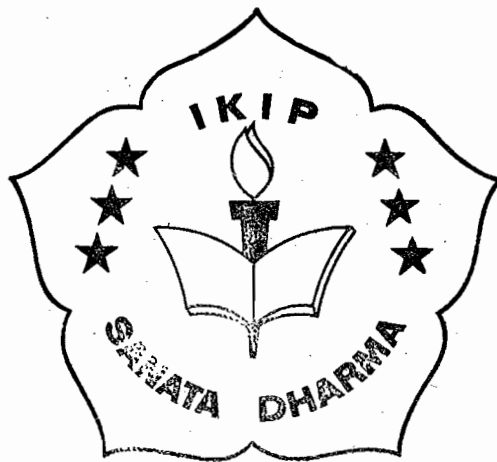


**SKILLS TO MOTIVATE STUDENTS  
INFLUENCE THE EFFICIENCY AND EFFECTIVENESS  
OF TEACHING READING COMPREHENSION  
IN SMA**



**A PAPER  
PRESENTED TO  
THE DEPARTMENT OF ENGLISH LANGUAGE  
AND LITERATURE  
FACULTY OF ARTS AND LETTERS  
SANATA DHARMA  
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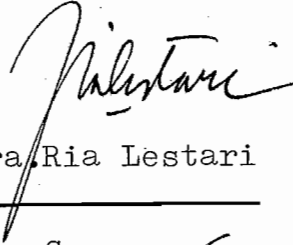
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*Endang Winarti*

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**YOGYAKARTA  
DECEMBER, 1985**

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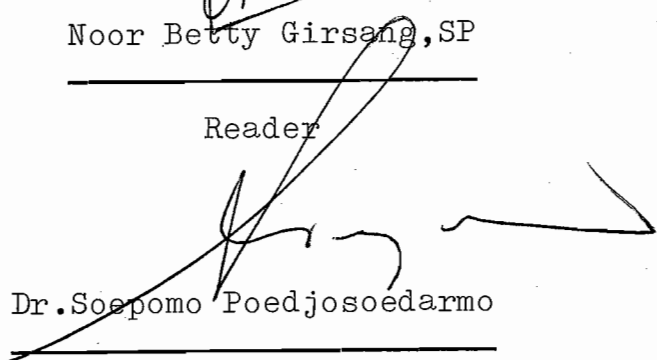
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Endang Winarti

## INTRODUCTION

In the simple forms of culture, spoken communication may be sufficient. In the complex activity of modern living, however, mastery of printed word is essential. One can suggest the extent to which modern society depends on the ability to communicate through reading, every government official, businessman and housewife must read.

In terms of education, reading especially reading comprehension has an important role. The more one wants to learn and to progress, the more he should read. The reading comprehension activity cannot be done if there is no motivation in the part of the students, especially the SMA students.

Realizing the importance of motivation in learning-teaching process of reading comprehension, the writer tries to discuss this topic in this short paper.

In the reading comprehension activity, the understanding, efficiency and effectiveness are the principle of learning teaching process. The writer tries to discuss it in chapter I.

To know more about motivation and factors in motivation, the writer discusses it in chapter II.

Motivation has an important role in the reading comprehension but there are a lot of problems. The problems are in chapter III.

Having found and known the problems or causes, the writer tries to find out the way to overcome those problems and tries to use and make everything ( students, teacher, equipment, etc ) get the best result in reading comprehension. All of them will be discussed in chapter IV.

In chapter V, the writer tries to give the conclusion of what have been discussed.

Finally, at the end of this discussion, the writer tries to show some examples of the materials for reading comprehension for SMA.



The Efficiency and Effectiveness of  
Teaching Reading Comprehension  
in S M A

Why our teaching should be efficient and effective?  
The answer is to make our teaching better.

According to Longman Dictionary of Contemporary English, the meaning of effective is having the desired result, and efficiency is working well and without waste.

The learning - teaching process especially teaching reading comprehension in SMA cannot be effective unless subordinated to the principle of efficiency - that is the attainment of the maximum profit ( in terms of the teacher's and learner's time and effort ).

Efficiency should be the principle of the learning-teaching process. Or to put it in another way : within the given condition of teaching task, how can the teacher achieve the aims with the most favorable ratio of profit ( achieved proficiency ) to cost ( time and work ). Efficiency thus makes two claims on the teacher,<sup>1)</sup> namely:

A. To assess the teaching condition.

B. To state the aims.

Only after that, the teacher can choose the appropriate strategy and do the teaching.

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<sup>1)</sup>Ur, Penny, "Efficiency in Language Teaching", English Teaching Forum, Vol. XX, No 1, January 1984, pp. 25-28.

## A. The Teaching Conditions :

The teaching conditions include :

- The physical and temporal organization of the course.
- The background, age and abilities of the learners.
- The personality, knowledge and abilities of the teacher.

A.1. When considering the physical and temporal organization of the course, the teacher must ask himself such questions as :

How many students are there in the class?

What is the room and furniture like?

What teaching materials and aids are available?

How many lessons does the teacher have?

At what time?

How long is a lesson?

How much homework is acceptable here?

What extracurricular activities may help or interfere with the course?

How much preparation time will the teacher have?

A.2. The background, character, age and abilities of the learners are found out in part as the teacher goes along, but much of this is usually known before the course starts. The teacher should consider about :

The learners' age

The learners' socio cultural background

The learners' native or mother tongue

The learners' reaction to specific teacher's tactics

The discipline that may be there

The learners' motivation

All of these consideration can be learned by experience.

A.3. The personality, knowledge and abilities of the teacher take an important rôle in learning - teaching process. The teacher should have considerations such

as : - the teacher should have known the language well which he requires to teach.

- his shortcoming and strong points as a teacher.

- the range of technique he has in his lesson plan.

#### B. The Aims and Objectives :

The formulation of aims is only partly the teacher's task, often the teacher must teach a course for which the materials are specified, or one that leads to specific exam, with a set of objectives already implied or the teacher may teach an English lesson linked to a particular subject and set of skills. But in other cases, particularly in general senior high schools in Indonesia, where English lesson is E.G.P ( English for General Purposes ), the teacher may have to formulate his own S.I.O ( Specific Instructional Objectives ). These should be expressed in terms of the terminal skills and abilities ( Widdowson . cit. Ur, P, 1982 ) expected of the students.

For the G.I.O ( General Instructional Objectives ), the government of Indonesia has given it in the curriculum. So the teacher does not need to formulate the long-term aims, but he is the one who must break them down into immediate objectives, guided by whatever materials he is using.

For example, the G.I.O of one period of reading lesson ( one lesson is 45 minutes ) is : the student is able to understand the written page. The teacher's task, therefore, is to specify the G.I.O into the S.I.O.<sup>1)</sup> So the S.I.O are : first, the student is able to answer the questions about that written text well. Secondly, the student is accustomed to answer ten questions about that text. The second S.I.O is to increase the fluency of the student in reading comprehension.

Having been clear, both the teaching situation and the aims of the course, the teacher is now ready to use all his knowledge of and experience with different methods, psychological theory, and linguistics in choosing a strategy that will be maximally effective.

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<sup>1)</sup> Purba, P.G., ( lecturer ), Micro teaching lesson.

## II. MOTIVATION

Being unable to discuss an entire teaching situation, the writer tries to specialize an aspect of a teaching situation, namely : MOTIVATION.

### A. What is Motivation ?

No one has ever seen motivation because motivation is an abstract thing.

From the psychologist's point of view, motivation is a complicated thing.

According to Dutton,<sup>1)</sup> motivation is 'a feeling of success may be experienced on reaching the goal or goals, on coming close to the goal(s), on making progress toward a goal or even on mere selection of a socially approved goal'.

Deese and Hulse<sup>2)</sup> discussed motivation and emotions as things which provided the impetus behind behaviour, such as 'the need' for money, for fame, for a new car, and so forth.

---

1) Dutton, Brian, Guide to Modern Language Methods, The Camelot Press, Ltd, London and Southampton, 1965, p.33.

2) Deese, James & Hulse, Steward, H., The Psychology of Learning, M.C. Graw-Hill, INC, 1967.

Callahan, Sterling, G<sup>1)</sup> writes motivation as the personal, internal process that determines the strength and direction of a person's behaviour or line of action.

