits a high level of intellectual performance from village Indian and Eskimo students is to create an extremely warm personal relationship and to actively demand a level of academic work which the student does not suspect he can attain. Village students thus interpret the teacher's demandingness not as bossiness and hostility, but rather as another expression of his personal concern, and meeting the teacher's academic standard becomes theirs.²

To create sound competition in the class, the teacher is required to have an appropriate high expectation towards all students. This is certainly not not free from a danger.

²Jere, Good, 1974: 360.

The clever students can follow or achieve the objectives decided upon by the teacher more easily than the less clever ones. This seems to be favouring the clever students. The less clever students, however, as we are sure, are not submissive to what they're achieving this time, instead they will compete to catch up with them.

It is quite evident that the situation will create or make sound competition possible. The teacher, however, should give more attention to the less clever and try to back them up. The less clever should be supported to compete with their friends in class.

A. Healthy Competition in Class

We stress the competition in class on academic competition. Strong competition in gaining high marks and good performance in class cannot be separated with the teacher's expectation of each student, and the teacher's effort to arouse the sense of participating in competition.

The teacher's enthusiasm in teaching will influence the student's learning, because it can increase the student's spirit of learning, moreover, if the teacher gives the students challenging-material. Challenging-material automatically will arouse competition in class, in which each student is challenged to accomplish the item better than the others, because they are sure that the material, though rather difficult, is still within their reach.

Reward and punishment can also arouse sound competition in class. There are some ways, however, that a teacher can do this. For example, the teacher reads the marks of all students with their names in front of the class, so that a student will know the marks of his friends, then he can measure how far he has succeeded in learning English and he also is able to measure how far he has made efforts in learning English compared with his friends. Those who get good marks tend to defend their marks, or they make efforts to be at their best all the time, because they know that once they are lazy their position will be changed in the best students order. For this case we know that in a class sometimes there is an unwritten order of best students. Each student can measure his own strength in the subject, and he will always try to defeat his friends in the competition. This strong competition, especially can be experienced by students who live in a boarding-house. His classmates in the boarding-house can be friends in need, but also can be his rivals in the class-competition. Those who get lower marks will be ashamed when their names are announced in front of the class. This situation is regarded as punishment for them. They will, then, improve their learning, for their guilty-conscience to their ownelves and the teacher. In this case the teacher can lead them to the positive ways by emphasizing a "we" feeling of the class environment and participation in the competition. Make them feel sure that they are able and worthy to take part

in the competition.

The teacher can also ask the students to make a composition. For example, the teacher gives them three topics which must be developed into a composition. Each student can freely choose the topic. Since the teacher emphasizes the content or the idea of the composition, the structures will not be considered strictly. The best composition, however, must be the composition with good ideas and the least mistakes. The teacher then, chooses some of the best compositions and stencils them, gives that stencil-papers to all students in the class as examples of good compositions. In this case, the owners feel that the teacher appreciates their work. They will make better compositions next time. The other students psychologically will feel jealous, and try to think harder to develop a good one next time.

The teacher can divide the students into groups. Ask them to make a little drama from an Indonesian legend or myth. The teacher gives them freedom to choose the title of the legend or myth, and compose the drama with their own words. The best group-performance will be chosen as the representative of the class to compete with other classes. We will see that all groups will compete to be chosen as the best one. They will perform as well as possible.

Actually a creative teacher has so many ways in creating sound competition in his class. When he sees

each student participating in the competition, it means that he is half successful in maintaining student's motivation in learning English.

B. Competition Outside the Class

Competition outside the class not only covers one class; this is especially for a teacher who teaches English in more than one class, in which all competitors are his own students though they are from different classes. This kind of competition is more complex, for it needs arrangement of time and a place outside class-hours. Both teacher and students have to work hard if they want to see good results from this competition.

Arranging a speech-contest is considered suitable for intermediate or advanced levels. The topic can be determined by the teacher and some students who are appointed to be the committee of the speech-contest. The topic must be interesting and challenging. In this case the teacher has to encourage all students to take part in this contest, and promise them that good performances, though they do not become the winners, will increase their marks.

