TEACHING WRITTEN ENGLISH TO BEGINNERS
PROBLEMS AND PRINCIPLES

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INTRODUCTION

A. Background of Study

Actually, there are several reasons why it is important for us to have a look at language teaching, especially that of written language. Most English teachers feel that this subject is difficult and most problematical. It seems very hard for the students to write good English paragraphs or even a good and correct English sentence. They feel they are burdened by such activity which is boring and unpleasant.

Besides, the writer notices the fact that writing has been considered as a "service activity". It is, then, becoming a common complaint that the writing skill has been much neglected for the last ten years. the lack of interest shown by researchers in the teaching of writing as opposed to the teaching of grammar, vocabulary, pronunciation, and reading that was written about by Christiana Bratt Paullston (in her paper in the TESOL Quarterly, March 1972) supports the writer to continue her study in the area of teaching written English.

As we know, there are four skills in language learning, namely: listening, speaking, reading, and writing. Those skills cannot totally be separated from

each other. Therefore, when we deal with language learning as well as language teaching we must cover these as a whole. If we are going to have a complete mastery of the English language, it must be true that we should not neglect one of these skills not even the last skill the writer mentioned. We must master the writing skill as a goal in itself.

The reasons above lead us to the need of how to conduct the students of the writing programme, while, in fact, there is uncertainty of how to manage the teaching of written English to meet a satisfying goal. Two trends are found in the way the teaching programme should be carried out. One states that it must be controlled or guided; the other proposes the idea of free writing. Yet another suggests teaching from controlled to the freer one. When dealing with problems, some mention that the main problems in teaching written English are rhetorical and language, and those must be anticipated by teaching them separately. Some say that it is possible for us to teach them simultaneously.

B. Aim

This thesis is primarily intended to have a deeper view on the problems we face when we are carrying out the writing programme of English as an improvement to what Hermin Rustini has written in her thesis. The

writer here is also trying to find out any elements or aspects we have neglected so far and to give contribution as much as possible to the field of teaching written English by proposing selected techniques which are suitable and relevant to the need for writing practice. Finally, teachers will be able to choose the techniques with the knowledge of problems and principles they are facing when dealing with teaching written English.

C. Scope of Study

There are many issues on teaching written English methodologies found in English language teaching journals such as Forum, E.L.T, R.E.L.C., Dialogue, etc.

From those articles, the writer develops this study by combining her ideas with her little knowledge and experience in learning and teaching English as a foreign language.

The experience here is merely from her time when she was learning at IKIP Sanata Dharma and her research toward the students of the first and second year of this Institute. Those problems are combined with the problems she faces when she was teaching in High Schools both Senior and Junior for more than a year.

D. Methods

This study is, in fact, done through library research, in which, the writer organizes her ideas and gets them from her thorough reading of books and suitable articles. Also it is done based on her little experiences in teaching English at High School combined with her research with her classmates.

The process begins with collecting articles on methodologies of teaching written English from many journals. Then, it is continued with extensive reading in order to find out and classify the main points or problems, principles and techniques relevant to the aim of this study. This activity is followed by analyzing the problems and principles and finding examples and clarification from other sources. The source can be the writer's experience which was recorded during her teaching in High Schools. She mainly records the problems her students faced when they were learning English. The problems, then, are classified accordingly. Finally, the writer selects the most relevant, suitable, and applicable techniques for teaching written English in Indonesia. In addition, the writer encloses her own suggestion to sum up this thesis.

E. Plan

To begin the thesis, the writer presents the outline of overall process and its explanation in the form of Introduction.

Chapter one deal with general problems and principles in teaching written English. This part consisted of

1. What Writing Is
2. What Teaching Is
3. Problems in General
4. Principles in the Application of Teaching Written English

In chapter one,we find the ideas of controlled and free writing. The next chapter, that is chapter two, deal with the opinion on pro's and con's of those types of writing.

Noticing that it is important for us to analyze more deeply the actual problems, chapter three will discussed the problems in five points although there were many. Those five points or categories can be seen as

I. Language Problems
II. Rhetorical Problems
III. Format
IV. Competency
V. Mechanics

Chapter four deal with the principles of the application of teaching written English. These principles were discussed in three aspects, they were

I. The Principles of Controlled Writing

II. The Principles of Teaching from Simple to Complex

III. The Principles of Stressing the Communicative Aspects

These principles are mainly aimed at overcoming the problems mentioned in chapter three, or at least at avoiding them.

After noticing the problems and principles, it is necessary for us to examine the actual environment in Indonesia since we are dealing with teaching written English to the beginners, especially, to the first year of IKIP Sanata Dharma. Therefore, chapter five discussed about where we stand today and was divided into two parts, they were

1. Students
2. Teachers

Those parts are discussed because the techniques I present will be applied by the teachers and offered to the students. No one will argue that both of them are the most important elements in the learning teaching process.

After examining the important elements of teaching written English, this study will proceed to the techniques we can apply when we deal with teaching writing to the beginners of English.

Chapter six will present

I. What to Do

II. What to Teach

A. Grammar

B. Mechanics

III. Suggested Techniques

Chapter seven will discuss the evaluation we may use when we are working with written works.

And finally, the conclusions are presented in chapter eight.

Chapter I

TEACHING WRITTEN ENGLISH; PROBLEMS AND PRINCIPLES

To deal with the problems we face and the principles we apply in the area of teaching written English nowadays, it is better for us to look at the deeper meaning of "teaching written English" itself. Then we deal with

A. What Writing Is

B. What Teaching Is

C. Problems in General

D. Principles in the Application of Teaching Written English

A. What Writing Is

It is not argued that writing as a skill can be explained apart from its relationship to three other skills in learning a language, they are reading, listening, and speaking. Though we are not going to discuss those skills we sometimes cannot totally separate them. Some ideas will deal more with reading in some ways and cases.