According to Johnson, David, W<sup>2)</sup> motivation is 'the tendency to expend effort to achieve goals, all learning is goal - directed'.

From the definitions above, the writer tries to conclude that motivation is an inner drive, impulse, emotions, strong reason or desire that moves one to achieve the need, purposes or goals.

#### B. Kinds of motivation.

Actually when we talked about motivation, there are a lot of kinds of motivation. Many experts have given their various definitions according to their point of view, such as :

1. According to Woodworth and Marquis,<sup>3)</sup> there are two kinds of motivation, namely :

1.1. The organic needs :

that is motivation which depends on internal bodily stars.

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<sup>1)</sup> Callahan, Sterling, G., Successful Teaching in Secondary Schools, Scott, Foresman & Company, 1971.

<sup>2)</sup> Johnson, David, W., Educational Psychology, Englewood Cliff, Prentice - Hall, INC, 1979, p.283.

<sup>3)</sup> Woodworth, Robert, S & Marquis, Donald, G., Psychology, New York, Henry Holt and Company, 1967.

For examples : - the need for drinking  
 - the need for eating  
 - the need for breathing, etc.

1.2. The emergency motivation :

- the necessities for trying  
 - the necessities to escape from danger.

2. According to the forms, there are two kinds of motivation :

2.1. Biological motivation :

Biological motivation is motivation which was already there as a part of human being as a biological creatures :

- the need for eating  
 - the need for drinking  
 - the need for moving, etc.

2.2. Social motivation or motivation which should be learned, such as :

- motivation to learn something new  
 - motivation to understand something

3. According to the cause :

There are two kinds of motivation :

3.1. Intrinsic motivation or primary motivation :

that is a high degree of self-control which is an internal part of the learning activity itself<sup>1)</sup> - satisfaction, feeling of success,

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<sup>1)</sup> Johnson, David, W., Op.cit., p.297.

pride in achievement, increase self-esteem, and feeling of accomplishment, such as :

- attitude
- needs
- anxieties
- satisfaction
- interest in music, etc.

3.2. Extrinsic motivation or secondary motivation :

that is an activity that provides satisfaction independence of the learning activity and are controlled by someone or something outside the learners,<sup>1)</sup> such as :

- money or good salary
- grades
- points
- privileges
- gold stars, etc.

4. According to the connection and the content, there are two kinds of motivation, namely :

4.1. The Physical motivation, such as :

- desire
- intrinsic
- interest, etc.

---

<sup>1)</sup> Soepomo Poedjosoedarmo, ( lecturer ), Remedial Work lesson.



4.2. The psychological motivation, such as :  
the willingness because of some reason,  
of choice,  
of desire.

Knowing many kinds of motivation, we know that motivation which closely relates to the instructional process, goal-oriented learning and learning-teaching process are: intrinsic motivation and extrinsic motivation.

### C. Intrinsic Motivation.

When learners enter the classroom, they have different level of intrinsic motivation to achieve and cooperate with the instructional program. In order to improve their performance and ensure that they master the materials, the teacher tries to capitalize on students' intrinsic motivation and to further motivate them through extrinsic motivation.

There are three major sources of intrinsic motivation,<sup>1)</sup> namely : - competence motivation  
- achievement motivation  
- self actualization.

#### 1. Competence motivation.

Competence motivation is taking initiative in interacting with one's environment and in attempting to achieve one goal.<sup>2)</sup> Everyone has an intrinsic

---

1) Johnson, David, W., Op.cit., p.298.

2) Johnson, David, W., Loc.cit.

drive ( energy or capacity to get things done: Longman Dictionary of Contemporary English ) to produce effect on his environment. They act toward the environment, rather than stand by passively and allow the environment to act toward them. For example : when the students are given a difficult reading material but the topic interests them, they will feel to be challenged. They will try to understand the content of the text, even using the help of the dictionaries. But the difficulty of the text is still in their level so that they can achieve it with their effort.

✓ Competence motivation is reflected in a continuous process of observing the result produced. This process of mastering afford the learners' great satisfaction. To be successful in the learners' world, they are likely to be pleased with themselves and positive about their abilities.

The confidence gained motivates that person to engage in further attempts to manipulate the environment. Thus, learning, achievement and competence are closely related.

## 2. Achievement motivation.

Achievement motivation is the drive to do well relative to some standard of excellence.<sup>1)</sup>

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<sup>1)</sup> Morrison, A & McIntyre, D., Teachers and Teaching, Britain, C. Nicholls & Company Ltd, 1976., p.149.

are more likely to have achievement efforts, work with greater intensity, persist longer in the face of failure, and choose more difficult task than students who have low achievement motivation.

Students with high achievement motivation will not seek success in every situation. It is only when they are told that their result will be evaluated, their motive to achieve will be activated. In reading lesson it is clearly visible when they have to do the test or examination.

In reaching the achievement, there are two tendencies,<sup>1)</sup> namely :

2.1. The tendency to achieve success

2.2. The tendency to avoid failure

2.1. The tendency to achieve success is based on three variables :

2.1.1. The motivation to achieve success

2.1.2. The expectancy that efforts will lead to success

2.1.3. The incentives for achieving success.

2.2. The tendency to avoid failure is aroused when:

2.2.1. The person is motivated to avoid failure

2.2.2. There is an expectancy that efforts will lead to failure

2.2.3. There is an incentive for avoiding failure.

---

<sup>1)</sup> Johnson, David, W., Ibid., p.306.

When the tendency to achieve success is stronger than the tendency to avoid failure, student will choose the learning task of immediate difficulties, more achievement efforts, work intensely, and persist in the face of failure.

When the tendency to avoid failure is stronger than the tendency to achieve success, the students will be inhibited from attempting a task on which they are to be evaluated, especially when the probability of success is minimum. When a student who is dominated by the fear of failure is forced into an achievement motivation, the student is likely to choose task with a very high or very low chance of success. Doing so minimizes anxiety about failure because the chance of success is very high, the student is almost sure not to fail and when the chance for success is very low, no one can blame him or her for failing.

There is a different way in the students with high and low achievement motivation think about the relationship between effort and successful achievement. Students with high achievement motivation think that success is caused by the combination of their effort and ability and that failure is caused by lack of effort. While the students with low achievement motivation think that their failure are due to a lack of ability. They do not

Think that their efforts influence their success or their failure, which leaves them feeling helpless to do anything about their level of achievement. Because they do not believe that work on their part will lead to achievement, they tend not to respond when the teachers encourage them to work or study harder. Or they only blame the teachers, such as : the teachers' explanation is not clear or the text is too difficult for them, etc.

### 3. Self actualization.

Self actualization is the psychological need to actualize potential, to grow, and use one's talents, capacities, and potentialities.<sup>1)</sup>

The way to self actualization is neither easy nor quick. The people attaining this state must possess the special characteristic and only a few of people ever achieve self actualization. Any person has moments of self actualization, when the development and utilization of his potentialities bring pleasure and satisfaction. And the drive towards self actualization can be a very powerful source of intrinsic motivation.

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<sup>1)</sup> Johnson, David, W., Ibid., p. 310.

#### D. Extrinsic Motivation.

Extrinsic motivation is usually applied by the teacher in the form of physical or social reinforcement, such

as : - grades - approval  
 - praise - gold stars, etc.

The rewards have to be dependent on performance and are used to increase attention and achievement. Students need to understand clearly the relationship between their achievement and extrinsic rewards they receive. They must value the extrinsic rewards the teacher offering because the extrinsic rewards may be used to increase the impact of intrinsic motivation.

##### 1. The need for social approval.

One of the most powerful extrinsic motivation is social approval. Since we are social creatures, and all our survival is dependent on the cooperation and good will of other people, we are quite commonly motivated by a need for social approval of others. In the classroom, the teacher can increase the motivation through structuring learning situation so that the need for social approval can be fulfilled. For example : such expressions "You are right", "I agree" or indication of approval as : "Yes" or "No" or nodding the head in agreement.

The more aware the students whether they will receive approval, the more likely they are to do it.

How important the approval to the students will depend on the relationship between teacher and students, and their susceptibility to adult influence.

The use of approval will be especially powerful for the students who feel deprived of an adult's respect and affection.

In the classroom, social approval can be in the form of peer cooperation or as groups in doing the task together, in the discussion for example.

