

# TEACHING VOCABULARY THROUGH DIALOGUES



A Partial Fulfilment  
of the Requirements for the  
Sarjana Degree  
(S1 Programme)



by  
SRI WOELANDARI  
S1 / 812007 / I

Yogyakarta, January 1986

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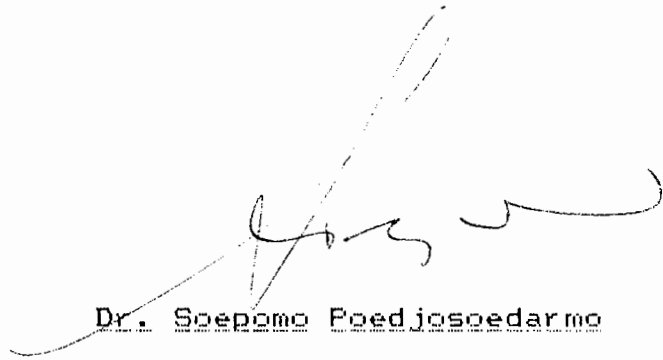
**A Thesis**  
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Teacher Training Institute

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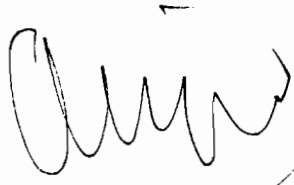
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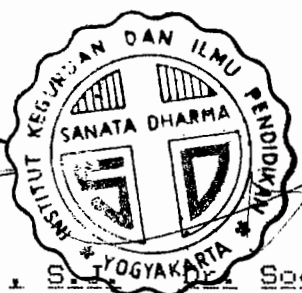

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was being written and to whom I dedicate this thesis.

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## CHAPTER I

### INTRODUCTION

The chief means by which we communicate is through words. Only by having a large reservoir of words at our command, we can communicate effectively. Words represent power - the power to convey facts and ideas, the power to influence others. Words and their meanings are really the most important elements of any language. <sup>1)</sup> Many people are not able to speak because of lacking in vocabulary. As a part of language elements, vocabulary is an important part to master if someone learns a language. It does not mean that we have to memorize all the words in a dictionary, however. If someone did, he would not always know the language because sentences in a language are not formed by putting one word after another, they follow certain rules. Yet, redundancy in structure is often forgotten or left out in a broken language because we can often <sup>2)</sup> do it without it.

1) Stewart, Marie M., Lanham, Frank W., Zimmer, Kenneth, 1968, English For Business, Mc. Graw - Hill Book Company.

2) Alip, Fr.B., 1983, Vocabulary Teaching in IKIP, p. 1.

## The Background of the Study

Language is a means of human communication, in which we find arbitrary symbols of meanings. The meanings are symbolized in words, and so words and their meanings are really the most important elements of any language. Without words, language as a vocal means of communication will not be able to function at all. In this sense, vocabulary, the inventory of words, as a language element plays its important role. Our daily experience shows how important it is. In the world of science, we all know that science can be achieved mostly by reading. While we are reading, we get a lot of informations from the book we read. By reading, we can enrich our knowledge, we will know a lot of changes in the world and we as teachers will also find no difficulties in searching some sources of teaching. Most of the materials are written in English.

Of prime importance in reading is vocabulary skill. The reader must know the meanings of most words in a sentence for it to make sense. He must also know how to combine individual word meanings within a sentences. This new vocabulary can be approached in a number of ways. The teacher can give the meaning for each new word, as is common in teaching reading to non-native students. Or also common, the student may spend



hours with a dictionary writing native-language glosses into his text.

How can we know all of these informations if we do not know the vocabularies ? How can we get the knowledges from them if we do not want to learn a lot of vocabularies. From these facts, we know that teaching vocabulary is very important.

There are at least two reasons why do we teach vocabulary ? In the first place, we want to make sure that the students, really master words of certain frequency, as a minimum set of vocabulary, which will be needed in their profession later. If they do not have enough vocabulary, they will not be able to carry out their communication well. Then, the second reason is that those basic words are needed for their own study. If they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meanings.

Finding such a fact, the writer tries to present some dialogues which can be used to help students in learning the language.

### The Objective of the Study

The objective of this study is to show how

important vocabulary in our communication is and the use of dialogues as a means of teaching vocabulary can help students in learning the language.

### The Scope of the Study

In the development of modern science and technology nowadays, English seem to enjoy an increasingly more significant place as a means of international and academic communication. In Indonesia, English is taught at school obligatorily as the first foreign language. People recognize English as a tool to get the information they need in higher education and their demand for English is overwhelming.

The source of information such as text books, journals, brochures and other supplementary readers are mostly written in English. How can people know all of the informations if they do not know English ? It is hardly possible to progress in their studies. Indeed, there are many sources which are written in Indonesian, but the amount of the published books are still limited. Students can not increase their knowledges if they only read from Indonesian text books. Their knowledges will be limited, too. Foreign as well as wealthy domestic companies provide opportunities to

those who have a good command of both spoken and written English. Now, we find English courses everywhere. The need for proficiency in English is increasingly felt.

Knowing the importance of teaching English at school, teaching methods and teaching materials have been organized and revised to meet the need of the students. According to the syllabus graduates of SMA are supposed to be able to read and understand scientific books written in English and to express oneself in English. But the fact shows that many graduates of SMA are not able to read well, even they know very limited words which make them find difficulties in reading or speaking. They are not able to understand and to express in their own words.

It is obvious that the teaching of English at Senior High Schools needs to be paid more attention, especially vocabulary teaching. This thesis is, therefore, concerned with the teaching of vocabulary which is considered as one of the factors that the graduates of SMA are not able to communicate well. Though they know the meaning of words, they are not able to express their ideas if they are not taught to combine the words in a communicative way. In this case, the writer presents dialogues as a means to teach vocabulary and hopefully this technique can help

students in learning the language.

### The Organization of the Study

This thesis is organized in the following way. First of all, the writer will present the introduction. It gives us the overview of the whole thesis in which we can see the background, the objective, the scope and the organization of this thesis.

Chapter two, we will discuss the characteristic of dialogues. They are arranged in five main heading :

- A. What a dialogue is.
- B. The function of dialogues in vocabulary enrichment.
- C. The role of dialogues in fluency.
- D. The criteria of good dialogues.
- E. The types of dialogues.

Chapter three deals with the place of dialogues in vocabulary teaching. They are arranged in two main heading :

- A. The importance of vocabulary teaching.
- B. The function of dialogues in different level of students.

Chapter four, we will have a look at the observation and the implementation of vocabulary teaching. They are arranged in two main heading :

- A. Previous researches on vocabulary teaching.
- B. The procedures of teaching.

Chapter five, we will discuss the preparation and the evaluation of vocabulary teaching and they are arranged in three main heading :

- A. Vocabulary selection.
- B. Teacher's preparation.
- C. Testing Vocabulary.

Chapter six, we will have a look at some dialogues for classroom use.

In the final chapter, we will find the conclusion of the thesis.

## CHAPTER II

### THE CHARACTERISTIC OF DIALOGUES

#### A. What a dialogue is.

The writer is sure that everyone knows what a dialogue is. In everyday life, people often do this in their conversation. We can find dialogues almost everywhere. For example : at schools, in the markets, in shops, in drugstores, in hospitals and somewhere else.

What is a dialogue then ? A dialogue is a short conversation between two people, presented as a language model - probably the oldest of all language-teaching aids. Nearly two thousand years ago, the Greeks learned Latin from dialogues, and although many language-teaching techniques have come and gone since then, the dialogue has survived right down to the present time.<sup>1)</sup>

The dialogue is an important teaching aid. There are many reasons why dialogues are helpful in language learning whether the language is English, German or any of other 2000 or so languages of the

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1) Dobson, Julia, Dialogues : Why, When, and How to teach them, In the Art of Tesol, Forum XIII, Washington, D.C. 1975, p. 55.

world. A dialogue is a social unit of speech, because it involves two speakers, it furnishes students with a social context in which to practise the new language. This makes the language "come alive". To illustrate this aspect of the dialogue, let me first present a few sentences in isolation.

What's the matter ?

Let's go back and see.

I know.

I am worried.

You look worried.

I can't find my keys.

You had them an hour ago.

Although these sentences carry some meanings, they are really dull. But when we incorporate them in a dialogue, we infuse them with real meaning and life :

Barbara : What's the matter ? You look worried.

Anne : I am worried. I can't find my keys.

Barbara : Really ? You had them an hour ago.

Anne : I know. But what happen to them after that ?

Barbara : Maybe you left them in the cafeteria.

Let's go back and see.

Why is it those sentences come to life in the context of the dialogue ? It is because the dialogue represents real communication of ideas from one person to another. As information bounces back and forth from one speaker to the other through the words and the accompanying kinetic actions—facial expressions, gestures and other body motions — the language in the dialogue becomes a living entity.<sup>2)</sup>

When do we use a dialogue ? According to the description above, we know that a dialogue is a short conversation between two persons that represents real communication of ideas from one person to another. Most teachers accept the need to make our language classes more communicative. It is not enough to teach the students the separate features of a foreign language and hope that they can combine them to communicate effectively when the need arises.

We use a dialogue when we want to make our words come alive so that everyone knows what we intend to say. And also when we want to comprehend a book. If we just know the meaning of the words and we are not accustomed to use them in a communicative

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2) Dobson, Julia, Dialogues : Why, When and How to teach them, In the Art of Tesol, Forum XIII, Washington, D.C. 1975, p. 55.



way, we can not comprehend the book easily. I do not mean to say that knowing or learning the list of words is not good but if we can combine the words in a good dialogue or we can make them in a good sentence, it will help us in comprehending a book or in communicating with others.

#### B. The Function of Dialogues in Vocabulary Enrichment

In daily life, if we want to pay more attention, whether it is on newspapers, radios or televisions, we will soon notice that almost in every page of newspapers we find English. Although English is not used in major subject we find it in minor subject, such as in some advertisements especially in business company. It is often written in one of the requirements of one's business company: "ability to communicate well in oral and written English" and also we find English in some promotion of one's productions.

Many senior high school students who want to continue their study in English usually give comments that English is an international language therefore they want to learn it. Also we often hear English on radios or on televisions. Even on

television, we find special program on English.

And if we happen to read Kompas on October 23, 1985, we will know that English should be included in a compulsory subject in every faculty besides Indonesian and Mathematics. Here is what Sumitro, one of the lecturers of Universitas Indonesia, in the announcement of Universitas Mercu Buana, Jakarta : "Untuk menghadapi masa mendatang, bahasa Inggris sangat perlu".<sup>3)</sup>

English is important and many want to learn it. But many well trained students of English have found themselves completely at loss in conducting a conversation with a native speaker of the language although they have learned it by heart and have known the structure well. Why is it so ? One of the reasons that the writer has noticed from her experiences is that she or her teachers did not focus on vocabulary as a basic element of learning English but neglected it as a simple subject.

Most of teachers teach vocabulary through translation, giving a list of words and their meanings and also they give a few sentences in isolation. Giving word-lists with the meanings of

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3) Djoyohadikusuma, Sumitro, Prof. Dr., Oct 23, 1985, Kompas, p. 1.

the words may, indeed, increase the students' vocabulary more quickly, but we have to question whether they are able to use the words to make a good sentence when they have mastered the words or not.

There are a lot of techniques in teaching vocabulary. We can use reading texts, songs, games, poetry, dialogues, etc. All of those that the writer has said above present enjoyment for the students to learn. In this case the writer chooses dialogues as a means to teach vocabulary. She wants to give reasons why she chooses them and also she will try to compare dialogues with the others, those are reading texts, games, poetries, and songs. Why does the writer choose dialogues as a means of teaching vocabulary ? Rivers in Teaching Foreign Language Skills say that :

1. Dialogues present various topics, for example : greetings, introductions, telephone call, ordering a meal, birthday, sports, asking direction, etc. Through these topics, hopefully the students will enrich their vocabularies from different situations.