We can see writing from the surface level as a piece of work that is written and tells us about

something. This assumption, of course, is not satisfying and complete yet. Some experts, who write their articles based on a detailed study, say somewhat like this

> Writing is much more than an orthographic symbolization of speech. It is, most importantly, a purposeful selection and organization of experience. By experience I mean all thoughts - facts, opinions, or ideas - whether acquired first hand (through direct perceptions and/or actions) or second hand (through reading or hearsay). This includes all kinds of writing, from the poem to the scientific experiment, for all have a purpose and how relevant and well - organized the facts, determine the effectiveness of the writing. 1

The second writer states

> The students may have a mass of relevant ideas and a considerable number of basic facts about the subjects, but they do not know how to produce a coherent essay. their main difficulty is not in constructing grammatical sentences (though they have trouble with this, too) but rather in organizing the sentences into a paragraph. We may define a paragraph in expository writing as a group of sentences all related to one topic and organized in a logical manner. 2

Another writer tends to view writing as an exchange, or a communication and is explained as follows

> All these points have to do with the fact that writing (likes speaking) is essentially communication. The way a given message is expressed should always be determined in the context of the whole communicative situation. This I feel is sometimes overlooked both when dealing with writing as the free expression of thoughts and feelings. 3

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1 Nancy Arapoff, "Writing: A Thinking Process", Forum, XIII, 1975, p.233.

2 A.A. Tadros, "A Look Beyond the Sentence," Forum, XIV.

3 Michael A. Sharwood-Smith, "Teaching Written English; Problems and Principles," Forum, XII, 1974, p.10.

> John Searle says that every word spoken or written implies intentionality. Intention relates not only to expressing something but also to communicating in a particular situation to a specific person or group. 4

Writing as a communication is further explained in this statement

> For the good writer, writing is a self-conscious process. For the inexperienced writer, writing is to be likely a semi-conscious process with attention solely on the subject matter he wishes to convey. A writer who has great passion for his subject or is writing for an audience with similar beliefs and ideas may communicate adequately. 5

In communication, it must be taken into account that

> Written language, however, has its functions in society and its own language patterns - all of which must be taken into account by learners of languages used in sophisticated modern communities. 6

> Then, a good paragraph must enable the reader to understand what the writer has intended to communicate. 7

Another writer says

> In the process of communication, every speaker adjusts the way he speaks (or writes) according to the situation he is in, the purpose which motivates him, and the relationship between himself and the person he is addressing. For a foreign learner, it might sometimes be more important to achieve a formal linguistic correctness. 8

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4 John Searle, "What is a Speech Act," Quoted by Smith.

5 Maurice Imhoof and Robert Majure, "Writing as an Integrative Activity," Forum, XIV, 1976.

6 Michael A. Sharwood-Smith, op.cit., p.8.

7 Natsumi Onaka, "Developing Paragraph Organization Skills at the College Level," Forum, 1984.

8 Broughton. G et.al., "Language and Communication," Teaching English as a Foreign Language, London; Rontledge and Kegari Paul Ltd., 1978, p.30.

This writer in another articles states

> When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. 9

Then, the writers of another articles state somewhat like this

> Learning to write is the same thing as learning to think; if students can learn to organize thoughts and ideas in the same ways that native speakers of English do, they will be able to write English properly. Learning to write involves selecting and organizing experience to achieve a certain purpose. 10

B. What Teaching Is

When we are talking about the word "teaching", automatically, we will look at two sides; that is the side of one who teaches and the side of one who is taught. The two sides have special relationship as a taker and the other as student. The teacher, also can be both one who gives and receives pieces of information; and the other way round.

> Teaching viewed from the student's point of view may be Learning to write, then involves more than learning to use orthographic symbols. Primarily, it involves selecting and organizing experience according to a certain purpose. It follows that

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9 Ibid., "Writing," p.116.

10 William C. Pech and Thomas Buckingham, "Writing from Experience; A Composition Program for Intermediate Students," Forum, april 1976, p.8.

> teaching the student to write is different in a very important way from teaching him to use grammar. A purposeful selection and organization of experience requires active thought. When writing, the student must keep in mind his purpose, think about the facts he will need to select that are relevant to that purpose, and think about how to organize those facts in a coherent fashion. The process of learning to write is largely a process of learning to think more clearly. 11
>
> Obviously, as writing is a process, so too is teaching of writing. We must proceed by stages from the simple to complex. 12

One writer states

> That is to say, a teacher must use his intuition, his training, and his experience in order to diagnose the special problems facing his learners. This will enable him to see what things they need that the textbook does not give them. - and to provide extra material to fill in the gaps. This points to an urgent need in teacher training to make teachers, in both an active and a passive sense, something of "applied linguists" in their own right. 13
>
> The individual teacher needs to be aware of all the problems a student has in constructing a coherent stretch of written English and the various ways of helping him overcome those problems. ... he needs to be something of a materials writer himself, so that he can adapt materials to his own local situation and conditions. To do the required adaptation, the teacher must be aware of the recent advances in the research on text grammar and modern rhetoric, or stylistics. 14

One also says

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11 Nancy Arapoff, Ibid., p.233.

12 Ibid., p.234.

13 Michael A. Sharwood-Smith, ibid., p.10.

14 Ibid., p.12.

> Since we are preparing our students for enrollment in American universities, it is vitally important that we help them develop the ability to express themselves in writing in an acceptable English [15]

A further statement is found as follows

> The lessons are planned to help the student gain both the mechanics (the ability to spell, punctuate, and follow grammatical conventions) and some degree of competency (what to say, how to organize it and how to say it) in his writing. [16]

From the point of view of the teacher, there are many guidelines for him to carry out teaching English as a second or foreign language. List of them are as follows

1. He can limit the length of the written to be produced.
2. He can increase the amount of class preparation for the task.
3. He can provide guidance on the final form of the written work, for example with picture prompts, or memory prompts as a result of the oral preparation.
4. He can encourage students to collaborate in the actual process of writing.
5. He can allow cross-checking between the draft stage and the writing of the final product.
6. He can limit the complexity of the writing task itself.

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[15] Florence Baskoff, "A Writing Laboratory for Beginning Students of English," Forum, p.277.

[16] Ibid., p.228.

7. He can demand that the task be completed either slowly or quickly. [17]

Such guidelines were also found in an handout paper presented by students of IKIP Sanata Dharma semester VII.[18]

The guidelines are classified into two categories, they are:

- Primary Guidelines
- Secondary Guidelines

Primary Guidelines

1. Consider the whole person. The teacher should be alert to students' needs and flexible as to measures to take to meet them.
2. Keep the students involved. The teacher should seek to involve as many students as possible in what is happening to give them opportunity to participate in the activity.
3. Rapport and motivation. Rapport refers to the working relationship between the teacher and the students, and motivation affects the students' incentive to learn.
4. Analyse the learning task. It involves three steps: an analysis of complexity of the concept to be acquired, an analysis of the students

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[17] Broughton G. et.al., op.cit., p.121.

[18] Santoso, handout paper, 1978.

prior knowledge, and analysis of possible procedures for presenting the concepts under consideration.