## 2. Rewards and Punishment.

One way of arousing students' extrinsic motivation is by rewarding and punishing, especially in the terms of discipline of the class. Of course there is a link between rewarding & punishing and discipline of the class.

In rewarding the students with good mark or praising them, we as teachers are giving them an external rather than an internal reward. If a student obtains a good mark for an exercise with his great effort, his pleasure at obtaining a good mark may motivate him to try as hard as possible in the next exercise. However, if the student has a good mark with little effort, then instead of motivating him to greater effort, it may in fact make him into a state of self-satisfaction. Rewards are therefore more likely to motivate learning if they take effort into account rather than achievement.

If achievement is rewarded, it should be when the students improve their own previous result, not just for an excellent piece of work. But it is not true that clever students do not need rewards. Only that they may not need rewards for each success. And a student who is weak academically and unhappy may need more praise and help, particularly during the early stages of learning a new task.

→ Younger students seem to require more praise than older students and they are more sensitive to the absence of praise.

The value of outward rewards indirectly motivates the students to do in the eyes of the teacher and friends, because the students may want the rewards. Thus, although the teacher must arouse the interest of the students and use the teaching methods so that each student has a feeling of success, rewards by the teacher are important as a secondary motivating factor.

The evidence strongly indicates that various aspects of praise correlate with the students' achievement and positive attitude (Rosenshine, cit Brown, G, 1975, p.122 ).

Punishment may be necessary to maintain order in a class, but it has a very limited usefulness in increasing motivation.<sup>1)</sup>

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<sup>1)</sup> Sharp, M., Children Learning : an Introduction to Educational Psychology, London, Hodder and Stoughton, 1975, p.44.



Fear of punishment may make the students work temporarily, but if the teacher uses fear of punishing too frequently, the long term effect may be adverse. The students may develop a feeling of antagonism to the teacher. He will feel a failure and rejected by the teacher. Punishment is really only effective when the students care for the teacher's approval.

#### E. Factors in Motivation.

According to MC. Donald ( cit. Callahan, S, G, 1971 ) motivation consists of three elements, namely :

1. An energy change takes place in the neurophysiological system of the learners.
2. Feeling ( psychological tensions ) about the goal is aroused.
3. The learners make these responses that will lead them to the desired goal.

Ms. Mary Finocchiaro<sup>1)</sup> gives more complete explanation about factors in motivation. She uses the term motivation itself as a mnemonic device and notes what each letter suggests. ( mnemonic, according to Longman Dictionary of Contemporary English, means something, especially a few lines of verse used for helping the ability to remember ).

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<sup>1)</sup> Finocchiaro, M., "M-O-T-I-V-A-T-I-O-N in Language Learning", English Teaching Forum., Vol. XIV, No 3, 1976, pp. 4-8, 21.

M may represent Methodology, Meaning, Mother tongue,  
Mastery.

O represents Objectives.

T represents Technique.

I represents Involvement, Integration

V represents Value.

A represents Attitude, Activities, Achievement.

T represents Transfer, Translation, Textbook, Testing.

I represents Interference, Individualization.

O represents Observation.

N represents Native culture, Needs.

1.M : Methodology, Meaning, Mother tongue, Mastery.

Methodology.

Our methodology must be flexible, not dogmatic nor prescriptive.

In methodology we have to make a consideration such as the age of the learners and the objectives of the program.

Methodology, moreover, must be suited to the interest of the learners, the personality and preparation of the teacher, because all those considerations are important when the teacher tries to motivate the learners.

Meaning, Mother tongue, Mastery.

The meaning of everything the learners hear and say must be clear to them. Particularly in situations where

all the learners and the teacher speak the same language.

The mother tongue should be used in the classroom if comprehension fails, or when the learners are frustrated in understanding the English words. Mother tongue can be used as long as it is needed to avoid misunderstanding.<sup>1)</sup>

The mastery, the teacher should lead the students gradually up to mastery through varied activities and experiences, not through memorization only.

## 2.0 : Objectives.

### Objectives.

Teachers, Schools, and education officials should ask continually : are these objectives suitable for this age group, in this community, with these learners, and within the time available? are they valuable to the students not only in the future but also in their present life?

The primary goal of reading comprehension lesson is to help the learners in the using of the language to develop the communication competence and make the learners understand and produce language, not only correct but also appropriate in the social situations in which it is generally used. In order to achieve such goal, the language teaching curriculum should include - an appropriate learning level namely the study of language varieties of non-linguistics features such as facial expression.<sup>2)</sup>

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1) Purba, P.G., ( lecturer ), TEFL lesson.

2) Bismoko, J., ( lecturer ), AMT lesson.

The important goal of reading comprehension is to communicate through the written language not to study the language. ( study the grammar, vocabularies, etc ).

The curriculum should provide activities that stimulate learners to express themselves, to agree, to disagree, to express love, anger and angry, other human emotion as well as to engage in conversation, to persuade, to direct, to create something new, etc.

It is not enough to teach the forms of the linguistic items, we must also make the students aware of the content and the situation in which they would be used by native speaker.

### 3. Technique.

#### Technique.

The technique also includes the logical presentation and practice of linguistic items that belong to the same class, in a context or situation that the teacher has prepared.

The technique can be in the division of instructional material, such as : reading into two parallel things; one for global comprehension only and one for mastery. As quickly as feasible, learners should be helped to understand, repeat and read interesting, meaningful material for global comprehension. Of course, at the same time, but in other contact hours ( in the grammar lesson, for example ), the learners will be systematically but gradually taught the phonemes of the language, the word order, the sound-symbol

relationship, etc. How boring it would be for learners to learn phonemes, modals, etc before they are able to say, "May I help you, sir?"

The most important thing is that the students need to talk about their environment, their need, their desires, and other relevant matters to them.

#### 4.I : Involvement, Integration.

##### Involvement and Integration.

The need for involving students in all programs and the need for integrating them in groups are the central important in keeping motivation at a high level. We must rid ourselves of the idea that listening and reading are the passive communication, but listening and reading both require the active involvement of the students.

We must take account the strength and weakness of individual students when we assign classwork and home - work, because we vary their roles in groups. We as teachers should make sure that each student participates in every lesson to the best of his ability. We must realize, for example, that some students cannot understand the difference between lunch, dinner and supper, because they never ever meet, see and have those words in their mother tongue.

The integration refers also to the teacher's efforts to help students realize that all levels of language ( phonological, morphological, syntactic, lexical, and cultural ) are integrated, that is, interrelated, in every communication. The important thing in bringing this awareness

is in the lessons of learning levels or in the previous lessons. Students gain a feeling of achievement as they meet, recognize, and produce known language in wider contexts or different, appropriate social situations.

#### 5.V : Value.

##### Value.

The positive value that we help the students when they learn part of the language and the cultural fact will stay long with them after they may have forgotten an irregular verb and regular verb, for example. The students should be helped to appreciate the universality of the human experiences, their own culture and value as other people's. But our goals are not to make them bicultural, rather to help them accept and respect other cultures. It will motivate them to read many kinds of books.

#### 6.A : Attitude, Activities, Achievement.

##### Attitude.

The attitude of the students, the teachers, community members with whom the students interact will affect motivation, and the most important is the attitude of the teacher toward the students and toward his profession. Some important things that the teacher should understand :

- The teacher's enthusiastic, empathy, patience, and preparation.



- The teacher's respect towards students as an individual.
- The teacher's expectation and respect in return.
- The teacher's sensitivity in correcting student's errors.

For example : The teacher should not interrupt and directly correct the learners who has a lack of comprehension, especially the timid learner. The teacher may make a note of the error, give the necessary explanation in general and make the learner correct it by himself. Or when a student answers a question given by the teacher and the answer is wrong, the teacher can ask other students in that class who has different ideas or answers. Then ask all of the students to think or to discuss which one is the correct answer and why it is correct, and why the other is wrong.

#### Activity, Achievement.

Teachers should plan a wide satisfying, productive activities for each lesson, that through such activities students should gain the feeling that they are achieving toward objectives that they consider worthwhile.

7.T : Transfer, Translation, Textbooks, Testing.