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4) Rivers, Wilga M., 1968, The Use of Dialogues and Dramatization in Teaching Foreign Language Skills, Chicago : University of Chicago Press, p. 168-171.

2. Everything in the dialogue is meaningful and relevant to the situation of the students' life. So they will be familiar with the vocabularies of every day life and soon they are expected to be able to express their needs in English.
3. In dialogues, the sentences are simple and easy to understand, we rarely find them in complex sentences. This can help the students in learning their second language and to communicate with others. They are not frustrated easily in learning English.
4. The topics of dialogues are usually interesting. They present a daily life conversation using informal language which can be practised by the students by turning to his neighbour, or applied in contacts outside the classroom. And this will influence the student's learning of dialogues and also he will soon be interested in learning English.
5. They are presented in a natural way that the students learn to ask questions as well as answer them, to speak in short sentences, to

reply in incomplete sentences which do not repeat all the elements of the questions to make short rejoinders. They practise the rhythm, the intonation, the stress and learn to understand and reproduce sentences at a normal speed of utterance.

6. Because of the simplicity and the shortness of most of dialogues therefore teaching a dialogue does not need a lot of time.

All of these reasons will be proved by some examples that will be presented in the following lines.

- The first, the writer would like to compare a dialogue with a reading text. She only gives a part of the text not all the text. She takes the text from  
5)  
Students' Book III Unit I. Let us have a look at the following text.

Gowland Hopkins, the greatest pioneer of biochemistry, held certain experiments to prove that food could influence disease and growth. For his experiments he preferred that young rats be chosen as subjects because they

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5) Panitia Penyusun Bahan Pelajaran Bahasa Inggris untuk SLTA, Departemen Pendidikan dan Kebudayaan, Students' Book III, Yayasan Purna Usaha Tama, Jakarta, 1974, Unit I p. 9.

were still rapidly growing. Besides, their need for food would be large, they, therefore, would make the experiments show clearer results.

From the text above, we will find that (in one paragraph).

1. It has long and complex sentences.
2. There are a lot of new words that are difficult for students to remember.
3. The content is not relevant to the situations of the students' life. Although they know the meaning from the context, they still can not use it when they want to speak with others.
4. The content of the reading text is not interesting for senior high school students. They usually like stories as their reading texts. If the reading text tells about science, they will get bored easily and it is difficult for them to understand because first, they have to know the meaning of the difficult words and second, they have to know the idea of the text.

Now let us have a look at the following dialogue. This dialogue tells about asking directions.

Marilyn : Excuse me, could you tell me which way  
Dobson's bookstore is ?

Nancy : Yes, it's that way. You go two blocks,  
then turn left. It's on the corner  
opposite the post office.

Marilyn : Thanks. I've only been in town a few  
days, so I really don't know my way  
around yet.

Nancy : Oh, I know how you feel. We moved here a  
year ago, and I still don't know where  
everything is.

From the dialogue above we can see that :

1. It consists of simple sentences.
2. The dialogue is meaningful and relevant to the situations of every day life.
3. Although it gives a few new words but it gives some new phrases that are usually used in our daily communication.

For example :

- Could you tell me .....
- I really don't know .....
- I know how you feel .....
- I still don't know .....

4. The topic of this dialogue is interesting, it gives the students the idea about asking direction. By practising this dialogue, the students will gradually able to use it in their

communication in asking and giving direction to others.

5. As it is a dialogue, the students are trained to speak in a normal speed of utterance. They can take a short pause in their conversation. So they can speak English like the way they speak in their native language.

- The second, let us have a look at the comparison between dialogues and games. There are so many kinds of games that can be used in teaching vocabulary, for example simon says, category bingo, vocabulary race, word psychology, twenty questions, etc. All of these games give the students a lot of enjoyments and indeed they help the students to increase their vocabulary but there are some weaknesses here :

1. Mostly the games need a lot of time.

for example :

- the time for explaining the game.
- the time for organizing the class.
- the time for playing.
- the time for scoring.

2. If the teacher can not handle the class, the students will get out of control and they will tend to play than to learn. And the learning



purpose will be deviated.

3. If the game does not involve all of the students, they who are not involved in that game will disturb the class by making a lot of noise. It will cause a lot of troubles.

How about the dialogue ?

1. Teaching a dialogue does not need a lot of time. It is so because usually a dialogue is simple and short and easy to understand so it does not need a lot of time to learn.
2. Teachers can get all of the students involved in the dialogue by making them in pairs or grouping them. So everyone will be busy in asking and answering some questions. They will not make troubles in their classes.
3. If all of the students are involved in that dialogue, it will help the teacher to control the class.

- The third, what is the comparison between a dialogue and a poetry in teaching vocabulary ? Let us have a look at the reasons below.

1. In poetry, we find poetic languages. They have some abstract meanings and some implications in almost every sentences therefore the students

will find some difficulties in learning the language.

2. Learning a second language through poetry is not good for early students as in poetry the language is usually poetic, abstract and it is never used in our daily conversation. Poetic and abstract language are not communicative for common people.
3. Poetry is difficult for common people to understand and to know the exact meaning. Most of students do not like poetry and only a small number of students who know poetry and are able to write a poetry. As poetry is difficult, the students will also considered that English is also difficult and they will be frustrated in learning it.

How about the dialogues ?

In dialogues, we seldom use poetic language or it can be said that we never use it. Since in dialogue itself we find a real conversation. It is used to convey meaning from someone's idea to another. All teachers would agree that the purpose of a dialogue is to help students improve their ability to communicate in the language they are learning. Indeed, not all dialogues are presented

in a good way. The way that the dialogue is usually presented and practised in the classroom does not really involve any communication at all. However, the students have accustomed to use dialogues in their classes and at least they have learned some phrases or idioms that are used in that dialogues.

- The fourth, the comparison between a dialogue and a song in teaching vocabulary. In this occasion the writer would like to give an example of a song which is famous nowadays among senior high school students. This song is sung by Gerard Joling and the title is "Love is in your eyes".

#### LOVE IS IN YOUR EYES

Love is in your eyes  
and someone gonna love  
you tonight love  
love is in your eyes  
and someone gonna hold  
you right now

You don't have to dance inside out  
you don't have to be so blue  
I feel that you out of battle

but there's a love waiting for you  
You just goin' thru' the motion  
I know that it cuts like a knife  
but I second your emotion  
we'll go for the bright side of life

From the song above which the writer takes from "22 love songs of the year volume 2", she will try to give reasons why songs are not appropriate in teaching vocabulary.

1. Most of songs have implicit meanings in its words. Sometimes they use poetic word to make the songs dramatic, beautiful and interesting. Students tend to translate word by word without knowing the exact meaning of the sentences.
2. Teaching vocabulary through songs needs a lot of time such as teaching vocabulary through games. In this case, we have to teach the song first then we explain the idea of the song so that they know it and it will help them in learning and after that we explain the words and the implicit meaning.
3. When the students have mastered the song, they tend to memorize the song than the words they have learned. So they do not learn the words

but they learn the song itself. Doing this, indeed, they will not enrich their vocabularies.

4. In songs, we often find shorten words such as 'goin', thru', in that song before. These examples will be imitated by students when they want to make sentences unless the teacher explains the use of those forms that they are used in spelling only.

As the writer has said before that a dialogue represents a real conversation between two people or more therefore, a dialogue should convey someone's idea in exact meaning. There is no implicit meaning in that dialogue but if it is, the writer is sure that there is a further explanation about it in that dialogue.

#### C. The Role of Dialogues in Fluency.

It is important for us if we know what is the purpose of using dialogues. From this description, we will know better about dialogues. We can select which one should we give to our students according to their needs. All dialogues are designed to portray natural conversation, but within a certain framework dialogues

can be directed to different aspects of language.

We should always make sure that students can use the words they learn in acceptable contexts because "words come to life only when they are used in the situations representing the cultural ethos of the language under use".<sup>6)</sup>

That is why, in order to check students' comprehension of words, it is better to ask them to use the words in various sentences than to limit ourselves to simple demonstrations, explanations and translations of words. Illustration of words in various sentences are more helpful to students than lexical explanations. Therefore the best way of teaching new words is to put them into a variety of defining contexts. In this way, students can master various syntactic and semantic uses of words in authentic, correct English sentences.<sup>7)</sup>

In dialogues, we find real conversations in which we can practise our new words. A dialogue is an excellent vehicle for mastering vocabulary. A word or idiom in any language is best learned in context since the parts of a sentence that occur just before and after a vocabulary item determine its exact meaning.

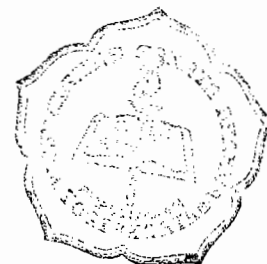
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6) Trivedi, H.C., 1979, Culture in Language Learning, English Language Teaching, 32, p. 92-97.

7) Benda, Ndomba, 1983, Acquiring English Vocabulary and Structures : Some procedures and problems. Forum XXI, nr. 2, p. 21.

Brooks, in his book *Language and Language Learning Theory and Practice*, praises this feature of dialogues. He says, "all that is learned is meaningful, and what is learned in one part of a dialogue often makes  
8)  
meaning clear in another".

All teachers would agree that the purpose of a dialogue is to help students improve their ability to communicate in the language they are learning. By using dialogues, students are accustomed to express what they intend to say. They do not just keep silent and do nothing with the words they know, but they can use them in their dialogues. As we know that many graduated students still do not know what to say when they want to communicate with others. They are not trained in using those words in a good way although they know the structures well. But if they do so that they can combine words in a communicative way, the writer is sure that the goal of our curriculum can be achieved gradually, students can communicate with others using the language they are learning.



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8) Brooks, Nelson, *Language and Language Learning : Theory and Practice*, New York : Harcourt, Brace & World, 2d, ed, 1964.

#### D. The Criteria of Good Dialogues.

The word "good" is not always the same to everyone. This means that what is good to someone is not always good to someone else. There are a lot of dialogues that are used in classrooms, but not all of them are considered good. The way that the dialogue is usually presented and practised in the classroom does not really involve communication at all. Therefore it is worth mentioning some criteria of a good dialogue before we talk further about teaching vocabulary through dialogue.

In the following, the writer will present the criteria of a good dialogue and if there is a dialogue which does not have the following criteria it can be said that the dialogue is not as ideal as what we expect. According to Mc. Cready (Forum vol. XIII, 9) 1975) a good dialogue is one that has the criteria below and the order of the criteria is from the most important to the less one.

1. Contains from three to ten exchanges (one exchange constitutes a statement by speaker A and a response by speaker B). It is long enough

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9) Mc. Cready, George, 1975, English Teaching Specialist Belgarde, Developing a Lesson around a Dialogue, Forum XIII, p. 51.



to develop a believable conversation and short enough for the average student to memorize. Many dialogues in textbooks are too long to be real pedagogic dialogues. They are too difficult for students to memorize and this will add problems in learning the language. They will be reluctant to learn it. On the other hand a short dialogue encourages the students in learning the language because it is easy for students to memorize. And also the teacher should limit anyone utterance to a length the student is capable of producing fair success after hearing it twice. This maybe as few as five words per utterance for beginning students. Because at this time they are just practising to imitate the teacher and if the utterance is too long, this will influence the students' ability of uttering it and if they can not catch the whole sentence, they will drop some words when they repeat after the teacher. This is not good for beginning students in learning the language.

2. Takes into consideration, in topic and style, the age and interests of the students. In teaching a dialogue, we can not just make a

dialogue according to our own will without considering the topic and style. The topic should be interesting so that the students will have a motivation in learning it and it should be relevant to the age of the students as well. For example : for children class, it is better if the teacher gives dialogues about friends, schools, games, etc.

There are two styles in dialogues, those are formal and informal dialogues. Informal dialogues will be better for students to practise because the students can use them in their own daily life. This does not mean that formal dialogues are bad. Formal dialogues are rarely used in daily communication and it is rather stiff for them to use in their conversations.