5. Tell the students the objectives. The students should be aware of what the objectives are, and how these objectives fit into the objectives for the course as a whole.
6. Make class activities reflect the objectives. Classroom activities must be of necessity include both means and ends, but the means should always be directed toward a final approach to the desired end.
7. Students learn to do what they do. The material learnt should be in accordance with the objectives.
8. Teach all four language skills. Language always involves the four skills. When the primary objectives of learning a language is to communicate; the teacher should teach all the four language skills.
9. Sequence the learning tasks in order of difficulty. There is a hierarchy of steps of increasing difficulty that the students must tread as they approach language mastery.
10. Progress is a means of minimal steps. Most basic knowledge is gained as a result of slow, difficult work. Therefore, progress is gained

by the students when they are guided carefully and in small steps up the ladder of language acquisition.

11. Learning involves much repetition of concepts. Learning involves a great deal of continuous repetition of concepts which should be incorporated into new concepts in order to avoid boredom and in order to impart the transfer of knowledge.
12. Impart the transfer of learning. The teacher must assist the transfer of learning.
13. Provide a variety of activities. The teacher is obliged to provide as much variety as possible.
14. Resist the tendency to correct each mistake. Teachers should refrain from demonstrating their non ability and intelligence at the drop of an error and they must keep in mind that errors in usage are eliminated by the learner only when he gains control of language.
15. Keep the pace alive. The teacher should begin the class promptly and vigorously and keep the class alive.
16. Teach from the known to unknown. Teacher should teach from the familiar concepts to the new concepts, so that the students can relate and organize what they are learning well.

17. Teach with examples. The teacher should visualize what he means through substantive examples.
18. The use of first language. The teacher should use the first language in class when he feels it is the most efficient manner of presenting the point; and he should encourage the use of the second language whenever possible.
19. The amount of teacher talk. The precentage of teacher talk should be inversely proportional to the students' level of ability in the language. Teacher should reduce the amount of time he is talking while increasing upwards the amount of students' talk.
20. Use life situations. The teacher should make language come alive by developing activities for practice that have some possibility of occurring in an everyday language situation.
21. Distinguish between abstract and concrete concepts. The teacher should realize that abstract concept is more difficult to understand than the concrete one, e.g.: it is easier to teach the word 'chalk' than the word 'honesty'.
22. Structure the difficulty level of the questions. the question should be asked on a premeditated, selective basis. Questions can be

divided into four levels of difficulty:

1) a question containing the answer
2) a question in which some definite structural changes are required,
3) a question that require a more complete amount of information,
4) reasoning questions

23. Do not teach problem-solving class. Focusing on structure and comparing similar concepts in the native and the second language may improve learning in the understanding stage of language acquisition.

Secondary guidelines:

1. Have something to give the class. The teacher must have confidence in the material he is about to present and in the procedures he has outlined for learning the material.
2. Assume your responsibilities. The teacher should provide stimulation, awards and satisfaction for the students.
3. Give the students a feeling of confidence and success. The teacher should organize the sequencing of the classroom in activities in such a way that the students feel sure of their ability to answer correctly and are given proof that they actually learn to use the language.

4. Insist that the students share the load. The teacher may encourage, assist, prod, even demand that the students do certain work, but she should never remove that responsibility from the students.
5. The art of teaching. The art of teaching lies in teaching in such a way that the students know the right answers.
6. Encourage the students. Praise should be used in appropriate circumstances, and then it should be a genuine expression of pleasure for a job well-done.
7. Call on the students. The teacher should be making the decision upon who she is going to call next while she is asking the question.
8. Do not do in class what the students can do for themselves at home. Classroom activities should be limited to those activities that must be done in the classroom and most efficiently done with the assistance of the teacher or other student.
9. Hold the students responsible for the material. The students should be expected to apply their knowledge to contexts of language usage instead of regurgitating vocabulary and verb forms dutifully memorized but little understood.
10. Teach for respect. The teacher should place

primary importance upon being respected by the students, because respect insures cooperation and effort toward learning.

11. Do not teach all you know. The teacher should keep in mind that too much new material presented at the same time may be impossible to assimilate.

12. Do not strive for mastery in a single day. Learning takes place over a period of time because skill development is the culmination of persistent practice.

13. Recognize individual differences. The ability levels, preferences, and habits of the students are all different. The teacher needs to provide as many varied procedures for learning as possible.

14. Use audio-visual aids whenever possible. Visual stimulate interest, provide variety, and promote understanding of structure, vocabulary, and culture. The teacher should never pass up the opportunity to incorporate visuals in the lesson plan at any of the three stages of language acquisition.

15. Maintain high standards. The teacher should always insist upon high quality performance by the students. The students should be required to produce to the limit of their potential.

From all those guidelines above, we know more about teaching itself.

C. Problems in General

Based on those assumptions above relating to writing and teaching writing itself, there are many problems and obstacles for the learners or students. Many experts classify them in some ways. The first idea comes from an English lecturer who teaches at New York University. She, Florence Baskoff, on her article, 'A Writing Laboratory for Beginning Students of English', lists some obstacles the students face.[19] They are:

1. Our students possess adult intelligence but only a limited knowledge of the second language.
2. They have limited experience in reading in the second language and little, if any, exposure to different prose forms and literary styles in English.
3. The students' personal life experiences are extensive and beyond the items on the controlled vocabulary lists.
4. The students might have little practice in writing compositions in their native language.

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[19] Florence Baskoff, "A Writing Laboratory for Beginning Students of English", Forum, Vol. XIII, p.227.

5. There might be cultural interference due to the difference in style of literary and rhetorical patterns of expression in their native language and in English.
6. The students have a limited knowledge, or none at all, of the idioms, transition words, connectors, adverbials of time and place, and other important writing elements in the English language.
7. The students have to be motivated to want to write. (Many are shy about writing because they feel they have nothing to write about, or because they feel they do not know how to express themselves.)

Another writer states:

> Of course, the biggest problem in teaching writing is that the student must have facts and ideas in order to write and that these must be manifested in the form of grammatical English sentences. 20

One writer also says

> One principle in teaching written English seems to be that we must view the teaching of written English in two lights. First, it is a <u>language problem</u> - that is, a problem of assembling words to form grammatical sentences. Second, it is a <u>rhetorical problem</u> - a problem of teaching students to organize words and patterns so as to fulfill a given rhetorical aim.
> Note that rhetorical is not the same as content. Rhetoric implies the organization of both form and content to meet a particular aim. 21

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20 Nancy Arapoff, "Writing: A Thinking Process", <u>Forum</u>, p.234.