#### Transfer.

Transfer here means transfer of learning of one lin-

guistics item. The teacher should specifically point out the common elements with the forms and in addition, give the students practice in using them in context or situations other than those in which they were presented, the majority of students will not know how and when to transfer the knowledge they have had. In answering questions in reading comprehension, the teacher sometimes needs to explain some grammatical items which are related to those items. Such as : the word "want" and "like" behave in the same way ( after having taught that the word "need" is never used in the present continuous ). The teacher must give examples and practice in these verbs in order to ensure transfer.

#### Translation.

It is normal for learners above the age of about five to think of the equivalent of a term or a structure in their native tongue as they hear the term in the foreign language.

In intermediate and advance levels of reading comprehension, the expressions, sentences and even paragraphs may be necessary to help them understand more what the informations in the text are. But a total translation - means the equivalent expression in the native language is not advised because it will give them other problems, such as : interference, etc. The important thing is the learners understand the text well.



### Textbooks.

In fact there are no perfect text books. It is the teacher's task to change the order of the exercises or sentences in the exercises which is suitable for his learners. The teacher himself who knows the conditions of his learners.

### Testing.

Evaluation of the students' competence of the objectives of the syllabus, and of our teaching plan should be an internal part of the language teaching program.<sup>1)</sup> In frequent, brief, previous announced test will keep the teacher and students informed of their progress toward the goals they are expected to achieve.

Successful result of test will motivate the students to try harder in their next test, they will study harder.

For the teacher, testing can be for a feedback to improve the teaching, to make it better and also to motivate the teacher in his teaching.

8.1 : Interference, Individualization.

### Interference.

The translation and the difference between mother tongue's rules and the foreign language's rules will in-

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<sup>1)</sup> Finocchiaro, M., "M-O-T-I-V-A-T-I-O-N in Language Learning", English Teaching Forum, Vol. XIV, No 3, 1976, p.8.

terfere the learners. Those interference may cause students to make errors - either interlinguistic or intralinguistic.<sup>1)</sup>

### Individualization.

In theory, individualization of instruction is necessary. Since human being will develop different modes of learning before they enter the foreign language program and since they learn at different rates of speed, the idea of individualization is certainly important. But it would be an impossible task for a teacher to prepare so many activities and tests that would be needed if all instructions were truly individualized. Of course the teacher understands the strength and interest of individual student. The teacher can vary questions, homework assignments, and group participation according to their strengths or weakness, but the teacher should also prepare class activities for a good part of each teaching classroom. This procedure is more realistic and feasible than they do not belong to a certain group and also they are not continually missing out on something in another part of the room.

### 9.0 : Observation.

#### Observation.

Observation where possible is not only for the senior teachers but sometimes for less able teachers. It is also

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<sup>1)</sup> Chastain, K., Developing Second Language Skills : Theory to Practice, Chicago, Rand MC Nally College Publishing Company, 1976.

for a reminder of the need for the teacher to be aware of the student's quality of involvement, participation, expression, and attitude during the class hour. The teacher should evaluate the student's progress toward goals not only through formal oral and written test but also through sensitive observation of their behaviour, etc. So that the teacher knows the students need help or motivation.

10.N : Native culture, Needs.

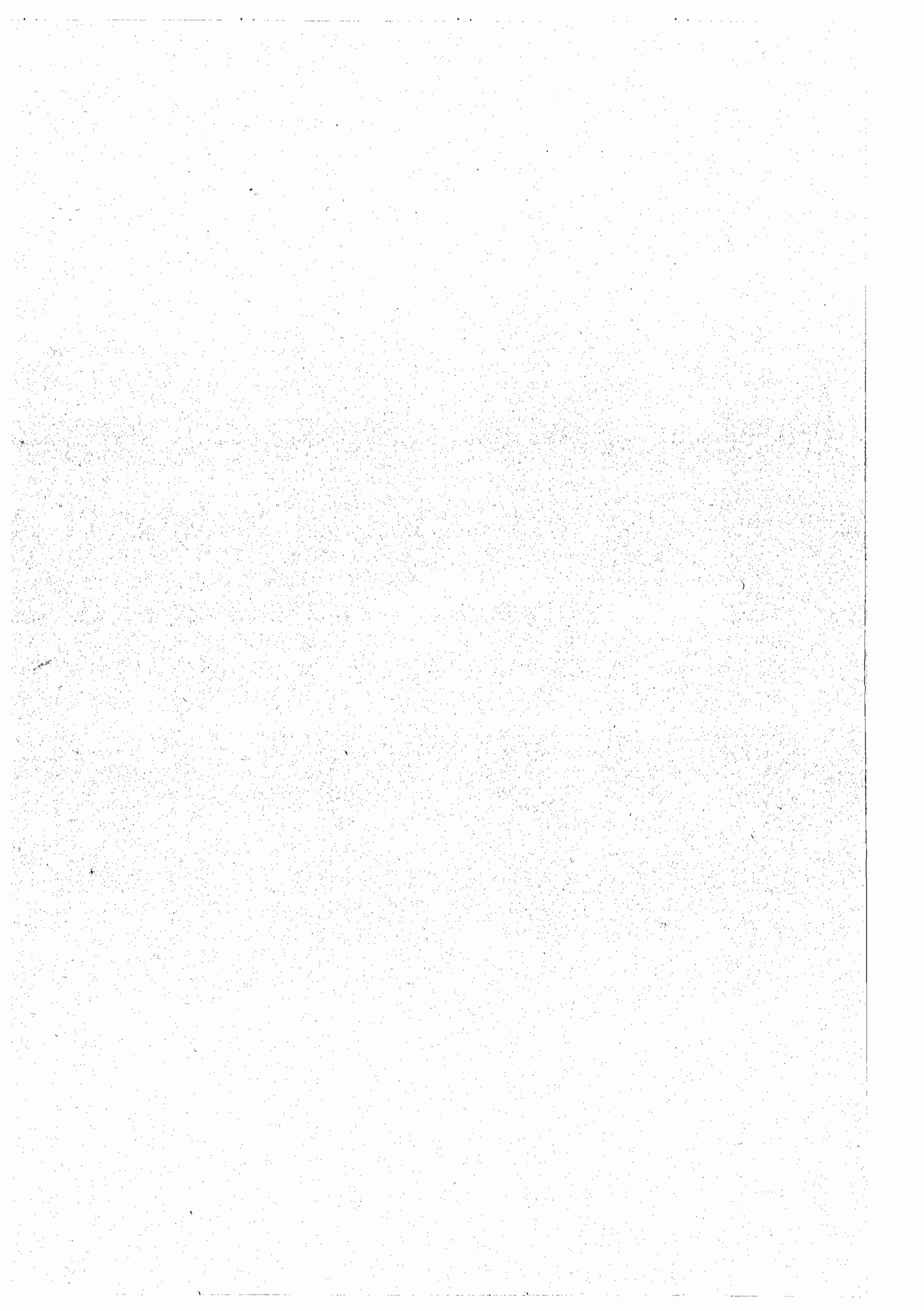
#### Native Culture.

As teachers, our task is to help students and indeed encourage them to talk about their native culture and their environment in the target language ( English ). It will make them understand that the foreign language is also an instrument of communication like their native language.

#### Needs.

All students need to be exposed to a wide varieties of interesting, challenging experiences, they need to feel that they are moving forward continually and that they are increasingly able to perceive and to integrate the experiences to which they are exposed, they need to feel secure not only in their knowledge of the foreign language and culture but in the understanding and respect of teachers and friends. They need the feeling that they belong to a group and that they can hope for many small

successes. They need to look forward to their language classes not with fear but with a feeling of pleasure anticipation.



## The Importance of Motivation in Teaching Reading Comprehension in SMA

Most of the reading lesson in the classroom is reading comprehension. Reading comprehension is a part of the communication process of decoding a particular writing system into language.<sup>1)</sup> It means transference from the written to the oral form. It also refers to as getting meaning from "talk written down" and as a substitute for the "understanding of talk".

In learning a language, even one's own, it is necessary to know some of the cultural background, and the way how the words are used. Dictionaries can help, but wide reading of the language is the best method of understanding how to use it. In training reading comprehension, the teacher must always keep in mind that the goal is to understand what the author's means.