The age and interests should be paid attention too. They are very important for the teacher because they will influence the success of learning. If the teacher knows the age and interest of the students, he can choose dialogues which are appropriate to the level and interests of the students.

3. Adequately illustrates new grammar or vocabulary of the lesson but strictly controls the number of new items presented. The students will be more interested in learning some new items or grammar through dialogues rather than in isolated sentences. Therefore in creating a dialogue, the teacher should give some new items or grammar to be learned and the number of new items should be in control otherwise the students will find difficulties in learning them, they will forget more easily because there are a lot of new items or grammar to be memorized and learned.
  
4. Represent a natural interchange which could take place between native speakers of English or between a native speaker of English and an English student. If an English student is communicating with his friend in English, sometimes in their dialogues represent unnatural interchange. It seems too formal or it is not natural like what native speakers do in their communication. One of the commonest problems of "unnatural" dialogue is that they do not contain any contraction. Another problem - not as common but far more serious - occurs

when dialogue writers mix style levels (formal and informal speech) to such an extent that the conversations become parodies of speech. Here is an example of such a dialogue :

Karen : I am very cold. I thought it was supposed to become warmer today.

Ed : Yeah, I thought it was supposed to get warmer, too. That is what the weatherman said, if I am not mistaken.

Karen : It must be the wind that makes it so cold. I am so cold that I feel like I am freezing.

Ed : I am cold, too. Shall we go inside ?

Karen : O.K. It is not very pleasant to stand out here, even if the sun is shining.

Notice how unnatural the speech is; how stilted parts of it sound. Therefore the teacher should try to create a dialogue which represents a natural interchange between the students. The teacher may use informal style in making a dialogue and this will help the students to

speaking as natural as possible. If the same dialogue is rewritten to conform to one style level suitable to the situation, it becomes natural.

Karen : Brrr ! I'm cold. I thought it was supposed to get warmer today.

Ed : Yeah, I thought so, too. That's what the weatherman said.

Karen : It must be the wind that makes it so cold. I'm freezing !

Ed : Me, too. Let's go inside.

Karen : O.K. It's no fun standing out here, even if the sun is  
10) shining.

The second version is informal in style. For example :

- Brrr is an informal English interjection used by both men and women when they feel cold.
- Words like "Yeah" and "O.K." and phrases like "Me, too" are all informal expressions appropriately placed in informal contexts.

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10) Dobson, Julia, op, cit, p. 57.

## E. The Types of Dialogues.

One important division of dialogue types has to do with level of proficiency. The following is an outline of English dialogues at various proficiency levels, together with a sample dialogue for each category.

According to Dobson, there are four levels of

11)  
dialogues.

A. Zero-level dialogues represent the first exposure to the sound system and grammar system of the new language. They contain only short, simple sentences and present a few common, everyday expressions. For example :

Paul : Hello. How are you ?

Don : Fine, thank you. How are you ?

Paul : Fine, thanks. Oh, excuse me - here's my bus. Goodby.

Don : Goodby.

B. Elementary-level dialogues contain short, simple sentences. They feature one particular basic sentence pattern and employ limited vocabulary.

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11) Dobson, Julia, op, cit, p. 62.

For example :

Helen : Are you an engineer ?

Frank : No, I'm not. I'm a doctor.

Helen : How about your brother ? Isn't he an  
engineer ?

Frank : No, he's a lawyer. My father is an  
engineer.

C. Intermediate-level dialogues contain longer sentences. They present several basic sentence patterns per dialogue and have a wide range of vocabulary. For example :

Jane : I hear you've been ill.

Cathy : Well, I had the flu for a couple of  
weeks, but I'm fine now.

Jane : You're looking well. By the way, did  
you hear about Mrs. Jackson ?

Cathy : No, what about her ?

Jane : She had such a bad case of the flu that  
they had to take her to the hospital.

Cathy : Oh, I'm sorry to hear that !

D. Advanced-level dialogues feature more complex sentence types. They show great expansion of vocabulary. For example :

Jim : I know what's wrong with this drawing.  
It has no perspective.

Bill : That's right. It has no feeling of  
depth. But then ... It must be hard to  
give the impression of distance on a  
flat surface.

Jim : It's not hard if you know certain  
principles of perspective. For instance:  
the farther away an object is, the  
smaller it looks.

Bill : True. Now that drawing over there does  
have perspective. It actually looks  
three dimensional !

Some language-teaching methodologists contend that dialogues should never introduce anything new - that they should only review, practise and reinforce old material. If it is so, it will be dangerous for the students, they will not know new items they just learn to practise drill and the students will get bored easily.



## CHAPTER III

### THE PLACE OF DIALOGUES IN VOCABULARY TEACHING

#### A. The Importance of Vocabulary Teaching

There are some significant variables with regard to the student, those are : age, educational level, capacity, handicaps, level of proficiency, goals and linguistic and cultural background. In this case, the writer will not clarify all of those variables, but she will clarify the age only. Among of them age is the major variable.

Children and adults must be taught differently. We can not mix children and adults in the same class because they have different level of capacity and proficiency and some other factors. Individuals differ in their ability to learn a second language. Some individuals learn more by memorizing connected sentences, others by analogy still others by rules and systems, for example : some students may learn four times as much as some of their classmates in seven weeks of intensive study of a second language. In view of these differences students should not be forced to follow exactly the same steps in the class or in programmed learning.

As we know that there are many ways in teaching vocabulary, for example : we can teach vocabulary by songs, games, reading novels, poetry, riddles, dialogues, etc. Each of them has its own advantages and disadvantages in the learning of vocabulary. In this case, the writer would not discuss these topics but she would like to present the place of dialogues in vocabulary teaching.

Before we go on discussing this topic, let me first show how important the vocabulary element in skills is. Vocabulary is the basic element for our skills. It means that vocabulary plays an important role in skills. We can not develop our skills well if we do not have enough vocabulary mastery. Our skills will be much influenced by our mastery of vocabulary. Lack of vocabulary has a great influence in our skills. We can not understand what people say and we can not respond them. We can not make a report from a book that we have read. All of these show how important our vocabulary in our skills is. We can not communicate with others if we do not know the meaning of the words. Words are essential to communication like what  
1)  
Valette says in Classroom Techniques :

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1) Valette, Rebecca, M., 1972, Classroom Techniques ; Foreign Languages and English as a Second Language, Harcourt Brace Jovanovich, INC, New York, p. 149.

Vocabulary is an important factor in all language teaching. Students must continually be learning words as they learn structures and as they practise the sound system.  
(p.149)

From the statement above we know that we can not neglect vocabulary in our teaching language, on the other hand we have to pay more attention to and we should give vocabulary learning as much as we give structures and pronunciation.

We all know how important words in our communication are. The students can not just know the words and their meaning in a separate way but the teacher should teach them how to cooperate the words so as to have a meaning. It does not mean that they know the pattern of the sentence only but they must learn to use its patterns of construction with appropriate vocabulary at normal speed for communication. And that is knowing the language.

People can not understand our remarks fully if we utter in a separate way. They will be confused with our remarks. Students are the people who will face the situation like that when they are graduated. Therefore it will be better if the students are trained continually in using the sentences and the teacher can use various dialogues to practise them.

Nowadays English is needed everywhere and we can

say that English is important. It is not only needed in study but in business as well. Now students have to know English better than a few years ago. Now English should be taught as a compulsory subject in every faculty besides Indonesian and Mathematics. This means that the students can not just follow the lesson without study hard of this subject but they should pay more attention to it and study hard. If they do not want to do this, they will get bad marks in English subject and as the result they will not be promoted to a higher grade.

The fact shows that many graduated students can not speak or read well. They only know very limited vocabulary and this influences their ability in reading and speaking, writing and listening. They will get bored in learning English more quickly and even many students in senior high school hate the English subject. They consider that English is so difficult and they are reluctant in learning it and also they do not have any motivation in learning it. And this is harmful for students in learning a second language.

Teaching and learning involve two-ways communication those are from the teacher and the students. If the teacher finds failure in his teaching, he should seek the problem and try to seek the solution. The teacher can not just blame the students

that they are stupid or something else or he blames himself that he can not teach the students. A wise teacher will evaluate his teaching and analyze what is wrong with his teaching. Is his teaching interesting for students ? or Is his teaching boring so the students have paid no attention to him anymore ? By doing this he can improve his teaching and the students will be interested in learning English.

Because of the problems above the writer chooses dialogues as a means in teaching vocabulary. Not all of students can learn vocabulary through dialogues. The teacher should pay attention to the level of students. Dialogues are not always suitable for students in learning vocabulary.

#### **B. The Function of Dialogues in Different Level of Students.**

In the beginning, learning a dialogue is done by listening it several times in the second language so that the situation becomes quite clear to the students then the task of memorization of the dialogue sentences. Each of these utterances is to be memorized by the students, by mimicking the teacher until a point of accurate reproduction is attained.

As the writer has said before that children and adults must be taught differently therefore the teacher should consider this thing. Teaching vocabulary through dialogues are best used for beginners. In this case, beginners do not only mean children who want to learn a second language but also the adults who have their first experience of the study of a second language.

Let us have a look at what Rivers says about dialogue, from the following statement we will be more sure that dialogue learning is suitable for elementary students.

Apart from the linguistic value of teaching contemporary speech in an immediately usable form, dialogue learning has definite pedagogical advantages, especially at junior high school level when many students are having their first experience of the study of foreign language. At this age students like to act out roles, and some of the embarrassment of making strange sounds is eliminated as students take on the personalities of people who speak the language in everyday situation.<sup>2)</sup>

( p.169 )

For adults, dialogues can be used to teach vocabulary and the writer is sure that they would prefer learning dialogues rather than learning the structures. This is because in dialogues we find real

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2) Rivers, Wilga, M., 1968, Teaching Foreign Language Skills, Chicago : University of Chicago Press, p. 169.

communication and it is interesting for adults to learn. Everything in the dialogue is meaningful and relevant to situations of everyday life. If the adults are trained in learning dialogues, they will be accustomed in using sentences and later they will use them automatically in their communication.

Teaching vocabulary using dialogues will train the students in learning words in contexts. This is good for beginners because they will be familiar with the form of the sentences and they will not learn the words in a separate way.

Let us have a look at the following isolated sentences.

- May I help you ?
- I want to see some sweaters.
- I wear size thirty-eight.
- How much is it ?
- That is too expensive.
- Certainly.
- I'll take it.

From the example above, we all know that students can learn the vocabulary in that way. The writer will not deny the fact that we can teach vocabulary in an isolated way but using dialogues in teaching vocabulary will give a wider view in applying these sentences in

the daily conversation. The students will not only know the meaning of those sentences but they can apply those sentences when they want to express what they need and they will find that dialogue is more meaningful and alive.

Now let us have a look at the following dialogues.

Clerk : May I help you ?

Customer : Yes, please. I want to see some sweaters.

Clerk : What size do you wear ?

Customer : I wear size thirty-eight.

Clerk : This sweater is size thirty-eight.

Customer : How much is it ?

Clerk : It's twenty dollars.

Customer : That's too expensive. How much is the green sweater ?

Clerk : It's twelve dollars.

Customer : May I try it on ?

Clerk : Certainly.

Customer : I like this sweater very much. I'll  
3)  
take it.

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3) Mitchell, Elizabeth Gillian, 1957, Beginning American English, Prentice-Hall, Inc, Englewood Cliffs, N.J., p. 192.



A dialogue gives a description of a conversation among two people or more, the place where the dialogue takes place and it also tells the situation, etc. By giving the example above we can differentiate between them. We can choose which is the best to teach the vocabulary. In a dialogue, the students know when and how to use the sentences in an appropriate way. They can also practise to speak in a formal way like they do in their first language. As what the writer has said that dialogue is best used to teach the elementary students. At this stage they like to learn by play and memorization. Therefore it is good for them to learn vocabulary using dialogues.