21 Michael A Sharwood-Smith, <u>op.cit.</u>, p.9.

Similar ideas come from Maurice Imhoof and Robert Majure. On their issue they emphasize the development of organizational skills-rhetorical rules. They define rhetorical rules as generalization of countless writing acts, in the same way that grammatical rules are generalization of countless speech acts.*[22]

William C. Pech and Thomas Buckhingham say

> Learning to write is the same thing as learning to think: if students can learn to organize thoughts and ideas in the same way that native speakers of English do, they will be able to write English properly. The thoughts and words that the learner knows will become the material for his own reading and writing program. [23]

Then, they go on to say

> Learning to write involves selecting and organizing experience to achieve a certain purpose. [24]

Again, two writers say that we must view the writing program in two ways, they are rhetorical and grammatical choice. Further they describe that the two

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*)This is merely a pragmatic, descriptive statement; whether the rhetorical rules 'generate' larger units of discource as the grammatical rules generat sentences is not an issue here, although we assume the two systems are parallel.

[22] Maurice Imhoof and Robert Majure, op.cit., p.

[23] William C. pech and Thomas Buckhingham, "Writing from Experience: A Composition Program for Intermediate Students", Forum, April 1976, p.8 and 25.

[24] William C. Pech and Thomas Buckingham, ibid., p.25.

problems are related in subtle ways. They mention the same thing as Sharwood does.[25]

D. Principles in the Application of Teaching Written English

After noticing many problems some experts presented, we will try to grasp the principles they consider useful to begin teaching written English. Therefore, we will look for some ideas on how we must view our difficulties in this area in order to overcome or at least decrease the difficulties encountered.

Relating to the area of difficulty, there is a writer who states his ideas as follows

> Obviously, as writing is a process, so too is teaching of writing. We must proceed by stages from simple to complex. Because we cannot expect the student to learn about writing at once, or even in a short time. We must in some ways control the complexity of the writing we expect him to do at various learning stages. [26]

She continues

> We can do this by controlling the purpose of the writing, for it is largely the purpose the writer must implement that determines the complexity of the selecting and organizing process. While a purpose of some sort is inherent in any kind of writing, it is the writing with an explicit rather than an implicit purpose that we should teach - that is to say, expository prose. This kind of writing, because it 'exposes' its purpose, leads itself much more easily to analysis than does writing with an implicit

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[25] Larry Selinker and Louis Trembe, "Scientific and Technical Writing: The Choice of Tense", Forum, 1976.

[26] Nancy Arapoff, op.cit., p.234.

purpose - 'fiction' or 'literature' or 'creative writing' - and therefore it is easier to teach. Too, expository prose is the only kind of writing that the student will need to use in his school work (except for assignments given in certain specialized English courses). Finally, the student will learn a great deal about all kinds of writing from learning to write good expository prose.

Another writer says

> The assumption, by now basic to the profession, is that composing - writing beyond the sentence - must be guided or controlled. 27

This statement coveys the principles we must apply as follows

> One principle in teaching written English seems to be what we must view the teaching of written English in two lights. First, it is a language problem - that is a problem of assembling words to form grammatical sentences. Second, it is a rhetorical problem - a problem of teaching students to organize words and patterns so as to fulfill given rhetorical aim.
> Another basic principle in teaching of written English that has emerged is the principle of controlled, or guided. 28

Yet another says

> It is generally agreed that one of the best ways of learning how to write in any language is (1) to be exposed to the deterrent rhetorical forms of the language through extensive reading and (2) to have intensive practice in the actual writing of compositions. Since we are preparing our students for enrollment in American universities, it is vitally important that we help them develop the ability to express themselves in an acceptable English form. We hoped instead, to help him achieve an intelligible paragraph in acceptable English through logical development in controlled and guided writing. 29

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27 William Slager, "Classroom Techniques for Controlling Composition," Forum, April 1976, p.221.

28 Michael A. Sharwood-Smith, op.cit., p.9.

29 Florence Baskoff, op.cit., p.227-228.

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Sharwood-Smith state their principles relating to communicative aspects. They say somewhat like this

> John Searle, in "What Is a Speech Act?" says that every word spoken or written implies intentionality. Intention relates not only to expressing something but also to communicating in a particular situation to a specific person or group. There is a basic need, when presenting written material and when eliciting written responses from students for the teacher to keep to the fore the idea that when you intend X you write Y. In other words, the teacher should present writing as a realization of an intention to express given ideas (X) to a given type of reader (Y), not just as "making grammatical marks on a piece of paper." 30

Again the communicative aspects are found as follows

> But in modern times, the world has shrunk and in many cases interpersonal communication is now more vital than academic usage. It is now important for the learner to be equipped with the command of English which allows him to express himself in speech or writing in a much greater variety of contexts.

30 Michael A. Sharwood-Smith, op.cit., p.8.

CHAPTER II

CONTROLLED OR FREE COMPOSITION

Some experts mention some aspects of controlled or guided writing in chapter one of this study. The word "control" refers to power or authority to direct something or someone, while, "guide" refers to something that direct or conduct something or someone. In short, we can say that controlled writing or guided one is writing which is not free or based on certain norms or conduct.

Broughton[1] in his article about writing defines three main stages in a writing course. The three main stages are controlled, guided, and free writing. He states the following about controlled writing:

> However, it seems sensible to distinguish between writing exercises in which the final product is linguistically determined by the teacher materials writer, and exercises in which the final content is determined. Thus a paragraph with blanks to be filled may be legitimate early part of a writing programme, and can be considered a controlled composition, as is one in which, for example, picture prompts prompts, or memory of a model presented by the teacher, leads to the students reproducing more or less exactly the same final product as each other.

Then he says about guided writing

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[1] Broughton G., et.al., "Language and Communication," Teaching English as a Foreign Language, London; Rontledge and Kegari Paul Ltd., 1978, p.118.

> On the other hand, a composition in which the teacher provides the situation and helps the class to prepare the written work, either through written or oral assistance, is a guided composition, because each piece of work is different in language used, even if the content and organization are basically the same throughout the class.

Finally he says

> A free composition usually means a composition in which only the title is provided and everything else is done by the student.

In addition he also states

> Generally, the controlled stage concerns itself with the production of accurate language in context, the guided stage with the organization of material which is given and the free stage with the production by the student of both content and language.