Teaching would be a joy if all our students want to learn. But why should they? Why should we expect them to be eager to come to school, sit quietly in desks, listen to the teachers, and do as they are told? School may not all be like this. They differ in discipline and in teaching methods. But even in schools where teaching is less

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<sup>1)</sup> Bumpass, F. L., "Learning to Read in Foreign Language", The Art of Tesol, English Teaching Forum, Washington, D. C., 20547, 1975, p. 182.

formal, where there is more opportunity for expression on the part of the students, for them, coming to school involves the personal liberty.

Giving the choice, many of the students we teach would prefer to do something else much of the time.

When we try to look at learning from the learning point of view, we see that formal school learning ( as much schools learning in Indonesia is still ) is not something that the students can automatically do. It is not that they do not want to learn, they want to learn all kinds of things, but they often do not want to learn what we, as teachers, want to teach them.

Most of our senior high school students want to learn, but many of them are not interested in school learning. It does not give them any immediate enjoyment as they are still adolescence. And a lot of school learning seem irrelevant to their immediate problems and interest.

As proverb says "You can pull a horse come to the pond but you cannot make him drink". The same as to the students, the teacher can make them sit quietly in the classroom while the teacher asks one of them to read a certain text. But some of the students at the back of the classroom who seem to follow the lesson, in fact they have something else to think or to do. Much school work seem unimportant to them, irrelevant to life as they know it.

We, as teachers also remember that it is natural for adolescence to be physically active and trying something to be experienced.

We want the students to enjoy schools, have motivation. But motivation is influenced by :

- A. Students' interest and desires.
- B. Environment.
- C. Success.
- D. Goals.

A. Students' interest and Desires.

When the students are interested in something, it will motivate them. Although the teacher has already known that the students' interest and desires play an important role in motivation, he sometimes fails to make use of this fact.

If students perceive that a subject is having a particular value for them, they will study to achieve the goals. If they find only little relationship between the subject matter goals and their personal desires, they will respond negatively. So the desired goal determines the motivation and effort to learn, especially in reading comprehension.

B. Environment.

All environmental factors especially the physical environment influence the motivation to learn. The examples of environmental factors are :



- library
- teaching media
- text
- the classroom, etc.

### C. Success.

Students are motivated if a proper balance between successful and unsuccessful experiences can be maintained. A major responsibility of the teacher is to assist the student in achieving successful achievement. It is good for the class to have a homogeneous grouping of students, because there is always a different achievement for brilliant students, slower students and the average students. So the teacher should be careful enough in determining and selecting program materials.

### D. Goals.

If students realize that the goals ( GIO and SIO ) are in the same direction with their personal desires, they will be motivated.

Any goal that the students view as unattainable hinders motivation. And this can happen to the low till average students, but it can also happen to the bright students.

So motivation affect or influences the learning - teaching process indirectly. The reasons are :

First, all of the elements above ( interest, environment, etc ) are the elements which influence motivation. And at the same time those elements also influence the

learning - teaching process, for example : the environment, *file* the condition of the classroom - the light, the windows, etc, influence the learning - teaching process.

Secondly, motivation and also learning - teaching process are an abstract thing ( the writer has written it in the previous chapter ), what we, as teachers observe and see is only the performance of the learners ( attitude, grades, etc ). In fact the performance of the learners is the combination of the learning - teaching process and motivation.<sup>1)</sup> If either one of them is missing, the performance is zero or nothing. So motivation is necessary for performance. For example : a student who is given a text, has no motivation, he does not want to read the text, or when he reads, he does not pay attention to the content of the text nor try to understand it. How can the performance be good ? ( except the student is given an extrinsic motivation : he will be examined, for example ). Another example : a student who has high motivation, he wants to be able to understand the content of the text but he does not read it. The result of both examples are the same, namely : zero or nothing.

So learning is viewed as a potential for behaviour as habits or knowledge, and motivation is the motivation is the activator or energizer of these habits into actual performance.<sup>2)</sup> Motivation is therefore indirectly necessa-

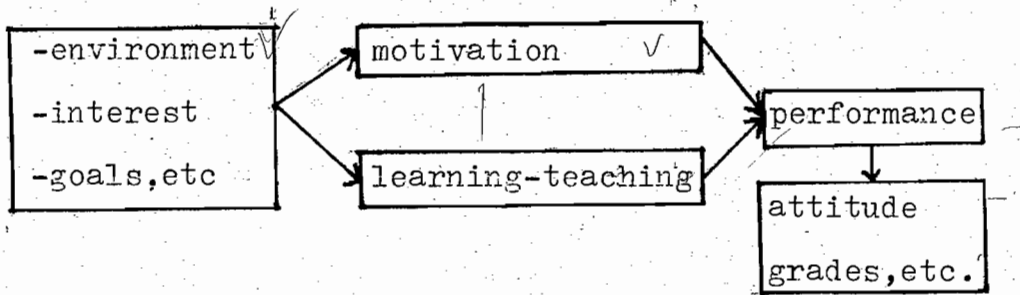
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<sup>1)</sup> Logan, F.A., Fundamentals of Learning and Motivation, WM.C. Brown Company Publisher, 1970, p.152.

<sup>2)</sup> Logan, F.A., loc.cit.

ry for learning - teaching process. So motivation is a kind of "stamping in" role for the learning - teaching process especially in reading comprehension lesson.

To make it clear the writer tries to give a diagram.



So a good performance is when there is a balance between motivation and learning - teaching process. But learning itself does not depend upon motivation.

## Problems of Motivation in Reading Comprehension Lesson

Motivation takes an important role in reading comprehension lesson because it makes a lesson successful, effective and efficient. But there are a lot of problems to achieve that kind of lesson. The problems are in the learning-teaching process and in motivation, either primary or secondary motivation.

The writer divides the problems into four main factors, namely :

- A. The students' factors.

- B. The teachers' factors.

- C. The instructional factors.

- D. The equipment and environment.

### A. The students' factors.

#### 1. The background of the students.

With a lot of number of students with different cultural background and mother tongue, the teacher has difficulties in constructing the lesson plan. Not all students come from the same area, they might come from different junior high schools with different level of understanding or level of comprehension. For example : there are students from Java, Kalimantan, etc or some of them from the city and the others come from the village. Of course their interest and level of understanding will be different. May be the students from the village

will be more interested in nature ( birds, agri - culture, etc ). But the students from the city will be more interested in machine or computer, etc.

Beside, most of Indonesian learners have difficulties in grammar. It is because those English rules are different from the Indonesian rules. For examples : tenses, the 3rd person singular, etc.

The teacher should take account of the students background in constructing the lesson plan, especially in determining the materials and techniques.

## 2. The students' physical factors.

The condition of the students' physical factors effect successful, effective, efficient lesson. Although the students have high motivation but when they are tired, for example, it will make them weak and lazy. They cannot concentrate and pay attention to the lesson. This situation usually happens when the English lesson comes after the sport lesson. The students feel too hot that they need to take a rest to fresh their bodies.

## 3. The students' psychological factors.

The physical condition of the students will influence the psychological condition of the student. When they are tired, they will look gloomy and bored. They do not have interest nor motivation in doing anything.

Another psychological problem is that the individual student may have complex problems of his own. He will always think about how to solve those problems. Anytime, anywhere, he will try to solve it. It will disturb his concentration in understanding the reading text.

The mental tiredness can also come after they have a difficult lesson, especially after they have a difficult test and they cannot do it well.

The emotion of the senior high school students ( SMA ) is still labile. Sometimes they are happy but a moment later they are angry. The teacher should understand the psychological aspect of adolescence, that sometimes they are happy or angry only because of little thing, especially girls.

It is difficult to choose the suitable material and technique that make the students have the feeling of success because of their effort to achieve goals. The text should not be too difficult nor too easy for most of the students, so that they can understand and do the assignment with their effort achievement, satisfaction may motivate them in reading a text. If there is an imbalance between the students effort and achievement, they will be frustrated. Even they have studied hard, tried as hard as possible, in reality they cannot achieve the goals. They will be frustrated. This frustration

will decrease the students' motivation.

Other psychological factors are the peer cooperation and competition. In a class with a lot of students, it is difficult to have a good, close peer cooperation. It means that they can work together, with their responsibilities. Of course it is not in the examination. Competition is a good way to motivate students as long as its affect is the positive and good result.