What do we find in a dialogue ? And why do dialogues appropriate for elementary students ? In the following sentences the writer will try to give reasons why so.

1. We find a real communication and this makes the dialogue alive and the students like to learn it. For example :

Mrs. Linn : Do you have any brothers and sisters, Mr. Martin ?

Mr. Martin : Yes, I have a brother and a sister.

Mrs. Linn : Do they live in the United States ?

Mr. Martin : My brother does, but my sister doesn't. She lives in Europe.

Mrs. Linn : Where does your brother live ?

Mr. Martin : He lives on a farm in New Jersey.

Mrs. Linn : Is he a farmer ?

Mr. Martin : Yes, he is.

Mrs. Linn : Does he have a family ?

Mr. Martin : No, he doesn't. He is not married. He is single.

Mrs. Linn : Is your sister married ?

Mr. Martin : Yes, she is. She has a son and two daughters.<sup>4)</sup>

The dialogue above is the simple one, though it is long enough for the elementary students. The topic of this dialogue is interesting therefore the students have a motivation in learning it by memorization. They can practise it with their friends in or out of school.

2. In dialogue the students learn to speak in the first and second persons. It seems that they

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4) Mitchell, Elizabeth Gillian, 1957, Beginning American English, Prentice-Hall, Inc, Englewood Cliffs, N.J., p. 28.

talk to each other, they learn to ask questions as well as answer them. They can use certain phrases or idioms to be expressed as automatically and naturally as they manipulate structures.

3. Teaching vocabulary through dialogue gives the students enjoyments. It is like a play and it needs to be memorized. Therefore it is suitable for the elementary students.
4. In a dialogue the students are trained to speak in a natural way, that is to speak in a slow normal speed. The students have to pay attention to the stress, rhythm, intonation and pronunciation. All of these are important for beginners or elementary students because these are the basic things in learning English. They should have a proper foundation in reading and speaking so they will not make many mistakes when they use them in their daily conversations.
5. Teaching a dialogue is usually preceded by an example of reading from the teacher. The teacher reads the line and the students repeat after him. As we know that elementary students

like to imitate what the teacher says because they have not known much English yet.

How about intermediate and advanced students ? Do dialogues suitable for them ? Intermediate and advanced students mean students who have a higher degree of competence in the language than the elementary ones. It can be said that they have known the basic things. They would prefer reading books rather than memorizing some dialogues. They are not patient enough in memorizing and they will get bored quickly.

Anyway, dialogues can be used for intermediate and advanced students, but the way the teacher uses dialogues as a means of teaching vocabulary is different from the way he uses in teaching vocabulary for elementary students. For elementary students, the teacher gives the dialogue for them to be memorized and to be acted it out in front of the class or in a small group. For intermediate and advanced students, the teacher uses the dialogues as a means of evaluation. He asks the students to create a dialogue which has a certain topic. This can be done in pairs or in a small group. By doing this the teacher can check how far his students have mastered their vocabulary and the students will gradually enrich their vocabulary, too.

## CHAPTER IV

### THE OBSERVATION AND THE IMPLEMENTATION OF VOCABULARY TEACHING

#### A. Previous Researches on Vocabulary Teaching.

Almost every teacher finds difficulties in teaching vocabulary. They often ask for a help from some different English teaching specialists in dealing with teaching vocabulary. The English teaching specialists have their own ideas and opinions to the teaching of vocabulary so there are so many various books which consist of teaching vocabulary from different part of countries.

In this section, the writer would like to present some previous researches on vocabulary teaching and before that she would like to give some statements and comments about vocabulary from some different linguists and writers.

According to Fox ( Forum XII, 1974 ), learning  
1)  
vocabulary is more boring than teaching it.

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1) Fox, James, W., 1974, Ontario Citizenship Bureau, Building Vocabulary, Forum XII, nr. 3, p. 24.

Almost anyone who has both learned and taught a second language would agree that the only activity more tedious than teaching vocabulary is learning it. ( p. 24 )

From the statement above, we have to be more careful and selective in presenting our vocabulary material, not only the vocabulary material but the way we present it as well. Maybe we know a lot of techniques of teaching vocabulary but not all of them can be carried out in a certain class. We also have to pay attention to the students' needs and the situation of the class. If the teachers do not pay more attention to them, this will affect to their students. They will get bored easily in learning vocabulary.

According to Kankashian ( Forum XVII, 1979)<sup>2)</sup>

The writers of books for foreign learners feel that vocabulary should be given greater prominence in the syllabus. ( p. 38 )

It means that vocabulary should be taught as an important subject in learning language. Teachers should set aside about 10 to 15 minutes for vocabulary teaching in a one-hour class. So their students will

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2) A.K. Kankashian, 1979 American University of Beirut, College-level Vocabulary Instruction : A new Approach, Forum XVII, nr. 2, p. 38.

enrich their vocabulary day by day. The teacher does not only give the words in a separate way but he should give their meanings in a context. Like what Nation says in his article "Techniques for Teaching Vocabulary"

3)

( Forum XII, 1974 )

The first point to make in connection with teaching vocabulary is one that most teachers take for granted today : that the meanings of words must be taught in context - not from lists of unrelated words. For they realize that the meaning of many words can change according to their use in particular sentences and particular contexts. ( p. 18 )

Subiyati says in her paper Pengembangan Pengajaran Bahasa Inggris Melalui Peningkatan Kosa Kata dan Metoda Eklektik that vocabulary teaching has not been paid enough attention to by teachers in Indonesia.

4)

Kurangnya perhatian terhadap pengajaran kosa kata terungkap pula dalam sebuah penelitian tentang pengajaran kosa kata yang menunjukkan antara lain bahwa :

- dalam pengajaran bahasa Inggris di kelas, kegiatan mencari arti kata hampir tidak pernah ada atau diadakan.

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- 3) Nation, Paul, 1974, English Language Institute, Wellington, New Zealand, Techniques for Teaching Vocabulary, Forum XII, nr. 3, p. 18.
- 4) Subiyati M., 1985, Pengembangan Pengajaran Bahasa Inggris Melalui Peningkatan Kosa Kata dan Metode Eklektik, p. 6.

- tes khusus kosa kata hampir tidak pernah diadakan.
- "dictionary work" tidak pernah dipraktekkan sama sekali.
- pentingnya kamus hampir tidak pernah diinformasikan. ( p. 6 )

She also says in her paper A Vocabulary Centered, Bilingual Approach To Language Teaching (1985) that : 5)

Some other points of weaknesses on the part of vocabulary teaching that were observed in the investigation are the absence of vocabulary exercises and the absence of dictionary work as an exercise in learning words. If only little attention has been paid to vocabulary teaching, reading skills as an important objective in the teaching of English as the first foreign language in Indonesia will probably never be successful. ( p. 60 )

It is definite that vocabulary has an important role in learning a foreign language. Unfortunately, it is also definite that in teaching of English as a foreign language in Indonesia, no serious attention is paid to the mastery of vocabulary. As a result, students are very poor at vocabulary. ( p. 57 )

If we compare those statements above with what Dale ( 1971 ) says in the following sentences we can conclude that they are on the contrary. 6)

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- 5) Subiyati, M., A Vocabulary Centered, Bilingual Approach to Language Teaching, 1985, p. 57,60.
  - 6) Dale, Edgar, 1971, Techniques of Teaching Vocabulary, The Benyamin/Cummings Publishing Company, p. 3.





Indeed, vocabulary development is conceptual development - a basic educational aim of any school or college. ( p. 3 )

There is another investigation which has the same result as what happen in Indonesia. Here is what Quinn 7) (1972) says.

Some investigations have shown that high school graduated have a passive vocabulary of about 1000 words. Since vocabulary is the most important factor in gaining a reading mastery of English, we may consider achievement in mastering vocabulary as a convenient measure of how far high school students have gone in learning to read books in English. ( p. 6 )

After we read some statement from many different writers, the writer will present some methods of teaching vocabulary that have been suggested by some previous researchers. She hopes that teachers can select which one is suitable for their purposes and can help them to improve their vocabulary teaching. Below are some examples :

1. Noss ( RELC, 1980 ) in his Teaching Vocabulary 8) Through Cloze Dialogues, says that :

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7) Quinn, George, 1972, Language Teaching Policy, a hand out, p. 6.

8) Noss, Richard, B., 1980, Teaching Vocabulary Through Cloze Dialogues, Guidelines, RELC, nr. 3, p. 38.

Cloze dialogues can be used for a number of different purposes, inside or outside the classroom and they can also be specifically designed for emphasis on particular vocabulary areas. In cloze dialogues, whole lines of dialogue are blanked out at regular intervals ( in fact, every third line ) and the student must try to reconstruct each missing line from the context alone. (p. 38)

We can have a look at an example of cloze dialogue in the part of testing vocabulary in this thesis.

2. Sen ( Forum XXI, 1983 ) in her Teaching  
9) Vocabulary through Riddles says that :

A delightful way to encourage students to enlarge their vocabulary is to use riddles in the classroom. Riddles are ideal since they are conversational, involving question and answer, thereby setting up a very short but essential context. Riddles thus provide an environment in which a specific word is used.  
( p. 12 )

This method is interesting, it looks like a game and gives enjoyment to students, but it is difficult for students to make since it should be short and essential and it needs to much thinking.

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9) Sen, Ann Louise, 1983, Middle East Technical University Ankara, Teaching Vocabulary through Riddles, Forum XXI, nr. 2, p. 12.

3. Benda ( Forum XXI, 1983 ) in his Acquiring English Vocabulary and Structures : Some Procedures and Problems presents some methods that have been used successfully to expand his students' vocabulary.<sup>10)</sup>

- a. practicing structurally similar expressions. The teacher can collect sentences containing various structures and expressions and then group these sentences according to their similarity. Then he can make up exercises based on such sentences and expressions : Identifying similar structures and expressions; pattern drills of transformation, substitution, completion and repetition; multiple choice questions, building sentences on a given model by inserting new expressions.
- b. Oral and written book reports. Students are given some books written in English and asks them to read and make reports in the following week. Then at the end of two or three weeks every student is required to give an oral report on the content of the book, consisting of a short summary of the story. Every student is given a different topic of the story. ( p. 19, 20 )

4. Subiyati ( 1985 ) in her Pengembangan Pengajaran Bahasa Inggris Melalui Peningkatan Kosa Kata dan Metode Ekletik suggests that we can use Eclectic method.<sup>11)</sup> This means that we

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10) Benda, Ndomba, 1983, Institut Superieur Pedagogique Kisangani, Acquiring English Vocabulary and Structures : Some Procedures and Problems, Forum XXI, nr. 2, p. 19,20.

11) Subiyati, M., op., cit., p. 8.

take goodness from other methods which we considered good and suitable for our teaching purposes. For example :

From direct method, this method is good to teach vocabulary because we can show the objects that we want to teach directly. From translation method, this method is used for the sake of teaching effectiveness and efficiency since there are some abstract meaning that can not be explained by demonstration. ( translate p. 8 )

5. Valette ( 1977 ) also suggests vocabulary building by :

- a. Word families such as compound words, noun from adjectives, words built on a common root, prefixes, suffixes, prefixes and suffixes.
- b. Paraphrasing, students realize that there are frequently several ways of expressing roughly the same idea in the foreign language. The students complete sentences by furnishing a synonym or equivalent of underlined term.
- c. Techniques of inference.  
Students should be taught to infer the meanings of new words from the context in which they are used.
- d. Game : Jeopardy.  
The TV game "Jeopardy" maybe adapted for foreign language classes. It gives the students practise in using their newly acquired vocabulary in varied contexts. The teacher or the class as a whole, selects four

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12) Valette, Rebecca, M., 1977, Classroom Techniques : Foreign Languages and English as a Second Language, Harcourt Brace Jovanovich, INC, New York, p. 165.

or five categories. Students then write questions and answers for these categories.

e. Vocabulary lists.