In practice, the three stages of the writing process are usually compressed into two; they are controlled or guided and free writing. So far we know that controlled is equated with quality and freedom with quantity of writing. In this case, of course, there are many pro's and con's toward the idea of controlled or free writing. Some tend to use controlled writing, some deal more with the free one, some others suggest the mixture of the two while others propose a progression from control to free.

Therefore, we will first examine those who do not agree with the idea of controlled writing and those who go along with the free.

I. THE OPPONENT OF CONTROLLED WRITING

An opponent of controlled composition says that

> Controlled composition is a misnomer, controlled it is but composition it is not. The students do not invent and organize; this is done for them. Controlled composition only require the students to perform grammatical exercises, controlled tasks and manipulations before they are allowed to attempt a paragraph of their own invention. 2

Another says that

> Since every word spoken or written implies intentionality and intention relates not only to expressing something but to communicating something in a particular situation to a specific person or group, a controlled composition tends not only to make us lose sight of individual expression but also to ignore that dimension of communication. 3

B. THE OPPONENT OF FREE WRITING

Anyway, a proponent of controlled writing states that

> The trouble about so called free composition is that students make enormous number of errors - a fact that frustrates both the learner who loses motivation, and the teacher, who finds the work difficult and time consuming to mark. 4

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[2] Ann Raimes, "Composition: Controled by the teacher, Free for the student," Forum, XVI, Januari 1978, p.4.

[3] Michael A. Sharwood-Smith, "New Direction in Teaching Written English; Problems and Principles," Forum, XIV, April 1976, p.4.

[4] Ibid., p.3.

> Moreover, the marking is seldom objective, but tends rather to be subjective impressionistic. It is easier for the teacher to opt for an obvious writing talent or an imaginative interpretation of the topic than to give credit for linguistic performance in a dull composition. 5
>
> On the other hand, passages of controlled composition tend to be short, with the aims of the writing task simply and clearly stated. At each point which the student may be in error, he is either right or clearly wrong according to the precise instructions of the text. That is, the student has either made a right or wrong choice from a set of alternatives or he has transformed an active into a passive or converted a present to a past tense or substituted he for she and made all relevant adjustments to the text or he has not done so. Marking is therefore quick and easy for the teacher. 6

The idea above is, in fact, from those who agree with the idea of controlled writing that will be discussed more in chapter four. In addition, it is necessary for us to see a non native speaker state his opinion and share his experience in term of controlled writing.

Alex Horo Rambadeta, a lecturer in the English Department of Gadjah Mada University seems to be extremely opposed to the use of free writing. In his article he says that

> Teachers who have had some experience in the teaching of composition know just too well of the tremendous difficulties faced by the students as

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5 Michael A. Sharwood-Smith, "Teaching Written English; Problems and Principles," Forum, XII, July-September, 1974, p.9.

6 Ibid., p.9.

well as the teacher. The undesirability of the free procedure is self evident, especially in the earlier years. The days of free composition seem to forced to end it considering the suffocating pressure from at least two problems that loom forever for the student it is the mental burden of thinking about what points and ideas in grammatically and idiomatically correct sentences. For the teacher it is the habit of massive correction which is not only time and energy consuming but also the insignificance and futility of correction work is also caused by the fact that persistent practice in free composition creates in invites new problems because as a matter of fact the student is not yet ready for real composition writing. 7

L.A. Hill states that

> If we give our students free composition to do before they know enough English to do them properly, we are not only wasting their time and ours, we are doing active harm to the students' English. What happens is that the students think of what they want to say in their mother tongue ... then they translate it mentally ... and the they write it down. It is of course, full of mistakes and unfortunately every time a student writes something down whether it is right or wrong - the action of writing it down imprints it more strongly on his memory ... Equally unfortunately, the impression made on his memory by seeing the teacher's correction ... cannot be as strong as the kinesthetic impression of writing the original mistakes. 8

From the point of view of the above statement, we can see that Hill has included the free composition procedure into one of the many myths blindy clung to in the past by many teachers.

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7 Alex Horo Rambadeta, Can Error Analysis Be Used in the Teaching of Writing English, Yogyakarta, 1975, p.2.

8 L.A. Hill, Quoted in Alex Horo Rambaeta, Idem.

Thus,, in both free writing and controlled composition, each has its own shortcomings and advantages. What the consideration must be depends on what suitable methods we must choose.

To be able to choose or select the most suitable way of teaching written English, we must, of course, try to understand more deeply the meaning of writing itself. Therefore, in the next chapter we will discuss the deeper problems first before we discuss the principles in detail.

Chapter III

AN OVERVIEW ON PROBLEMS OF TEACHING WRITTEN ENGLISH

This chapter will deal with five categories of general problems in teaching written English. Those five

A. Language

B. Rhetorical

C. Format

D. Mechanics

E. Competency

A. Language Problem

This kind of problem, I think, primarily occurs in the area of teaching writing since the activity of writing is apart of teaching language itself. Therefore, this must be considered first when teaching a new language to be achieved.

Commonly, the problem of language is related to the grammatical problem. Even, in the earlier chapter, I mentioned that an expert took the definition of language problem as a problem of assembling words to form grammatical sentences or a matter of selecting and organizing words to form grammatical sequences.

Based on the idea above, I will present here problems on grammar and grammatical errors proposed by some experts.

R.A. Close on his article 'English as a Foreign Language: Its Constant Grammatical Problems' mentions ten problems relating to grammar that always occur in learning and teaching English. The ten problems that will be discussed in his book are:[1]

- the articles
- aspects of quantity
- the tenses
- auxiliary and modal verbs
- verb and adjective patterns
- infinitive and or -ing
- adverbials
- adverb particles and phrasal verbs; prepositions
- when to use that, what, who, which, whether
- functions and notions

I agree with what Close mentions above, because I find such problem in my students' work and even my classmates' work (when I was taking lecturers at IKIP Sanata Dharma.)

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[1] R.A. Close, "English as a Foreign Language; Its Constant Grammatical Problems," reviewed by John Newman, RELC, p.108.

I will present the data as follow

1. Articles

My students often have difficulties when they use definite article "the". Sometimes they assume that all preposition must be followed by "the", for example

- I was in the front of her house.
- I go to the church to pray.
- The emigrants are at the sea. (=in a ship)
- She went to the hospital because she had to take a rest there. She had trouble with her stomach.