#### B. The Teachers' Factors.

##### 1. The teachers' physical factors.

When the condition of the teacher is bad, he is sick, for example, he will be easily angry even when there is a little incident caused by students. Anyhow, the teacher must be able to play his role well. As Ms. Mary Finocchiaro<sup>1)</sup> said that only the sensitive teacher could pause, turn back when necessary and know merely by looking at the students. When fatigue and tension may irritate learning, the teacher's fatigue will influence his teaching in giving attention and in motivating students.

Another physical factor of the teacher is the teacher's voice. A dull flat voice leads to a dull flat class. Variation in quality, expressiveness,

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<sup>1)</sup> Finocchiaro, M, "M-O-T-I-V-A-T-I-O-N in Language Learning"., English Teaching Forum, Vol. XIV, No 3, 1976, p.8.

tone quality, note of talking, variation to what the teacher says. The volume of the teacher's voice must loudly enough for all students in the classroom to hear, especially for those who sit at the back of the class. The teacher has to wait for a few minutes when the class is still noisy until it is quiet and ready to begin a lesson.

## 2. The teachers' psychological factors.

The same as to the students, the teacher has many problems of his own. His individual problems will always disturb his teaching.

As a good teacher, he must be able to distinguish the individual problems and his task as a teacher. He should not bring his anger in his teaching without any reason or because of something wrong with his family.

There is a danger when the teacher uses the primary motivation or intrinsic motivation and extrinsic motivation at the same time, because it may reduce the motivation itself. For example : students who like to read and are given rewards ( grades, candy, etc ) for reading may soon read only if they are paid for doing so.

## 3. The teachers' knowledge and personality.

The teachers' knowledge and personality are important especially as a teacher of SMA, because



for most SMA students, the teacher's knowledge and personality have great influence in determining whether they like the lesson or not. If they respect and like the personality of the teacher, they will like the lesson and make it his favourite lesson.

When the students trust the teacher that he is capable enough in teaching them, they will do what the teacher asks. But once they feel that the teacher is incapable to teach them, every time the teacher's explanation will not be accepted nor regarded by them. The teacher's personalities also important when the teacher motivates them either in praising or in punishing the students.

Some students may have a high motivation whenever they receive a low teacher expectation or average student receive a high teacher expectation, they will try to fulfil this expectation.<sup>1)</sup> But there are students who feel frustrated because they receive a high teacher expectation but they cannot fulfil it. That will decrease the motivation of the students.

### C. The Instructional Factors.

#### 1. Objectives.

As the writer says in the previous chapter that it is the teacher's task and ability to specify

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<sup>1)</sup> Brophy, J, E. & Good, T, L., Teacher - Student Relationships : Causes and Consequences, USA, Holt, Rinehart and Winston, INC, 1974.

the SIO of every contact hour, so to specify the SIO the teacher should consider a lot of things, namely :

- the age of the learners
- the background
- the level of understanding
- the suitable materials
- the level of motivation, etc.

The SIO's are important as every single contact hour should achieve these objectives. From these objectives, the teacher can measure whether his teaching is successful or not by evaluation. From that evaluation, the teacher has the feedback so that he can improve his teaching.

## 2. Materials.

Beeby, C, E<sup>1)</sup> says that most lessons in Indonesia are lacking in varieties and, with few exception, the same standardized pattern of lesson, is repeated throughout the school day. He also says that most of the teachers emphasize the content of the teaching than the technique so that they pay attention more to grammatical problems in choosing material but not from the students' psychological point of view. Because of those reasons, some-

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<sup>1)</sup> Beeby, C, E., Assesment of Indonesian Education : a Guide in Planning, Wellington, Oxford University Press, 1979.

times the materials ( the text of reading comprehension ) do not interest the students, even make them bored and feel that the vocabularies and the grammatical items are too difficult for them.

The material should be suitable for individual or group. It is a difficult task for the teacher, as not every text interesting for the students, for girls, boys or for the first grade or second grade, for IPA or IPS, etc.

After deciding the material, the teacher should determine the appropriate strategy and the available teaching media or teaching aids which arouse the students' motivation toward reading comprehension lesson.

### 3. Technique.

In reading comprehension, the teacher chooses the appropriate technique and teaching aids. To help the ~~teacher~~<sup>CP</sup> understand the content of the text well, the teacher can use the discussion or individual work technique.

But the teacher must be sure that the students do what the teacher expects them to do. In discussion, or group work, the teacher has to make sure that every student participates or is active so that it is a life discussion. So the groups should be homogeneous students : girls and boys, average,

low, high achievement students, etc.

#### 4. Rewards and punishment.

Using rewards only for a good piece of work is dangerous, because if the teacher uses the rewards to the student who has a good mark but with little effort, those rewards do not motivate him to greater effort, but makes him in the state of self - satisfaction.

If rewards are only given to the highest achievers in the class, then the cleverer students who least need encouragement will receive them, while the least able student will not. Rewards are, therefore, more likely to motivate learning if they take effort into account rather than achievement.

#### D. The Environment and Equipment.

The environment and equipment of the classroom are important in learning a language, for example : the weather, the physical environment.

If the weather is too hot or too cold, it influences the activities during the lesson, because the students may feel restless or sleepy or lazy.

The physical environment, such as : school building, seating, lighting, school location also influence the reading comprehension lesson.

Another problem is that most of the class of senior high schools ( SMA ) in Indonesia are big classes. They

have a lot of number of students. One class contains about 30 to 40 students, even 50 students. In fact the ideal language class is 8 - 12 students.<sup>1)</sup> In a big class, the teacher has difficulties in giving attention to individual and in arousing motivation of individual student. Another problem of a big class is that not all students have opportunity to ask and answer questions, especially in reading comprehension lesson. When the teacher asks questions, not all of the students have turn or chance to answer those questions and to express their ideas. This can make them pay no attention to the lesson because they think that they will not have a turn to answer those questions.

Teaching aid can be used to motivate the interest of the students and their enjoyment. The teaching aid can be in the forms of :

- black board or white board
- flanel board
- magnetis board
- flow chart
- O H P ( Over Head Projector )
- film stripe
- tape recorder
- T V ( Television )
- video tape recorder, etc.

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<sup>1)</sup> Soepomo Poedjosoedarmo, ( lecturer ).

The problem is most of Indonesian high schools do not have enough teaching aid, because some of them are expensive and not suitable for a certain situation, chance, time, students. To overcome this, the teacher can make the teaching aid by himself, such as : flow chart, flash card, and varieties of many kinds of language games to help his teaching.

## How to Solve the Problems

### 1. The students' factors.

To overcome the different background of students: their interest, mother tongue, level of understanding, level of motivation, etc the teacher can choose the material which most of the students are interested in.

For examples :

the texts for IPA students are about :

- the use of radar
- earthquakes, etc

the texts for IPS students are about :

- economic
- culture, etc.

When the English lesson comes after the sport lesson, the teacher can use the discussion technique, because if they should read the text individually, they will feel bored or sleepy because of their tiredness. Sometimes the teacher can give a funny story or songs or the language games, such as :

- Simon says
- 20 questions
- rhyme game
- riddles
- level cross, etc.

So to arouse the students' motivation, the teacher must give them :<sup>1)</sup>

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<sup>1)</sup> Soepomo, P., (lecturer ), Remedial Work lesson.

- sense of relevance
- sense of progress
- sense of challenge
- sense of capability
- sense of appreciation from other
- sense of competition
- pleasant learning atmosphere.

## 2. The teachers' factors.

However tired the teacher is, he should try to do his teaching as well as possible. Like the proverb says : " A good teacher is a good actor ". The same case with anger, when the teacher was angry from home, he should control his emotion first before he starts his teaching, because it will influence his teaching and he will be angry when the students misbehave. It is difficult as a teacher is also a human being. But the teacher has to realize that anger is not the good way of teaching SMA students.

Not only the students who always listen to the teacher but the teacher must also listen and use the pupils own ideas in giving the instruction or explanation. In listening to the students, the teacher must consider about :

- the main idea or points
- the reasons
- the advantages he claims
- the disadvantages.



From those consideration, the teacher knows the condition of the students and can use the advantages in his teaching to become an effective, efficient language learning.

The teachers' enthusiasm and pupils achievement give clear evidence that enthusiastic lively teacher produces the greatest pupil involvement and learning ( Rosenshine's cit. Brown, G, 1975 ).<sup>1)</sup> To increase the liveliness can be in the form of non-verbal cues or signs, such as : eye movement, facial expressions, head and body movement, voice, etc.