Forming speaking clubs is another possibility in creating sound competition outside the class. Each group is suggested to have about four to five members only. It is better if the teacher suggests that they make a routine meeting once a week, and leads them with a certain topic

to be discussed everyweek. When the speaking-clubs work well, the teacher can arrange a meeting for discussion or debate between a certain group from A class, and a group from B class. Other students can be spectators of this meeting. They can give points for each group. Competition will be aroused in this situation, in which each class will support its own group. The teacher, however, has to be careful, for this competition can also have negative effects in learning English. The positive way of thinking must always be imposed among students, so that they will learn how to appreciate others without arousing a tense situation which leads to a fight.

So, it would be better, we don't use competition as an end in itself, but only as a supplementary form of motivation.

Those I have been describing above are the possibilities to arouse healthy competition in and outside the class. I have experienced those activities since my college years at IKIP SANATA DHARMA, especially in the language skill subjects. Those possibilities have been implemented successfully. They can be regarded as the effective ways to evoke sound-competition, because they involve all students participation.

CONCLUSION

This writing is not a new attempt to present new points of view. It is, however, an attempt to remind teachers about the importance of making efforts in gaining student's motivation in learning English as the real secret to obtaining good results and it is indispensable to both teacher and learner.

Needless to say, the teacher will not always succeed with every individual, especially in Indonesia where there are about forty students in a class, but the efforts should be made to maintain their motivation in learning English. By arousing and maintaining student's motivation, the teacher can increase eagerness and decrease the apathy in second language-study.

A student who learns English will get difficulties when he must keep up his own motivation without the teacher's help. The intrinsic motivation, that is motivation from the student himself, is not enough to gain success in learning English. Often he does not continue to further learning when he faces problems. The participation from the teacher, however, is badly needed, as the teacher plays a major role in carrying out the activities in the class. The teacher is really an important determiner in class. Based on this assumption I have been

trying to develop teacher's efforts in maintaining student's motivation in learning English. They are; making the student realize that the subject-matter is relevant to their lives' objectives, trying to create a pleasant atmosphere, offering the students subject-matter that is challenging, arousing the sense that the students are capable of attaining the objective of the study, making the students feel that they constantly make progress in their study, appreciating what they have done by giving reward when they have done right and punishment when they have not done right, and creating a situation in which sound competition is held.

I cannot deny that it is difficult to apply these efforts for teachers who are always demanded to finish the material from the national curriculum. The limited time allotment or the large number of students in a class can be a hindrance. For example; giving chances to each student to perform in front of the class for a certain activity might take a lot of time, whereas, the teacher only has a limited time allotment. The efforts suggested then will become an ideal suggestion if they are applied in schools, though it is still possible for the teacher to carry out some suggestions from this writing, such as, giving reward and punishment with the purpose of arousing student's motivation, or making the student feel that he constantly makes progress in English by giving evaluation.

I realize that these seven possibilities can only be implemented by a teacher who really wants to gain maximal success in the teaching-learning interaction with his students, in other words, a teacher who really has high motivation in teaching and wants to give continuous attention to his students. There are so many highschool teachers who become immune to the class environment. They are too accustomed to teaching English in the old way, so that they neglect the factors which actually can improve their class. May be some of them have applied some factors I developed in the previous chapters, but sometimes they are not aware that what they do actually implies their efforts to maintain the students' motivation.

I confess that motivation is not a cure-all for instructional problems and difficulties. Motivation also cannot convert all students into superior students. moreover neither student nor teacher's motivation is equally high all the time. We however, have to make no consideration of these cases since our efforts to maintain students' motivation can be remedial ways to decrease and dispose of the apathy in learning English. It will be better when our efforts produce the improvement of student's ability in gaining English.

Teachers of the English Course, perhaps, can adapt and apply these efforts freely, for they are not limited strictly with the program. In this case the teacher can

really prove to the students that English gives self-satisfaction and special enjoyment, for example; by giving the material which is taken from a good English novel, or using interesting techniques without fear of the time. I believe that the other efforts as they are written in this writing can also be implemented by them.

How strongly the student is motivated will determine his persistence and efforts in reaching an objective of learning. Based on this assumption, teacher's participation to keep motivation in learning English cannot be denied. Each student needs attention and attention can only be proved by the teacher's efforts. Lets make the students enjoy English.

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