My students are confused in using indefinite articles when the articles occur in nouns that are modified by adjectives, e.g.:

- My mother bought_new stove.
- In fact, she is_beautiful girl.
- What a pity! I can't be_old man.
- Please, give him_good breakfast.

2. Aspects of Quantity - Plurals

Many students and classmates of mine are not careful with pluralizing. They often treat plural nouns as singular nouns and the other way round. In the case of agreement, they do not pay much attention to pluralizing although they already seen to have mastered the rule.

- I have many friend_
- She went to Bandung for five day_

- How many sugar do you buy?
- Baturaden and pantai Ayah is lovely place.
- I enjoyed my holidays but it is already over.
- One of the boy is on stage.
- May God bring you joys and happiness.

3. Tenses

These problems occur most frequently when the students are supposed to do assignments on writing compositions. The students seems to be unable to use tenses properly and appropriately. There seems to be some confusion among them about which tenses to use.

Sometimes, they mix up the idea of simple Past and Present Perfect Tense or Simple Present Tense and Simple Past Tense.

- So he bought them lunch, and when Brave Orchid's son came back to the car, he have to wait for them.
- I went to Purwokerto to visit my grandmother. There, I helped her in the field and wash the dishes.
- Do you come to the party last night?
- We were go home at four o'clock this morning.
- I helped my sister to finished her work.
- I am also study English.
- That dog ran when the cat is here yesterday.
- Did you finish your work? Not yet.
- She has never do her homework everyday.

- Rita telephoned me and she said that she will join the school camp. Of course, It's make me happy. All of us knew that her father is strict.

4. Auxiliary and Modal Verbs

Auxiliary verbs be, have, do and modals such as may, must need, will, shall and used are confusing for my my students when they occur in a long sentence. Also my students have trouble when they are supposed to make questions tags with "n't" forms.

- I am must study hard.
- What_news?
- I expect you_always all right.
- She helped her mother because her mother_quite busy.
- My family_all on the same bus.
- I_always diligent to deliver the cakes; I_aware of my . . . .
- Tom mustn't smoke, does he?
- It has won the race, doesn't it?
- They won't go to Gembiraloka, do they?
- The woman has a lot of money, hasn't she?

5. Verbs and Adjective Pattern

In this case, my students have difficulties when they have to decide the correct sequence and agreement of verbs that follow adjective patterns.

- I am very happy to see good of my report.

- She becomes to be pale.
- This sweet apples are quite expensive.
- Take the big parcels, I'll have the small one.
- Each of the two boys are reading a comic.
- Everything you said are true.
- I can speak neither Javanese or Sundanese.
- My mother doesn't have no money.
- The old woman spent many time there.
- The new teacher didn't need many chalk.
- Anita talked to Rudy. Who did talk to Rudy? (Anita)
- Who Anita talked to? (Rudy)
- We_never tired of reading.

6. Infinitive or -ing

My students and the classmates of mine are confused in the use of infinitive whether with to or without. Maybe, they are lazy and careless to memorize certain verbs that are followed by infinitives

- I did not have money_go far.
- My mother goes to market_buy vegetables.
- She studied hard in order_succeed.
- I didn't forget_help my younger sister.
- The gentleman wants_marry her beautiful daughter.
- Those children help me_move the board.

When they are supposed to use -ing forms, my students are confused about "to" and "for" for example

- An apple is something <u>for</u> <u>eat</u>.
- Wine is something <u>to</u> <u>drinking</u>.
- The students are used <u>to</u> <u>play</u> outside.
- No one liked <u>washed</u> clothes.
- I liked <u>to</u> <u>cooking</u> with her.
- We come <u>for</u> <u>follow</u> the show.
- The old man never <u>enjoy</u> <u>sleep</u> well.
- <u>After</u> <u>take</u> the medicine, the child slept.

7. <u>Prepositions; Adverbs participles and Phrasal Verbs</u>

Problem that occurs in the area of prepositions is the use of prepositions meaning "di" and "dengan" in Indonesia. Another problem, I think, is from the students' carelessness.

- Don't put the basket <u>at</u> the desk.
- They are <u>in</u> the public bus now.
- I always swim <u>in</u> Sundays.
- In the morning the students study <u>in</u> their school.
- The beggar spoke <u>with</u> him.
- We need information <u>in</u> the entrance test.
- The two boys have been sitting there <u>in</u> five hours.
- <u>In</u> my holidays, I was only staying at home.
- Her children always go to school <u>by</u> foot.

In the case of adverb particles and phrasal verbs, I can see that my students are lazy in memorizing and practising the verbs combined with prepositions or adverbs.

They tend to make their own patterns based on the patterns they have already mastered. For example: we have go in and go out they think that there must be come out meaning go out, because we also have come in.

- My uncle said goodbye and come out. (went out)
- The gentleman has broken out his engagement to Ratna. (broken off)
- The plants are already growing off. (growing up)
- "Ani ... An!" her mother called for her. (called)
- He knew it was his mother's parcel, but he didn't carry it out. (carry)

8. Adverbials

There are many words, phrases and clauses that modify all parts of speech except nouns. those, called adverbials, are often confusing because of their varieties.

- I am at home to help my parents.
- We never went to Bali last year before visiting Lombok.
- I content the holidays with celebrate Christmas.

- The students study hard so that can pass the exam.
- The patient eats too much in order he becomes fatter.
- I can swimm better than he.
- She has finished the work no sooner than the teacher did.
- He is very clever so that never gets bad marks.
- He told the story many time very quickly and loudly.
- The foreigner came here in order learning Indonesia.

9. When to use: that, what, who, which, whether

We know that "who, what and which" can be both Interrogative Adjectives and Pronouns and Relative Pronouns. These functions, in fact, confuse my students. They mix the idea of interrogative and relative forms.

- What is it? (interrogative)
  I don't know what is it. (relative)
- What did she buy? (interr.)
  Her mother didn't like what did she buy. (relt.)
- Who was the man sitting on the desk? (interr.)
  I never see who was the man sitting on the desk. (relative)
- Who did Ani help? (interrogative)
  I don't know who did Ani help. (relative)

- Which do you like best? (interrogative)
  I don't mind which do you like best. (relative)
- Which is yours? (interrogative)
  I don't know which is yours. (relatives)
- The charming woman which teaches us is called Ria.
- The postman whose gave me this letter is from Semarang (Central Java).
- "Ponny" my little dog who I like very much has already died.