They can be prepared both by teachers and students. ( p. 165 )

6. Nation (1974) in his Techniques for Teaching  
13)

Vocabulary says that :

When we teach a word, we must teach three things : (1) we must teach the shape, or form of the word. (2) we must teach the meaning of the word. (3) and we must teach that the form and the meaning of the word go together.

(ad 1) It can be done by : Visually; Tactilely and Aurally. (ad 2) It can be done by : Demonstration; Pictures and Explanation.

(ad 3) It can be done by : Presenting the form and meaning together so that the learner knows they are connected to each other.

( p. 19 )

7. Chastain (1976) in Developing Second Language  
14)

Skills says that :

Meaning of the vocabulary is established by various methods. In some cases the context is sufficient. Visual can establish the meaning while at the same time presenting an image that the learner can associate with the word. If the context is not clear and good visuals are not available, the teacher can give the definition of the word or paraphrase it in the second language. If this does not

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13) Nation, Paul, op, cit, p. 19.

14) Chastain, Kenneth, 1976, Developing Second-Language Skills "Theory to Practice", Rand Mc Nally College Publishing Company/Chicago, p. 341.

succeed, she can dramatize or demonstrate the meaning. As a last resort, she may give the meaning in the native language. As the learners progress with the language, they should become increasingly self-sufficient in determining the meaning of new words. (p.341)

## B. The Procedures of Teaching.

In the previous section, the writer has presented some previous researches on vocabulary teaching and from those researches we can see how far our vocabulary teaching has been succeeded in the students' competence in their skills. According to the curriculum being used in SMA, graduates should have mastered 4000 words but from the researches we can conclude that the teaching vocabulary in SMA has not been paid attention to by teachers because most of them know very limited vocabulary. And as the result they can not speak or read. Most of them only master about 2000 to 3000 words.

In this section the writer would like to present the procedures of teaching. She also includes some techniques of vocabulary teaching in them. They are taken mainly from : Nation's "Techniques for Teaching Vocabulary" <sup>15)</sup> and Lado's "Language Teaching". <sup>16)</sup>

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15) Nation, Paul, op, cit, p. 18-21.

16) Lado, Robert, 1964, Language Teaching :  
A Scientific Approach, New York : Mc Graw-Hill,  
 p. 114-130.

There are three things that should be taught in teaching vocabulary, those are : teaching the form of the word, teaching the meaning of the word and teaching the connection between the form and the meaning. This means that when we teach the word "pencil", we should teach its form ('pensl), its meaning (pensil) and its connection between the form and the meaning. For example : we give a sentence using that word, "Adi needs some pencils for presents". In this way, they are expected to be able to recognize in listening and reading and produce in speaking and writing the word "pencil"; to be able to understand what a "pencil" is and to use it properly.

Let us have a look at the following procedures :

1. A preparation is done by a teacher.

The teacher should prepare a dialogue that will be presented in a class. He can make a dialogue by his own words or he can select it from a textbook. In his selection of the dialogue, he should pay attention to the level of students' knowledge, interests and the situation where he teaches the dialogue, because all of these will influence the success of his teaching. If he gives a dialogue which is too difficult and gives no interests, the students will have more difficulties

and they will not be interested in the learning of the dialogue. They will feel frustrated by their failure to understand the dialogue and they will have no motivation to learn it.

In consequence of this, he will find failure in his teaching vocabulary. Selection is important, we can not just make or take a dialogue which we considered a good one because a good dialogue does not always mean good for students if we do not adjust the dialogue with students' level of knowledge or students' interest.

Preparation is important for a teacher in his teaching vocabulary, because he has to master the dialogue. And if he masters it, he will have more confidence in teaching it and he can prepare some variations in the dialogue. This is good for students because they will enjoy the dialogue and if they enjoy the dialogue, they will have spirit in learning it.

Since he teaches the dialogue in a second language, so he has to prepare the pronunciation, the rhythm, the stress of the words and the intonation of the sentences. By preparing all of these, he will not give incorrect reading that will be imitated by students.



2. The teacher gives example of correct reading of the dialogue.

The teacher reads the dialogue once before the text of the dialogue is distributed. He reads the whole dialogue using proper pronunciation, stress, rhythm and intonation and asks the students to listen carefully the whole dialogue. So later they will not use improper pronunciation, rhythm, stress and intonation when they are asked to read.

While he reads the dialogue, he also gives the examples of the written form of the words so the students will not only know the pronunciation of the words but they will know the written form as well.

3. The students imitate the reading of the dialogue.

The teacher re-reads the dialogue sentence by sentence and the students repeat after him. Repetition is good for students because it trains them in listening and speaking. They can not repeat the sentence if they do not pay attention and listen carefully to it, because at this time the students are not allowed to open the text of the dialogue. As they repeat each utterance, the teacher makes sure that they are using proper pronunciation, rhythm, stress, intonation. This first repetition drill

serves to familiarize the students with the sounds in the dialogue. Later on, repetition becomes a useful aid to memorization of the dialogue.

4. The discussion of the vocabularies and the structures.

First, the teacher asks the students if there are some questions about the vocabularies and the structures that they do not know.

Second, the teacher offers the questions to other students before he answers them. By doing so the students are encouraged to answer them. Not all of them do not know the answers, often they do not answer the questions because the teacher does not give a chance to answer them. The teacher often does answer the questions directly when there are questions from the students. He neglects the competence of the students. He does not want to waste the time by waiting the answer from his students. This is not good for them because it can make them passive in their learning the language.

It will be better if the teacher tries to make the students active in learning their second language, that is by giving a chance for them to answer the questions, though it maybe spend a lot of

time. If they discuss, the teacher should control the class by walking around the class and check every student whether he really discusses with his friends or not. If not, the class will become noisy without doing anything useful for their learning. So as far as he can control the class and the discussion, the students will have a lot of benefits.

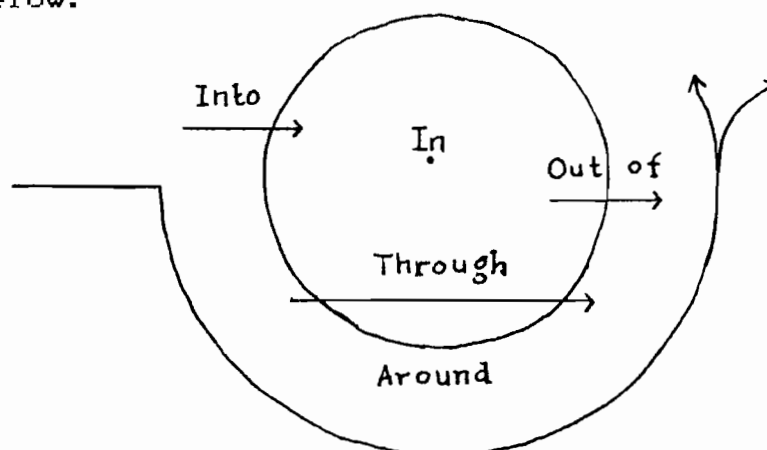
If the students can not give the answer, the teacher explains and gives some examples of sentences from the new words. So the students will not just know the meaning of the words, but they can see them used to make a sentence. There are many ways in teaching the meaning of the words. For examples, by using pictures, demonstration and explanation. All of these will be discussed later.

a. Pictures : by using photograph, blackboard drawings, illustrations cut from magazines or newspaper.

Picture can be used to illustrate the meanings of the words listed and later to practise their recall by covering the words and remembering them with the picture as the only stimulus. Not all of words can be illustrated by using pictures. Words that represent adjectives, adverbs, verbs are

very difficult to teach using pictures because sometimes they can be ambiguous, they can mean many things and the students may have different ideas from what the pictures present so they will add problems to students in learning the words.

Pictures are best used to teach words that represent objects or nouns and prepositions. They give clear illustrations of the words being taught. Some pictures can be used to teach things around us and prepositions as in the figure below.



For example :

Into Peter goes into the circle.

In He is in the circle.

Through He goes through the circle.

Out of He goes out of the circle.

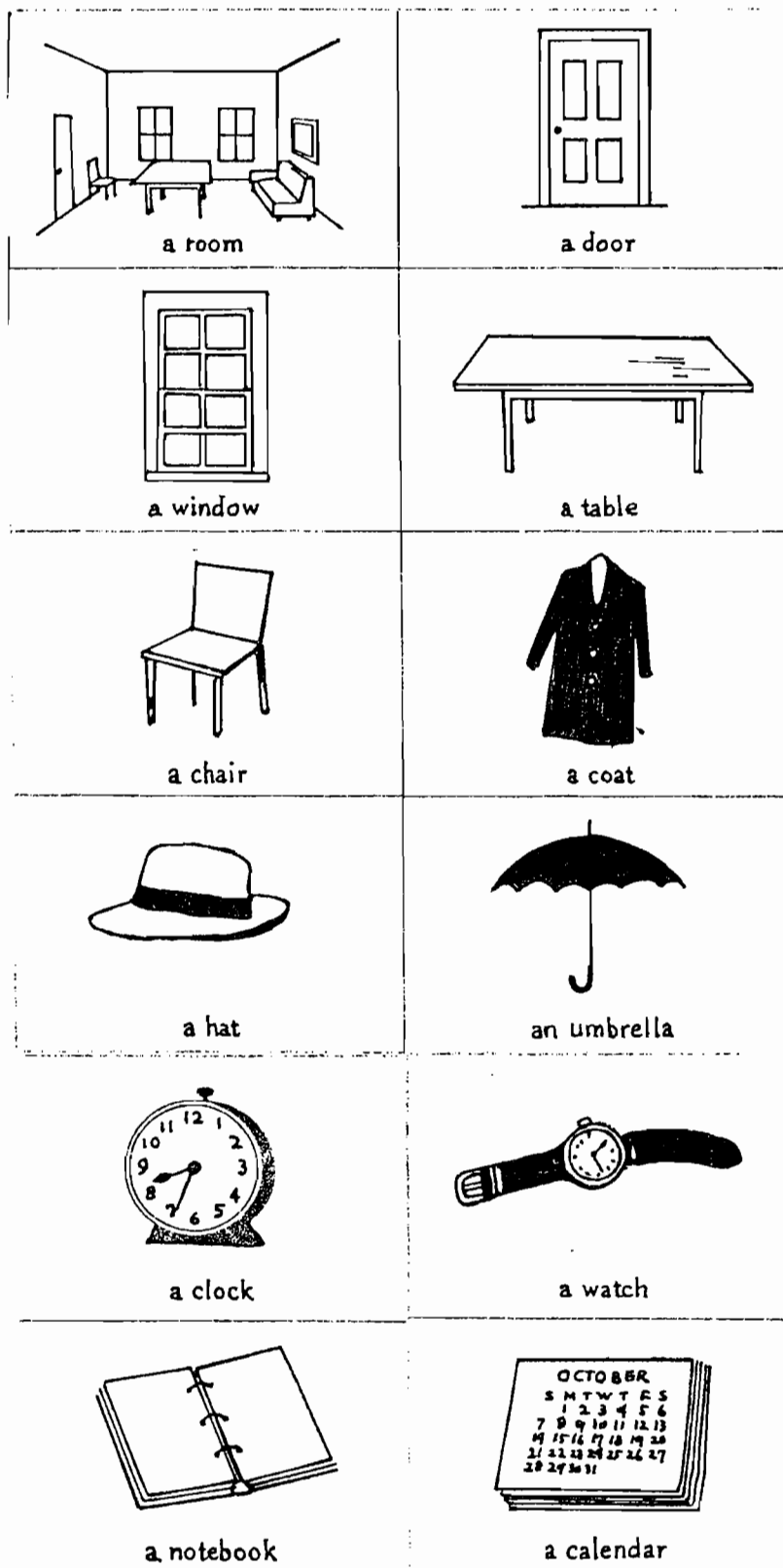
Around He goes around the circle.