### 3. The equipment and environment.

The teacher should choose the appropriate teaching aids according to the condition and situation of the learning. It does not mean that the expensive teaching aids must be the efficient, effective ones.<sup>2)</sup> Even using the cheap teaching aids, the learning teaching process can be efficient and effective. Example : black board, pictures, etc gives more understanding of the word "table" than the explanation from the tape recorder.

We can do nothing about the number of students in the classroom but we can take advantages from that situation. In order to give more attention to individual student, the teacher can divide the class into a small

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<sup>1)</sup> Brown, G., Micro Teaching : a programme of teaching skills, London, Methuen Q Co Ltd, 1975, p. 92.

<sup>2)</sup> Purba, P, G, (lecturer ), LTM lesson.



group of 4 or 5 students with different level of motivation or level of understanding. They are given a text with some questions then ask them to discuss, analyze that text and then answer those questions. To control them, the teacher can walk around and help the group which need his help, explanation and encouragement. After the discussion, one of the students from each group should present the answers and comments in front of the class. The other members of that group help their representative when there are questions from their classmates

The questions which are given are not "Yes - No" questions but "Why" questions, because it needs a real understanding. According to Brown, G<sup>1)</sup> such questions are high order cognitive questions. For examples :

- Why did Dick decide not to tell Jim about the accident ?
- What is your opinion about "Indonesia is an important country in tobacco business" ?

Compare with the text given!

Another advantage of grouping is that the students have a close relationship because they must cooperate to answer the same problems and have the same responsibilities.

About the achievement, the students of a big class will have more feeling of competition than students of a small class because it needs more effort and gives more satisfaction. This competition is a good way of

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<sup>1)</sup> Brown, G, op.cit, p.111.

motivating students but the teacher should make them understand that not in all situation and conditions, motivation can be used.

The teacher can motivate the students from one step to another step. From reading a sentence or words, then reading a paragraph then make them read a story. For example : the teacher writes an announcement on the black board. It will make them read it. From that small happening, they will have the habit of reading. They will understand the use of written language in communication as they use it by themselves.

The teacher can use the physical condition of the schools, for example : the reading room, library, etc, to help his teaching by asking the students to read a magazine or a short story. A complete library with a lot of varieties of books will motivate the students and help them in forming the habit of reading.

## CONCLUSION

This short paper tries to discuss motivation and the influences in teaching reading comprehension in SMA. To end this paper the writer gives the following conclusion:

1. The teacher should take into account the teaching situation ( including motivation ) and the aims of the course in choosing methods and strategies to make his teaching reading comprehension effective and efficient.
2. Motivation is an inner drive, impulse, emotions, strong reason or desire that moves one to achieve the need, purpose or goals. There are two main kinds of motivation namely : intrinsic motivation and extrinsic motivation.
3. There are a lot of factors in motivation, we use a mnemonic device, namely :
  - M : Methodology, Meaning, Mother tongue, Mastery
  - O : Objectives
  - T : Technique
  - I : Involvement, Integration
  - V : Value
  - A : Attitude, Activities, Achievement
  - T : Transfer, Translation, Text books, Testing
  - I : Interference, Individualization
  - O : Observation
  - N : Native culture, Needs.

4. Motivation is important in learning-teaching process especially in reading comprehension because motivation is the activator or energizer while the learning is the potential for behaviour as habits or knowledge. However, both motivation and learning-teaching process are important in performance of the learners.
5. There are a lot of problems in motivation. The basic problems are : Students - Teacher - Instructional - Equipment & Environment.
6. By preparing the lesson carefully and taking into account the conditions of the learners, the aims, etc the teacher can make the reading comprehension lesson more effective and efficient.
7. Some exercises and assignments should be given to help the learners understanding the text better and from the teacher's point of view their answers will help the teacher in evaluating his teaching and then improve it.

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# LAMPIRAN



Selected and Graded Reading  
materials for SMA Level

Material for I IPA.

THE RAINBOW

When the sun shines through the rain, a rainbow is formed in the sky. The best rainbows are formed when the sun is low in the sky. In the morning or in the evening.

When you look at a rainbow, you will notice that the sun is always behind your back, and that your shadow points straight to the middle of the rainbow. You can never see a rainbow if you face the sun.

A rainbow is not something which we can feel or touch with our hands for there is nothing in a rainbow. It is sunlight and nothing else. When the light from the sun shines through the rain, the raindrops break up the sunlight into all the beautiful colors which we can see in the rainbow. These colors are always in the same order. Red is on the outside of the curve, then come orange, yellow, green, light-blue, dark blue and violet.

Ordinary white sunlight is made up of all these colours together but in the rainbow they are separated for us to see.

From : English Comprehension.

Book IIB.

By : Drs. S. Waloejo dkk.

Comprehension.

A. Answer the following questions !

1. When is a rainbow formed ?
2. As what time of the day are the best rainbows formed ?
3. What will you notice, if you look at a rainbow ?
4. Can you touch or feel the rainbow with your hand ? Explain your answer !
5. What colours do you see in the rainbow ?
6. What makes the colours in the rainbow ?
7. So what is actually made up all these colours ?
8. Can a rainbow be formed before a rainfall ? Explain your answer !

B. Put the words in the right order to make correct sentences !

1. a rainfall - is - after - a rainbow.
2. the rainbow - can not - clearly - you - if - face - see - you - the sun.
3. nothing - the rainbow - but - sunlight - is - else.
4. the sunlight - of - the raindrops - up - break.
5. is - the colours - made - of - up - the rainbow - white - light - ordinary - of.

Material for II IPA.

THOMAS A. EDISON

When Edison was about eight years old, he was sent to school. Three months later the teacher sent him home with a note saying that he was too stupid to learn. Edison never had any more schooling. His mother, who was a clever and good woman, taught him herself. He was always a queer boy. Once, when he was six, he was found sitting on goose eggs, trying to hatch them. On another occasion he made a grand experiment in a barn and burned it down, for which he got a good thrashing.

He was always fond of chemistry. He had a laboratory of 200 bottles in his home. He marked every one "poison", so that nobody would touch them.

At fourteen he became a newsboy, selling magazines and papers on railway trains. He had a small laboratory on the train. Finally, he set fire to the train, and the guard threw him out, and his bottles after him. Also he boxed the boy's ears so hard, that he has been deaf ever since.

At sixteen he became a telegraphboy in Canada, but he lost his job because of a labour-saving invention the boss said he was lazy. He lost three more jobs in the same way.

At twenty-three he wandered to New York City. He arrived penniless. He secured a job in a stock-ticket office at \$60 a month. This was his first good fortune. He was paid

this large amount because he was able to repair a valuable machine which had broken down.

The following year he invented a telegraphic machine and sold it to the Western Union Telegraph Company for \$8000. He would have been glad to take \$80 for it, as he had no idea of the value of invention at that time.

From : English Comprehension,  
Book III B.

By : Drs.S.Waloejo dkk.

Comprehension.

1. What did Edison's teacher say about him ?
2. Who taught him then ?
3. What a queer thing did he do ?
4. Where did he make his first experiment ?
5. Why did he mark his bottle "poison" ?
6. When did he become a newsboy ?
7. How many times did he lost his jobs ?
8. What did he sell to the Western Union Telegraph Company ?

B. Answers these question !

1. Did Edison go to school when he was eight ?
2. Did his mother teach him herself ? Why it so ?
3. Was he a queer boy ? Why ?
4. Was he once boxed his ears ?
5. Did he invent a telegraphic machine ?

Material for III IPA.

### Flying

Men have always wanted to fly like birds. The birds can fly easily because they are light; but men's bodies are heavier.

Men first went up into the air in ballon. These are big bags, and they are filled with gas. Hydrogen is a useful gas for ballons. It is lighter than air. Helium is also lighter than air, but it costs a lot of money. So, ballons were ( and are ) usually filled with hydrogen.

Helium was first discovered in the sun. After it was also found on the earth.

Hot air is also light, and some early ballons used hot air. You have seen hot smoke rising over a fire. Bits of paper do the same. The hot air takes them up. Some ballons carried fires under them; then they took men up into the sky. It was not a safe form of travel.