Another Relative Pronoun that confuses my students is "that". Although it can be both nominative and accusative forms, "that" can't be the possessive forms. Sometimes, my students put it into the possessive form. For example

- Keeping a dog that eyes are blind is in vain.
- His house that colour is blue has four windows.

When my students are supposed to use the word "whether", they often make errors as follows

- My father asked me if I was sick.
  My father asked me whether I was sick or I was.
- I would give it to you if I knew your address.
  I would give it to you whether I knew your address.
- He wanted me to come whether I can or not.

10. Functions and Notions

When dealing with these ones, my students usually face problems in writing correct conditional sentences such as

- If I have a father, I can ask for money.
  (My father has already died.)
- I will loose the way if you do not help me.
  (You did help me, therefore, I did not loose the way.)
- Unless you go, I will stay at home.
  (If you go, I will not stay at home.)
- If I become you, I will buy a new car.
  (If I were you, I would buy a new car.)
  (= I am not you.)

Those are all examples of what I got from my students and my classmates based on the problems Close mentioned. As a comparison, I will provide language problems based on an error analysis done by Michael Smithies and Susanne Holzkecth.

This error analysis is based on the Papua New Guinea students' work. My purpose here is that we can compare what students work in Indonesia to that of those in Papua New Guinea; as we know that the two countries are neighbours. There must be more similarities than differences, then, in the way their students learn English.

To make a clear distinction, I will provide the data with the problems of Papua New Guinea students and later on the problems of my students and the classmates of mine.

Michael Smithies and Susanne Holzknecht classify the problems into four major types of errors. 40. They are

1. Errors due to faulty pronunciation
2. Plural errors
3. Errors in subject and verb agreement
4. Carelessness

1. Errors Due to Faulty Pronunciation

These problems, especially in written work, appear first to be grammatical errors although those may look like vocabulary ones.

Actually, they can be spelling, wrong use of demonstratives, wrong endings of past and present participles, adjectives, verb morphology, wrong plural endings, possessive markers added unnecessarily or omitted, and wrong forms of nouns.

a. Consonant clusters at the ends of words tend to be avoided in speech, leading to errors in writing

Papua (P) : they were <u>ask</u> to do ....
they are <u>practise</u> in different
...
after a few <u>second</u>
the <u>judge</u> associate

Indonesia (I): She describe it ... yesterday.

I finish my work two hours ago.

I wish I had pass the exam.

When they look at her just now ....

You are suppose to know ....

What she like was ....

The students tend to avoid the final consonants in those underlined words when they are speaking. This happens to my Indonesian students as well (I will describe this after that of the Papua New Guineans).

This tendency, then, leads them to write in the way they pronounce words.

Sometimes, they are lazy to add -ed in a word that is in the past tense and is a regular verb. Consequently, they are lazy to write the addition in their piece of writing.

b. Over-correction due to uncertainty about final consonant clusters.

In this case, the students tend to add final consonant clusters. They over-correct and often use wrong final consonant ones.

(P) ; I have experienced with this work.

I have a lot of experienced.

gentlement

(I) ; You chosed the wrong one.

Forgaved me, she cried.

Please, showed it to me.

The public bussess ....

All childrens shouted excitedly.

c. Failure to distinguish between pairs of similar sounds.

1) Vowels

When the students face similar sounds in pairs of vowels they usually tend not to distinguish long and short ones.

I/i this/these - (P); this are my reasons.

this ones

because of all these

these position as manager

(I); This were all he bought.

these news

These is what he intend to do.

his/he's - (P) ; he's name is ....

his among friends

(I) ; he's father is ....

his gentle and his interested me

fill/feel (P) ; I fill that ....

(I) ; Feel in the blanks with ...

till/tell (P) ; -

(I) ; I'll till you the news.

still/steel	(P) ;	a piece of mild still
	(I) ;	I am steel doing ....
sit/seat	(P) ;	he was sitted at the top
		he fell off the sit
	(I) ;	Please, seat down!
		Have a sit!
e/æ then/than	(P) ;	you than walk ....
		than the problem would be solved
		for more then two years
	(I) ;	She is cleverer then Ani.
		I'll hit him, than.
excepted/ accepted	(P) ;	my exception into the job was
		if excepted, I will ...
	(I) ;	all entered the room
		accepted him.
		She was excepted to be his daughter.
commended/ commanded	(P) ;	he commended the accused to stand
	(I) ;	The leader commended us to prone.
		he is the commender of ...
message/massage	(P) ;	when you take a massage on the phone
	(I) ;	A blind man can message
		He wrote his message on .. .

2) Dipthongs, especially those ending in ə

ea/E	where/were	(P);	they <u>where</u> much more reasonable
			<u>were</u> I can be of any use
		(I) ;	<u>Were</u> do you live?
			The two small cats, <u>where</u> sleeping
ei/eɛ	anyway/ anywhere	(P) ;	then my people won't go <u>anyway</u>, as far as developed is ....
			<u>anywhere</u>, the case heard was...
ɑi/ɑiə	quite/ quiet	(P) ;	I <u>quiet</u> found interesting ...
			he knows <u>quiet</u> a lot
		(I) ;	She sings <u>quiet</u> beautifully.
			Betty is very <u>quite</u> today.
o/ɔ	corps/ corpse	(P) ;	the <u>corps</u> mistreated (him) by throwing (him) around.
		(I) ;	the <u>corpse</u> has a uniform.
æ/el	latter/ later	(P) ;	-
		(I) ;	I'll give it <u>latter</u>.
			<u>later</u> on ....
	flat/ plate	(P) ;	<u>flate</u> forms
		(I) ;	There isn't any rice on the <u>flat</u>.
ʌ/o	ultimate/alternate or wonder/wander		

		(P) ;	I often wonder around the office.
		(I) ;	I wander what I must say. go wondering along the mountain.
ʌ/ɔ	lunch/ launch	(P) ;	Managing Directors' launching room
		(I) ;	We have launch at two o'clock.
/o	lawn/loan		We can see a lunch at the sea.
ɔ/oʊ	lawn/loan	(P);	lunch on the loan in front of...
		(I) ;	They take arest by sitting on the loan ... Her lawn is two hundred dollars.
eI/aI	remain/	(P) ;	it is remainded that ....
		(I) ;	Remain to your mother. It remains dirty.
	may/my	(P) ;	I hope the above information my satisfy you.
		(I) ;	He is may brother. Maybe, she was angry.
	tape/type	(P) ;	this tape of steel
		(I) ;	My father bought a type recorder. stereotape

o/oʊ cost/coast (P); sail around the cost

(I) ; It coasts one thousand rupiahs.