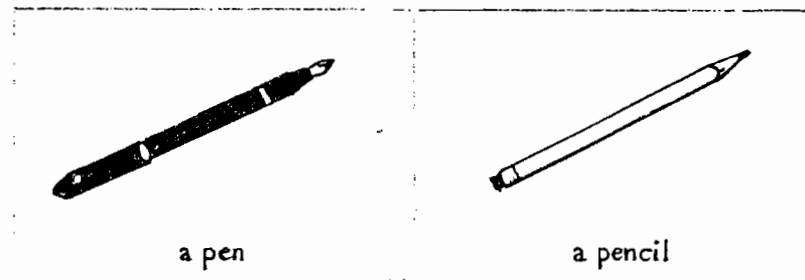
17)

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17) Lado, Robert, 1964, Language Teaching : A Scientific Approach, New York : Mc Graw-Hill, p. 123.

Below are the examples of pictures to teach Nouns.





- b. Demonstration : by showing an object, by gestures,  
by performing an action.

Demonstration is best used to teach words that represent a motion or an action. It will give a clear explanation of the meaning of the words because the teacher will demonstrate or perform what the words mean.

For example : - the word "run", the teacher can give a performance of running in the class room.

- the word "clap" the teacher gives a performance by striking the palms of his hands together loudly, then he gives the example using that word : "I'm clapping now".

- The word "open" the teacher can teach the meaning of this word by giving a performance of opening a book and show it to them.

c. Explanation : by giving the description, by giving the synonyms or opposites, by putting the word into a defining context, by translation.

- description means that we describe the word in English. In giving the description, it will be better if the teacher uses English that the students are already familiar with, so they are trained in using English. This is difficult for beginners because they know only a small number of vocabularies and this is also difficult for the teacher to describe the word using limited vocabulary. Let us have a look at the examples below :

- a dentist : a person whose work is filling, cleaning, taking out teeth and fitting new teeth.
- a teacher : a person who causes somebody to know or be able to do something.
- a carrot : yellow or orange-red root used as a vegetable.
- a cart : two-wheeled vehicle pulled by a horse, used in farming and for heavy goods.

- A synonym maybe used to approximate the meaning if the synonym is better known than the word being taught.

For example :

Enough : One minute is enough (sufficient) for this problem.

Understanding : My understanding (knowledge) of French is poor.

Large : A large (big) amount of money has been stolen.

Accept : He accepted (received) a gift from his parents.

Catch : He does not catch (understand) what you mean.

- An opposite can be used if one member of a pair of opposites is known. It will give the meaning of the word being taught.

For example :

rich : He is a rich man. (the opposite of poor)

strong : Boys are usually strong. (the opposite of weak)

cold : Ice is cold. (the opposite of hot)

far : Solo is far away from Jakarta. (the opposite of near)



new : Ani always uses a new hat. (the opposite of old)

- Putting the word into a defining context.

It means that we put the word being taught in a context to make the situation clear. By giving the context, the students are expected to be able to guess the meaning of the word correctly and it will be better if the sentences (the context) is understood by the students otherwise they will find more problems and they will not know the meaning of the word being taught.

For example :

Late : The class is at 10.00. Peter comes at 10.15. He is late.

Early : The class is at 10.00. John comes at 9.45. He is early.

On time : The class is at 10.00. Mary comes at 10.00. She is on time.  
18)

- Translation.

It means that the teacher translates the word being taught in the mother tongue. Translation is

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18) Lado, Robert, 1964, Language Teaching : A Scientific Approach, New York : Mc Graw-Hill, p. 122.

not good to teach vocabulary because the students will not think in the target language and they are not trained in using the target language. Yet, translation is often used to teach the meaning of the word because it is the most effective. This especially deals with the abstract nouns.

For example :

hate - benci

love - cinta

shock - getaran

joy - kesenangan

peace - perdamaian

Those all above are the techniques to teach the meaning of words. The teacher can choose which one is suitable for him to teach the meaning of words according to his teaching purpose.

5. The teacher gives several minutes to helping students in practising the dialogue.

The teacher pairs the students off to make a conversation about the dialogue. He walks around the class to see their practise and pay attention to every group and makes sure that they do practise because sometimes they do not practise but they just

talk with each other out of the dialogue.

It will be better if the teacher also asks the students to create the dialogue using their own words besides to memorize the dialogue itself. By doing this exercise, the teacher can check his students' comprehension and vocabulary and in this case, he also teaches them in connecting the form and the meaning of the word because they are forced to express their comprehension of the dialogue by using their own vocabularies whether through speaking or writing.

So he does not only train the students' fluency of their speaking but their creativity in using words and sentences and their comprehension as well.

6. The teacher gives exercises around dialogues.

It can be done by :

a. Substituting different words or phrases.

The students will not only learn the words and the phrases of the dialogue itself but they can learn a lot of words and phrases out of the dialogue as well. This will enrich their words and their phrases in their learning.

For example :

- How much does that typewriter weight ? Do you know ?

table

dog

elephant

radio

- Put your books down on the table, will you please ?

Put your books

Put down your books

Leave your books

Place your books

- Please don't bother me now. I'm very busy.

interrupt

talk to

argue with

b. Changing the characters, the time or other elements and have the students make the appropriate resulting changes in the dialogue. This exercise helps the students to be creative in changing the sentences in a correct way.

c. Changing the verb tenses or asking the students transform the dialogue into a short narrative. This exercise is difficult for most students because it

demands the students to be creative. They are trained to conclude the dialogue and to recite in their own words.

## CHAPTER V

### PREPARATION AND EVALUATION

#### A. Vocabulary Selection

Before we talk further about teacher's preparation and testing vocabulary, it would be better for us to talk first about vocabulary selection, because a foreign language teacher should decide which words to teach first and which words next. The vocabulary of a foreign language like English, can be decided by the teacher, the textbook, or the curriculum, it is in fact so selected. Teachers need to rely on certain criteria of vocabulary selection in order to meet the needs of various goals and conditions.

Before talking about the criteria of vocabulary selection, we should first know the levels of vocabulary. Lado points out that there are three levels of vocabulary, namely :

- 1) Vocabulary to operate the patterns and illustrate the pronunciation of the language.
2. Vocabulary for communication in areas of wide currency.

1)  
Lado, Robert, 1969, Language Teaching : A Scientific Approach, New York : Mc.Graw-Hill, p.117-120.

### 3. Esthetic and technical vocabularies.

By knowing these levels, we can teach the students orderly or step by step. We do not just give the students all the vocabularies without knowing the levels, but we can select which one to teach first and which is next.

Ad.1.Vocabulary to operate the patterns and illustrate the pronunciation of the language. In this stage the teacher should concentrate on the grammatical patterns and the sound system, so it should be kept as simple as possible. For this reason, teachers can choose content vocabulary from the nearest environment - the home, the classroom, the office, the family and so on. Teachers should give correct pronunciation of the words.

Ad.2.Vocabulary for communication.

In this stage, teachers should select the vocabulary items that are used in communication. The students acquire the vocabulary items they need to talk in a contextual situation. The situation will change according to the age and the level of the students' education and also the place

where the teaching takes place, whether in a rural area or in a big city such as Jakarta. If teachers teach in a big city where the chance to practise the vocabulary is wider than in a small country, they should prepare the material according to the students' needs. But if the foreign language is taught in a rural area, the teachers can choose the vocabulary of daily chores. It will give the result better than if they just give the same material to both of different places. They should take consideration of it.

#### Ad.3. Esthetic and technical vocabulary.

This is the highest level of vocabulary. This stage is supposed to be learned when the first two stages have been mastered. Artistic expression deals in part with selective uses of words, and the esthetic effect is lost if the basic communicative use is not known. The technical and scientific vocabulary are defined for particular purposes. This technical vocabulary goes with the technical matters. We can not learn it from the lists of words but we must study the technical matters.



Now we come to the criteria of vocabulary selection.

1. Vocabulary for speaking, the main criteria should be range of usefulness and regularity of fit in the patterns taught.
2. Vocabulary for listening and reading, the main criterion should be the frequency of occurrence, since the students will usually be unable to predict what words that they will encounter.
3. For esthetic use of words, selection has to take into account the style that is involved, for example : many words found in a poetry will not be found in an ordinary conversation or in an ordinary prose; and vice versa, some words used in prose will not be found in poetry.

Once the vocabulary has been selected, it needs to be graded according to the difficulty based on the similarity and difference from the first language. Words which are similar in form and meaning can be taught and learned easily. For example, hotel, hospital, calendar, radio and so on. Words that are different in form or meaning, however, have to be taught more formally. For example :

1. Words that are similar in form but represent



different meanings. They are difficult.

For example :

Complex (English) : difficult

Kompleks (Indonesian) : a number of houses  
located in one area.

2. Words that are similar in some of their frequent meaning but different in form. Difficulty level : normal. This kind of vocabulary is usually considered to represent all vocabulary learning.

For example :

tree - pohon

cat - kucing

3. Words that are different in their morphological construction. They are difficult.

For example :

two-word verbs : call up - to telephone

call on - to visit

idioms

4. Words that have widely different connotation in two languages. They are difficult

For example :

The word "fat" in English. It is considered impolite if we greet someone by telling how fat he is whereas in Indonesia, being fat is a symbol of happiness or prosperity.

5. Words that are restricted to the geographic areas in which they are used in the foreign language. They are difficult.

For example :

For the same thing, American English uses the word "gasoline", while British English "petrol".

All of these should be known by a teacher of English before he chooses which words to teach. It is also the teacher who has to decide whether or not he wants the students to know words like those which are classified by numbers 4 and 5.

#### B. Teacher's Preparation

The success of teaching in a classroom depends on many things, for example : a teacher, a student, a method, materials, techniques, environment, etc. It is teachers who hold the class entirely. This does not mean that students are not important. They are important for the success of learning and teaching, too. In this case, the writer will not concern with students, so she will not give much reasons from them.

Before a teacher comes to a class, it will be wise if he prepares all the materials he wants to teach. Teaching vocabulary through dialogues will be more

success if he prepares all of the vocabularies that he wants to give in dialogues. A teacher can not teach without preparation. Then what should a teacher do in his preparation ? The writer will try to give some ways in the preparation and she hopes that the readers will find them effective.

1. The teacher chooses dialogues that are appropriate to his teaching situation. To do this, he must consider :

- the age of the students.
- the proficiency level of the students.
- the learning goals of the students.
- the interests of the students.

By doing this, he can take dialogues from a textbook or course syllabus, but if he finds difficulties in that dialogues, for example : the vocabularies are difficult, he should revise the dialogues as best as he can and they should be in accordance with the competence of his students.

2. He decides how much classroom time he can devote to a dialogue he intends to use and how many vocabularies that he wants to teach to his students.

3. He tries to prepare as many sentences as he can make from the vocabularies that he intends to

teach.

4. He prepares the synonym of the vocabularies and gives them after they know the meaning from the context of the dialogue.

A teacher's attitude is also an important factor. Even a well-prepared teacher, if he lacks of enthusiasm, it will influence his teaching. Children are extremely sensitive to adults mood so if they know that their teacher does not have enough spirit to teach them, they will ignore to what the teacher asks them to do and this will influence the students' learning.

#### C. Testing Vocabulary

Many language teachers often find problems in dealing with giving vocabulary tests to their students. A busy language classroom teacher, under pressure to administer a vocabulary test, usually makes use of the quickest way of constructing one. A favourite method, precisely because it is quick and easy, is to line up a number of vocabulary items, and ask the students to identify their correct meanings from a number of alternatives given.

Usually what happens is this. The teacher makes sure that one of the four or five alternatives given is

the correct meaning. He then proceeds to pick out at random four or five other alternative (erroneous) meanings, and lines them up against the lexical item.