Hydrogen burns easily in oxygen or in air. So if the hydrogen escapes, it may burn. But this does not happen often. There is no fire in the usual form of ballon.

Ballons have to fly with the wind. They have no engines to drive them against the wind. Later, men made airships. These were ballons with engines, but they were not round. They were long, and the engines were at the back. They were also filled with hydrogen and some of them caught fire. The hydrogen escaped, and the engines heated it. Then the

airship was completely burnt in a few seconds.

Aircraft with wings now take people across the world. powerful engines drive these machines across the sky. Some of the engines are like the engines of motor-cars, but they are more powerful.

There is another kind of engine which we call a jet engine. Sir Frank Whittle invented the jet engine. In May, 1941 his new engine was fixed in an aircraft, and the aircraft flew quite well. At the same time, the German were also building a jet engine; but neither country told the other, of course.

Jet engine are very powerful. Usually two, three or four are enough; but some big aircraft have six. Anyone in a jet plane feels the power of the engines. Jet planes travel at about six hundred miles an hour. Soon they will travel faster than that; they may perhaps travel faster than sound. (Sound travels at about 1,100 feet a second. That is about 760 miles an hour.) Then we shall not hear them until they have gone. They will leave their noise behind them.

From : Elementary Scientific  
English Practice.

By : GC. Thornley.

COMPREHENSION.

A. Answer the following questions !

1. What travels at about 760 miles an hour ?
2. Who invented the jet engine ? and when ?
3. Is hot air lighter or heavier than cold air ?
4. Where was helium first discovered ?
5. Why was hydrogen chosen for balloons ?
6. Why do jet planes fly fast ?
7. Why can't men fly easily ?
8. Why does hot air rise ?

B. Write one of the given words in each space !

\*ballon ; hydrogen ; helium ; wing ; jet.

1. -- was first found in the sun.
2. A -- has to travel with the wind.
3. There were no -- planes in 1930.
4. The -- of an aircraft is usually fixed.
5. Ballons are usually filled with -- .

Material for I IPS.

### THE WET SEASON IN INDONESIA

Between the months of November and May a wind blows from the west in most parts of Indonesia. It comes from the ocean and carries rain. Clouds build up around the mountains, and every afternoon rain falls. The rain is always heavy, and rivers that can be walked across in the dry season now become dangerous. When it rains the whole day, they may suddenly overflow and cause great damage to the land.

Most farmers are glad when the wet season begins. There is water for their fields and they can again start growing rice. But people in town are not so glad, for the streets soon get muddy and dirty. They prefer the dry season when they can sit outside and enjoy the cool evenings.

From : Reading with Understanding, book 2.

By : J.B.Heaton K.Methold.

#### COMPREHENSION.

A. Answer the following questions !.

1. When is the wet season ?
2. What causes the rainfall ?
3. Why are many rivers dangerous in the wet season ?
4. What causes damage to the land ?
5. Why are people in town not so happy ?



B. Choose the right sentences according to the text !

1. The wind from the west does not blow in February.
2. In the rainy season there are always clouds around the mountain.
3. Businessmen are always glad when it starts raining.
4. The wind comes from the ocean.
5. Every day the rivers cause great damage to the land.
6. In the rainy season rivers cannot be walked across.

Material for II IPS.

MARK TWAIN

Mark Twain was a famous American writer. He wrote funny stories. He liked hunting and fishing very much, so one year he went to Maine for a holiday and spent three very pleasant weeks in the woods there. When he had to go back home, he drove to the station with his luggage, asked a porter to put it into the train, got into smoking carriage and sat down in one of the comfortable seats there. The carriage was empty when he got in, but a few minutes later, another man got in and sat down on the seat opposite his. Mark Twain thought he looked an unpleasant man, but he said good morning to him, and they began to talk.

First they talked about the weather and then they talked about Maine. The stranger said : "You have been to our woods, haven't you ?"

"Yes, I have", answered Mark Twain, " I've just spent three weeks there. And let me tell you something. Although fishing isn't allowed in Maine at this season. I've got 200 pounds of beautiful fish with my luggage in this train. I packed it in ice to take it home with me. May I ask who you are, sir?"

The stranger looked at Mark Twain for several seconds, and then answered, " I'm a police officer, My job is to catch people who hunt and fish during the wrong seasons. And who are you?".

Of course, Mark Twain was surprised and frightened when he heard this. He thought quickly and then answered, "Well, I'll tell you, sir, I am the man who tells the biggest lies in America."

From : TIM bimbingan Tes YUDHISTIRA

COMPREHENSION.

A. Answer the following questions.

1. Who was Mark Twain ?
2. Where did Mark Twain go for a holiday ?
3. How much time did Mark Twain spend there ?
4. How did Mark Twain return home ?
5. Who was the stranger ?
6. Did Mark Twain tell the stranger a lie ? and why ?

B. Choose the right answer !

1. From the passage, we learn that .....
  - A. A lot of people read Mark Twain's stories.
  - B. Mark Twain was a famous fisherman.
  - C. Mark Twain used to tell the biggest lies in America.
  - D. Mark Twain went to Maine once a year.
2. When they began to talk, Mark Twain told the stranger ....
  - A. Who he was.
  - B. that he went to Maine once a year.
  - C. that he had been fishing.
  - D. that he was on business.

3. Having heard Mark Twain's story, the stranger .....

- A. asked why he liked hunting.
- B. told him who he was.
- C. invited him to come again to Maine.
- D. asked how he had broken the law.

4. Mark Twain returned home .....

- A. just before dark.
- B. in the morning.
- C. at 7 p.m.
- D. at 3 p.m.

C. Write "True" or "False" according to the text!

- 1. Mark Twain was a famous singer.
- 2. He went to Maine for a holiday.
- 3. He said that he had got 200 pounds of fish.
- 4. When he went home, he had met his friend.
- 5. Mark Twain went home in the evening by train.

Material for III IPS.

### MONEY AND BANKING

Perhaps there are still a few communities in the world where people can exchange goods of one sort for goods of one sort for goods of another sort without using money ( which we call "barter" ) or where shells, or even cows, are used as a means of exchange- but in most places, people use money - coins, paper bills, and checks to purchase the goods and services they need.

Children first save their coins in small "piggy bank", and when they become older, they proudly take their money to a bank. They know that in a bank their money will "grow"; every year they will get a certain amount of interest because the banks take their money and lend it to other people, businesses, and also the government, all of whom must pay the banks for this service.

Basically, a bank keeps money, pays money out, and lends money. In carrying out these basic functions banks have many activities : among other things, they keep the accounts of their customers, give information, transfer money for payment or investments, handle foreign currency transactions, act as trustees, guard people's importers.

In Indonesia, all these activities are carried out by three types of banks: state banks, national private banks, and foreign banks.

The most important bank in Indonesia is Bank Indonesia, which is the central bank. This is, of course, owned by

the Republic of Indonesia, and the Ministry of Finance and Bank Indonesia are in charge of the whole banking system.

There are seven other banks owned by the Indonesian Government, and we can classify them as follows : five commercial banks, one development bank ( Bank Pembangunan Indonesia ) and one savings bank. The five commercial banks and the one development bank extend medium and long-term credit to bonafide entrepreneurs who need money to develop their activities in industry, transportation, agriculture, manufacturing, and mining, etc. The savings bank collects the savings of people from all over Indonesia.

FROM : Today's World in  
Indonesia.

By : Margaret Muth Ali-  
basah.

- rate of exchange : kurs/nilai penukaran
- shell : kerang
- "piggy bank" : tabungan (sering berbentuk anak babi)
- to keep accounts : memegang perhitungan
- to act as trustees : bertindak sebagai wali, komisaris
- to extend : memberikan
- long-term credit : kredit masa panjang

Comprehension.

A. Answer the following questions !

1. What is 'barter' ?
2. How does money "grow" in a bank ?
3. What are the functions of a bank ?
4. What are some activities of the banks ?
5. How many banks are owned by the Indonesian Government ?  
What are they ?

B. Write "True" or "False" according to the text !

1. Money are used as a means of exchange.
2. Their money will "grow" in a "piggy banks".
3. There are seven types of banks in Indonesia.
4. The most important bank in Indonesia is Bank Pembangunan Indonesia.
5. The saving bank collects the savings of people from all over Indonesia.