For example :

- go on : (a) accomplish
- (b) continue
- (c) start
- (d) stop
- (e) enjoy
- attractive : (a) nice
- (b) thoughtful
- (c) modest
- (d) friendly
- (e) pretty

This type of multiple-choice vocabulary test is especially quick to prepare, but rather dangerous and harmful to language learners. It presents lexical items in isolation, and leads the students to believe that it is possible to determine their meanings on a one-to-one basis independently of context.

If we want to construct multiple-choice vocabulary tests, there is a better way of constructing multiple-choice vocabulary tests. According to Llamzon (RELC 2) 1980)

2. Llamzon, Teodoro.A, 1980, RELC, Journal Supplement, Guidelines for Vocabulary Teaching, Constructing Multiple-Choice Vocabulary Tests, nr.3 p.119-120.

There are two points that we have to consider :

1. It is important that contexts be provided when the meanings of lexical items are asked for. After all, a word can have a wide range of meanings, depending on various contexts, and its specific meanings is determined only by its occurrence in a particular situation.

For example :

- The manager finally ... to the request of the client for a special concession.
  - a. yielded
  - b. subscribed
  - c. deferred
  - d. acquiesced

2. It is necessary to avoid including items which yield grammatically unacceptable sentences if used to fill the blank. There are many ways of meeting this requirement :

- a. present the lexical item in context and ask the student to identify its meaning from among several alternative lexical items belonging to the same form class or part of speech.

For example :

- He is a joyial man.
  - (a) buovant
  - (b) lucky

- (c) jolly
- (d) brilliant

b. provide alternative phrases which can substitute for the lexical item in the test and result in grammatically acceptable sentences.

For example :

- My uncle's business is expanding

- (a) changing
- (b) increasing in size
- (c) moving
- (d) growing

c. Idioms and common expressions can likewise be included.

For example :

- We see her once in a blue moon.

- (a) very rarely
- (b) once in a month
- (c) when it is necessary
- (d) every full moon

d. Yet another way of aligning the alternatives to a vocabulary test is to define the meaning of the word as it occurs in the given context.

For example :

- Mr. Hill is a broker by profession.



- (a) a person who has lots of money
- (b) a person who has no money left
- (c) a person who breaks into houses
- (d) a person who buys and sells shares

There is another way in testing vocabulary which have a connection with dialogue. In this case, we call it "cloze dialogues". Dialogues of this type can be used for a number of different purposes, inside and outside the classroom, and they can also be specially designed for emphasis on particular vocabulary areas.

What is a "cloze dialogue" ? The term is based on an analogy with the cloze test. In a cloze test, blanks are spaced at regular intervals in the text, and the student must try to fill each blank with the most appropriate single word. In a cloze dialogue, whole lines of dialogue are blanked out at regular intervals (in fact, every third line), and the student must try to reconstruct each missing line from the context alone.

In the vocabulary-oriented version of the cloze dialogue, only two further rules are required :

- a. All the words in the line that is supplied must occur elsewhere in the same dialogue.
- b. The reconstructed line must have no more than ten words in all.

These rules, of course, tend to limit the imagination and creativity of the dialogue "writers", but they are necessary to provide the sort of controls that vocabulary emphasis implies. The students are not being encouraged to think of new ideas or new words or even synonyms, but to use frequent and important vocabulary items in different ways according to the context provided by the dialogue. Here is an example of testing vocabulary using cloze dialogue and this dialogue is taken from Noss (RELC, 1980)<sup>3)</sup>

By doing this a teacher can know how many words that the students know and also how far they can reconstruct the words in a good sentence or in a communicative way.

#### Cloze Dialogue

Scene : Two strangers approach each other on the pavement of a city street.

Characters : Mrs. Watson (W), a young woman;  
Mr. Jones (J), a young man.

Vocabulary theme : Directions

W : Pardon me, sir. Can you tell me the best way to get from here to the railway station ?

J : ----- ?

3

Noss, Richard.B, 1980, RELC, Journal Supplement Guidelines, Teaching Vocabulary through Cloze Dialogues, nr.3, p. 45,46.

W : I'm walking. Is it far ?

J : It's over a mile. If you are willing to walk that far, I can give you directions.

W : ----- ?

J : No, there isn't. There are plenty of buses that go in that direction, but you have to change at least twice to get to the station. There are none that go there directly.

W : I don't want to bother changing buses. It is too much trouble. I might as well walk. Which way do I go ?

J : ----- ?

W : Yes, I think I know the way to that square.

J : Well, when you reach the square with the fountain, turn left.

W : ----- ?

J : No, that would be going towards the east, as a matter of fact. You go east for about seven blocks until you see a very tall building on the right-hand side.

W : What is it. A department store ? A hotel ?

J : ----- ?

W : So, after seven blocks, the tall office building will be on the right. Which way do I turn ?

J : You don't turn there. You go on for one more block, and then turn right at a petrol station.

W : ----- ?

J : I'm not sure. I think it's shell. You turn right at the petrol station, and keep going along until you come to a footbridge over the river.

W : Do I cross the river ?

J : ----- ?

W : I walk along the river. Which way ?

J : You turn left at the footbridge, and walk about a hundred yards to a subway entrance.

W : ----- ?

J : There's no name. In fact, it's not even a street. It is just a paved walk that goes along the river.

W : Then what do I do when I get to the subway entrance ?

J : ----- ?

W : But I'd be afraid to go down into a long dark tunnel by myself ? Isn't there a better way ?

J : Look, miss. My car is just around the corner. Let me drive you to the station.

W : ----- ?

J : It wouldn't be any trouble at all. I'm going in that direction anyway.

W : That's very kind of you, sir. A ride to the station would be most welcome.

J : ----- ?

W : No, I don't feel the least bit afraid. You don't

seem like a strange man to me.

J : Good. Where are your bags, then ? I'll get them and put them in my car for you.

W : ----- ?

J : None at all ? But I thought you were going to take a train somewhere.

W : No, I'm just going to meet someone at the station.

J : ----- ?

W : No, not some friends. It's my husband who's coming to town.

J : Oh, your husband. Is he a travelling salesman or something ?

W : ----- ?

J : Hmmm. Slasher Watson, the national heavy weight boxing champion. I might have guessed.

W : Why, do you know him ?

J : ----- ?

W : A lot of people have heard of him, apparently.

J : Look, Mrs. Watson, I've just remembered. There is a bus that goes from here directly to the station.

W : ----- ?

J : It's number 87. You wait for it at that bus stop on the other side of the street.

W : That would be going north, right ?

J : ----- ?

W : Oh dear ! I keep getting my directions mixed up.

J : In fact, I think I see one of them coming right  
now.

W : ----- ?

J : It's yellow. See the big No. 87 on the front ?  
That's your bus. Better hurry.

W : Thank you so much, sir. You've been very helpful.  
Goodbye !

J : ----- ?

## CHAPTER VI

### SOME DIALOGUES FOR CLASSROOM USE

A short dialogue is frequently used as one of the steps leading from imitative repetition toward free conversation. However, it is possible and desirable to develop an entire lesson around a good dialogue. A good dialogue does not always have many and long sentences with many new items in it, because it will give students problems in their conversation. They will not speak fluently and they will not be able to change their ideas.

A good dialogue, however, is a dialogue which contains communication between the speakers. Communication here means sending and receiving of new or unexpected information. In this case, the writer will try to give some examples about daily conversation in daily life. These dialogues will help students to speak with others in a certain situation. The following dialogues are taken from Dobson's, 30 Dialogues for Classroom Use, (Forum 1975)

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1) Dobson, Julia, 1975, English Teaching Specialist, Washington, 30 Dialogues for Classroom Use, Forum XIII, nrs.1&2, p.64-69.

## 1. Informal greetings and farewells.

Paul : Hello. How are you ?

Don : Fine, thank you. How are you ?

Paul : Fine, thanks. (bus-sound effect). Oh,  
excuse me - here's my bus. Good-by.

Don : Good-by.

This dialogue is about formal greetings and farewells. It is not a good example of dialogue. It contains only two exchanges. This dialogue is too short and this influences the content of the dialogue, there is no topic in it. It only represents greetings and farewells. There is not any new grammar in it and as the result the students do not learn any new grammar at all. This dialogue only consists of simple remarks. Anyway, this simple dialogue can be used to teach beginners how to greet someone else.

## 2. Time.

Margaret : What time is it ?

Tom : It's a quarter to five.

Margaret : Aren't we supposed to be at Jim's



house by five o'clock ?

Tom : Five or five-thirty. He said it didn't make any difference.

Margaret : Then maybe we could pick your suit up at the cleaners.

Tom : Sure, we have plenty of time.

This is a good dialogue. It contains three exchanges and there is a topic in it, that is telling about time. It is interesting for students to learn because it represents a natural interchange and it uses an informal style and the writer is sure they like it because they can practise in their daily communication with their friends. They will have a motivation in learning it because it also illustrates some new grammars and vocabularies.

For example :

- Aren't we supposed to be ..... It indicates a negative question. It means the speaker's belief that his assumption is true. He expects an affirmative response, a confirmation of his assumption.

- He said it didn't ..... It indicates Reported Speech. Notice that the conjunction that is generally omitted in conversation.
- Pick your suit up ..... Pick up is a separable two word verb.

### 3. Transportation

(Street noise)

Joyce : Shall we take a taxi or a bus to the meeting ?

Bill : We'd better take a bus. It's almost impossible to find a taxi during rush hour.

Joyce : Isn't that a bus stop over there ?

Bill : Yes, .. oh, oh ! There's a bus now. We'll have to run to catch it.

Joyce : O.K. ...oh no ! We just missed it.

Bill : Never mind. There'll be another one in ten minutes.

This is a good dialogue, too. It contains three exchanges and the students can practise to ask and to answer by changing the characters. This dialogue is simple and short enough to be memorized. It is interesting, it tells about

transportation. It represents a natural interchange between the speakers.

For example :

- There's ..., We'd ..., It's ...
- Yes ... oh, oh !
- O.K. ... oh ... no !

The students also learn some new grammars and vocabularies.

For example :

- We'd better take a bus.
- bus stop ..... compound noun.
- rush hour ..... the time of day when most people are going to or from work.
- Isn't that .... ? A negative question expresses expectation of an affirmative answer.

The following are the other examples of dialogues which are considered good and bad. For example, dialogues number 5 (Informal Introductions); dialogue number 8 (Ordering a meal); number 15 (Asking direction); number 20 (Recipes); number 25 (Shopping); all of these can be considered good as a means to teach vocabulary. They are all interesting and they are easy

for students to memorize.

There are also some dialogues that are not as good as what we expect. Some of them are short and this influences the content of the dialogues that there is no topic in it. For example : Dialogues number 4, 12, 22, 24, 28. Anyway, they can be used to teach some new vocabularies that the students do not know yet and also they can be used to train the students in pronouncing the words in a proper way.

#### 4. Informal Greetings and Farewells

Dick : Hi ! How are you ?

Helen : Fine, thanks - and you ?

Dick : Just fine. Where are you going ?

Helen : To the library.

Dick : O.K. I'll see you later. So long.

Helen : So long.

#### 5. Informal Introductions

(Sound of background conversation)

Jim : Who's the tall girl next to Barbara ?

Charles : That's Mary Anderson. Didn't you meet her at Steve's party ?

Jim : No, I wasn't at Steve's party.

Charles : Oh ! Then let me introduce you to her  
now ... Mary, this is my cousin Jim.

Mary : Hi. Jim. I'm glad to meet you.

Jim : I'm glad to meet you. Can't we sit  
down somewhere and talk ?

Mary : Sure, let's sit overthere.

## 6. Formal Introductions

Margaret : Mr. Wilson, I'd like you to meet  
Dr. Edward Smith.

Mr. Wilson : How do you do, Dr. Smith.

Dr. Smith : How do you do.

Margaret : Dr. Smith is an economist. He's  
just finished writing a book on  
international trade.

Mr. Wilson : Oh ? That's my field, too. I work  
for the United Nations.

Dr. Smith : In the development Program, by any  
chance ?

Mr. Wilson : Yes. How did you guess ?

Dr. Smith : I've read your articles on  
technical assistance. They are  
excellent.

## 7. Happiness

Linda : You look happy today !

Frank : I am happy. I just heard I passed my  
physics exam.

Linda : Congratulations ! I am glad somebody's  
happy.

Frank : Why ? What's the matter ?

Linda : Oh, I'm just worried, I guess. I have  
to take a history exam next week.

## 8. Ordering a Meal

(Restaurant sounds)

Waiter : Are you ready to order now, sir ?

Ralph : Yes. I'll have tomato soup, roast  
beef, mashed potatoes ... and peas.

Waiter : That's tomato soup ... roast beef,  
mashed potatoes ... and peas. How do  
you want to beef rare, medium, or well  
done ?

Ralph : Well done, please.

Waiter : Anything to drink ?

Ralph : Hmmm ... just water. I'll have  
coffee with my dessert.

## 9. Birthday

Patty : How old are you ?

Susan : Nine ... but I'll be ten on May  
sixteenth.

Patty : I'm older than you ! I'll be ten on May  
fourteenth.

Susan : Are you going to have a birthday party?

Patty : Maybe. I'll have to ask my mother.

## 10. A Crowded Theater

Bob : Excuse me, is this seat taken ?

Larry : No, it isn't.

Bob : Would you mind moving over one, so my  
friend and I can sit together ?

Larry : No, not at all.

Bob : Thanks a lot.

## 11. Mistakes

Bruce : Where did John go ?

Laura : He went to the drugstore.

(pause)

Bruce : To the bookstore ?

Laura : No, I said he went to the drugstore.

Bruce : Oh, I misunderstood you. I thought you

said bookstore.

Laura : How could you make a mistake like that?  
Weren't you paying attention ?

## 12. Games

George : Say, Joe, do you play bridge ?

Joe : No, I don't play any card games. But I  
know how to play chess. How about you,  
George ?

George : Well, I happen to be one of the best  
chess players around.

Joe : O.K. Let's play, then. We'll see  
who's the best !

## 13. Health

Jane : I hear you've been ill.

Cathy : Well, I had the flu for a couple of  
weeks, but I'm fine now.

Jane : You're looking well. By the way, did  
you hear about Mrs. Jackson ?

Cathy : No. What about her ?

Jane : She had such a bad case of the flu that  
they had to take her to the hospital.

Cathy : Oh, I'm sorry to hear that !



## 14. Sports

Phil : Say, what's your favourite sport ?

Jack : Hmmm .. It's hard to say. I like golf a lot but I guess I like tennis better.

Phil : Do you like play tennis ?

Jack : Yes, quite a bit. How about a game sometime ?

Phil : Sorry. I'm strictly a spectator - football, baseball, basketball, golf .. I watch them all.

## 15. Asking Directions

(Street noises)

Marilyn : Excuse me, could you tell me which way Dobson's bookstore is ?

Nancy : Yes, it's that way. You go two blocks, then turn left. It's on the corner opposite the post office.

Marilyn : Thanks. I've only been in town a few days so I really don't know my way around yet.

Nancy : Oh, I know how you fell. We moved here a year ago, and I still don't know where everything is.

## 16. Coincidences

Allen : Haven't I seen you somewhere before ?

Julia : No, I don't think so.

Allen : But your face is so familiar. Wait a second .. I know ... We were on the same flight to New York last month.

Julia : Oh, yes. Now I remember. What a coincidence to meet in San Francisco !

Allen : Well, you know what they say - it's a small world.

## 17. Safety

(street noises)

Peter : There's the shoe store we've been looking for. It's just across the street.

Gail : Wait ! You can't cross the street in the middle of the block ! You have to cross at the corner.

Peter : Oh, come on. Let's go across here.

(sound of car screeching)

Gail : Look out ! You nearly got hit by the car ! Now do you see why you should cross at the corner ?

Peter : I guess you're right. I'll be more



careful after this.

## 18. Musical Instruments

(Sound of piano playing)

Anne : Listen ! Somebody's playing the piano.

Betty : Yeah, it sounds nice, doesn't it ? I  
wish I could play a musical instrument.

Anne : Don't you play the violin ?

Betty : No, but my sister does. Actually, she's  
pretty good at it.

Anne : I took flute lessons for a couple of  
years, but I never learned to play very  
well. I guess I don't have any musical  
talent.

Betty : Oh, that's not true. You sing very  
well. I can't even do that !

## 19. Taking a Vacation

David : Did you say you're going to take a  
vacation next month ?

Ruth : Yes, my family and I are going to New  
York for a week. We want to visit the  
museums and see some plays.

David : I envy you. I haven't had a vacation  
for a long time. I wish I could get

away for a while.

Ruth : You can take a vacation sometime soon,  
can't you ?

David : No, there's too much work to do. Maybe  
next year, though.

## 20. Recipes

Shirley : Would you like some cookies ? I just  
made them.

Louise : Thank you. Yes, I would.

Shirley : These are chocolate, and those are  
almond-flavored.

Louise : I guess I'll try a chocolate one  
first. Mmmm ... this is delicious.  
Are they hard to make ?

Shirley : No, they're really quite easy. Wait a  
minute, I've got the recipe right  
here. See ... these are the  
ingredients, and then you just follow  
the directions.

Louise : That does look easy. I think I'll  
make tonight.

## 21. Weather

Karen : Brrr ! I'm cold. I thought it was

supposed to get warmer today.

Ed : Yeah. I thought so, too. That's what  
the weatherman said.

Karen : It must be the wind that makes it so  
cold. I'm freezing !

Ed : Me, too. Let's go inside.

Karen : O.K. It's no fun standing out here,  
even if the sun is shining.

## 22. Having Things Done

Steve : Excuse me. I wonder if you can help me.

Mike : Sure. What is it ?

Steve : I want to have my hair cut, but I can't  
find a barber shop.

Mike : I know where one is. Come on - I'll  
show you.

## 23. Mailing Letters

Dean : Do you mind if we stop by the post  
office ? I have to mail these letters  
and I don't have any stamps.

Carol : Oh, I have some. We don't need to go  
all the way to the post office.

Dean : That would save time. Can you let me

have two airmail stamps and one regular one ?

Carol : Here you are. Are you sure that's enough ?

Dean : Yes, that's fine. Now all we have to do is find a mailbox.

#### 24. Animals

Connie : That's a beautiful cat. I wonder who it belongs to.

Gary : It belongs to the Browns. They live across the street from us. They have three cats, two dogs, and a canary.

Connie : They certainly must like pets ! But how do all those animals get along with each other ?

Gary : Don't ask me. Ask the Browns !

#### 25. Shopping

Saleslady : Can I help you ?

Gloria : Yes. I'm looking for a pair of white gloves. I think I wear size six.

Saleslady : The white gloves are on this counter. Let's see ... here's a

size six. These are very nice, and they are washable, too.

Gloria : Oh, I'll try them on. Hmm ... they seem to fit. How much are they ?

Saleslady : Five dollars.

Gloria : All right. I'll take them.

Saleslady : That'll be five-twenty with the tax.

## 26. Effort

Debbie : I give up ! I simply can't learn French !

Helen : Why do you say that ? I think you're making a lot of progress.

Debbie : No, I'm not. I try and try and still can't speak it very well.

Helen : Learning any language takes a lot of effort. But don't give up. Why don't we practise those dialogues together ?

Debbie : Good idea. That just might help.

## 27. Comparing

Jean : I think this material is much better than that, don't you ?

Lois : Well, I don't know. I like them both.

Why do you like that one better ?

Jean : Well, the design is more interesting and the colors are brighter. And it's not as expensive, either.

Lois : Oh, I see what you mean. And besides, these colors are more becoming to you.

Jean : Do you really think so ? I'll buy it, then.

## 28. Pastimes

Roger : What do you do in your spare time ?

Barry : Oh, nothing special. I read .. watch TV ... go to the movies.

Roger : Don't you have any hobbies, like stamp collecting or things like that ?

Barry : No, I don't have any hobbies. How about you ?

Roger : I have just one - photography. It's expensive, but it's a lot of fun.

## 29. Weddings

Bonnie : Guess what ! Paul and Susan are engaged !

Janice : Really ? When did that happen ?

Bonnie : A week ago. They met last summer - and



now, just think ... they'll be married soon.

Janice : Have they set a date for the wedding ?

Bonnie : No, not yet. But Susan says they'd like to get married in November or December. Then they'll go to Hawaii for their honeymoon.

### 30. A Telephone Call

(phone rings)

Barbara : Hello.

Fred : Hello. May I speak to Alice Weaver, please ?

Barbara : Just a minute ... Alice, it's for you.

Alice : Hello.

Fred : Hi, Alice. This is Fred. Would you like to go to a movie tonight ?

Alice : Thanks, I'd love to. I haven't been to a movie for a long time.

Fred : Good. I'll pick you up around seven - thirty, then. The movie starts at eight.

Alice : Fine, I'll be ready.

(Phone clicks down)

## CHAPTER VII

### CONCLUSION

As it has been mentioned before that a language is a means of human communication, in which we find arbitrary symbols of meanings. The meanings are symbolized in words, and so words and their meanings are really the most important elements of any language.<sup>1)</sup> And also the chief means by which we communicate is through words. Only by having a large reservoir of words at our command we can communicate effectively.

If we want to observe more carefully, we will soon notice that many students who have studied English years and years, they still are not able to make conversation with others. Students have learned a list of vocabularies. They understand their meaning and can respond appropriately to them when they hear or see them used. But when they try to use the same words on their own in speech or writing, something goes wrong. Why do we always face the problem like that ? The writer is sure that everyone will agree that although

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1) Alip, Fr. B., "Vocabulary Teaching in IKIP", June 19, 1983, p. 1.

this is not a big problem in one's language, but it will influence someone when he wants to talk with others, especially with native speakers. He will not understand at all if he does not know the meaning of words. From these facts, we see how important the vocabulary in our communication is or at least when we want to comprehend what others say to us.

Students have passed their vocabulary test with good mark and even teachers who teach English can not speak with others when they want to discuss something. They are not using their English in their communication. They do not want to practise it even they know the structure well. Who is wrong in this case ? Can we just blame to students who do not want to learn by heart or we blame teachers who can not teach English effectively ? If teachers can recognize exactly what a student's problem is and provide a useful explanation followed by adequate practise, the student will be in good shape.

Actually, we can not blame anyone. We have to observe the problem. Why this problem emerges ? How to overcome it ? Seeing these questions the writer will try to answer them as far as she knows. She does not want to improve someone's technique in his teaching but she just want to present or want to give an idea about teaching vocabulary which has a connection with

communication.

She chooses a dialogue as a means of teaching vocabulary. She chooses it because a dialogue is helpful in language learning. A dialogue is a social unit of speech, because it involves two speakers, it furnishes students with a social context in which to practise the new language.

By giving a dialogue to students, it will influence the students in talking with others. Although at first, they just imitate the conversation from the dialogue, but gradually they will be accustomed to practise their English with their own words. It depends on the teacher, how he handles some techniques. If he just asks the students to imitate without any improvement or does not ask them to create a dialogue by themselves, the writer is sure that this technique will not help to gain success in his teaching. This does not mean that students are not important. They play an important role. They can not just memorize the dialogue but they have to learn by heart and try to create a similar dialogue with their own words.

By using dialogues the students will be motivated in learning the language, because they will not only learn some new words but they will also learn to combine the words in a sentence. This will help them in learning the language. They will be accustomed to use

the words in a good sentence and this is important for them to learn because they can use it in their daily communication.

Finally, the most important of all is that learning vocabulary through dialogue gives the students a wider view in applying the words they learn. It means that they do not only know the words but they are able to use them in their daily communications as well. And teaching vocabulary through dialogue gives motivation to the students in learning the language because from the dialogues themselves they will learn a lot of patterns that can be used in their daily conversations and they are trained to speak as natural as possible.

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