Let's go to the cost.

o/ʊ loss/loose (P); profit or loose

(I) ; She losses her money.

I loss the bird.

I/aI strip/stripe (P); electrode stripes

(I); stripetease

The dog is strip on his back.

3) Consonant

p/f (P) ; the court was post phoned

who fled guilty

involment of dependants

(defendants)

(I) ; Who makes such folicy?

pallacy

p/b (P) ; Vernier calibres

a pad show

(I) ; We have subcriped this magazine...

We must pay the subcribtion

a coffee pup

f/v off/of (P) ; seriously thought off

(I) ; take of

safe/ save (P) ; it won't be very save

PERPUSTAKAAN YOGYAKARTA

(I) ; safe me!

; You will be saved.

proof/ prove (P) ; it does not proof this

(I) ; Give me proves!

to proof what he said

t/d t(d)/θ(ð) (P); dealth with

eighter (either)

(I) ; healty (healthy

wheter I went ... (whether)

dead/death (P); ... may lead lead to dead

(I) ; Its dead makes ....

t/d site/side (P); a building on your left site

that...

(I) ; countrysite

pleat/plead (P); he pleated guilty

(I) ; pleadskirt

sent/send (P) ; sent him free

(I) ; I do not sent her such letter

extent/ extend (P) ; limited to the extend that ...

(I) ; he was asked to extent ...

concert/ concerned (P) ; taouch the metal part concert

(I) ; concert me

4) Fricative

The whole range of fricatives in English gives problems to many Indonesian students as well as Papua New Guinean speakers. The main problems lie in the range of fricatives in the

alveolar and palatal regions; s/z, ʃ/ʒ , ts/dz, tʃ /dʒ . In the students' writing, this manifested in the multitude of symbols given for these fricatives, showing that they really do not know which one they should write. This confusion may in part be due to the different orthographies that have been adopted for their own languages, in which one finds several possible symbols used in different languages, that is, for the (dʒ) sound (as in English '<u>ju</u>dge': we find <u>j</u> and <u>dg</u> in English, and in other orthographies dz, tz, z, g and more. So it is no wonder that the students are confused.

Some examples to illustrate this are:

s/dʒ	change/ chance	(P);	he must be given a <u>change</u> (chance)
			a <u>change</u> for promotion
		(I);	<u>Change</u> into negative!
st/tʃ	must/ much	(P);	it is very <u>must</u> indeed
		(I);	it <u>much</u> be true
	east/ each	(P);	go to the <u>each</u> to the wharf
		(I);	<u>east</u> of us ....
ts/tʃ	wats/ watch	(P);	Coast <u>wats</u> Memorial
		(I);	She <u>wats</u> the television.
s/z	advice/	(P);	the magistrate <u>adviced</u> the defendants
			staaf are <u>adviced</u> to ....

(I); her advise makes me ....

s/tʃ stress/ strech (P); the force used to stress the specimen

the stretch increases also

(I); he stretch his point of view.

lunce/ lunch (P); the lunce room

(I); have a good lunce (lunch)

d. Other problems

Where a vowel in English becomes, in speech, a central unrounded vowel ( ), and is in an unstressed syllable, it seems sometimes that the students do not hear this vowel at all, and omit it in their writing.

Examples: (P) ; bodly harm (bodily)

dupty (deputy)

(I) ; formidle (formidable)

fortunatly (fortunately)

However, these cases are fairly rare, and in the majority of cases, consonant clusters are avoided in speech and consequently lead to the errors mentioned earlier, i writing.

The final -z, is sometimes omitted for possessive -'s, or plural -s, for example:

(P) ; the withness will be brought, and they...

the judge decision

(I) ; the buss are very crowded

Final - is often rendered as -n, and leads to confusion in spelling. The reserve is also found, e.g.:

(P) ; people who are law abidens

he will be given a speech

working

(I) ; fastin-day

bedhangins (bedhangings)

walkin-stick also towin-vessel

2. Errors in Plural and Singular Distinction, and in Count/Non-Count Noun Distinction

a. Plural/Singular distinction

There are many errors made by students in selecting singular or plural forms of nouns. In some cases, there appear to be no reasons why the wrong form is used. Perhaps it is because of lack of familiarity with written English, through infrequent general reading. Many of these errors may be eliminated through the students' reading much more in English, and through checking their written work.

Some examples of misuse of singular and plural, with no apparent explanation for the errors are:

(P) ; they went to the Court Houses
the results of it was that
without the increase of forces
(I) ; a piece of informations
our presidents is ....

In many cases, it appears that generalized rules to do with use of plural or singular nouns have not been adequately learned. The rules most frequently broken by the students in the study were:

1) Certain enumerators require singular nouns to follow.

"Every," "amount of," and "each" were the ones collected in this study.

Examples:

(P) ; every cases appearing in the Court
a certain amount of forces
in each sub-provinces
(I) ; every students must attend ....
each of the two are reading ....
each members keep the rule ....
a certain amount of waters

2) Singular indefinite articles "a" or "an" are followed by singular nouns.

Examples:

(P) ; an electric shocks
a Papua New Guinean citizens

putting on a good jobs

(I) ; a well-documented letters

an old and thiny grandmothers

have a happiness

3) Singular demonstrative pronouns "this" and "that" are followed by singular nouns.

This rule appears to be ignored much of the time, but perhaps its lack of application is only apparent, as was discussed earlier in the section on errors due to faulty pronunciation. The fact that the students rarely (and not at all in the samples collected) make an error in the use of "that" followed by a singular noun could point to the phonological explanation as the valid one, rather than a lack of competence in grammatical rules.

Some examples of this error, though they have already been explained as being due to phonological errors are as follows:

(P) ; This bills has been agreed to

this courts

on this cases

(I) ; This sweet apples are quite expensive.

That children must be hungry.

4) Certain enumerators require a plural noun to follow

Certain enumerators require that a plural noun or pronoun should follow them. The students in the study do not appear to have learned these conditions of co-occurrence. All of the following enumerators should be followed by a plural: numerals greater than one, "one of the", "equal," "some of," "kinds of," "types of," "lots of," "all." There were many more errors of this type than there were for the enumerators plus singular nouns.

Examples:

(P) ; two different extension

there are four level of court in PNG

after a few second

some of the failure during the experiment

different kinds of test

when one of the constable

(I) ; one of the boy are on stage ....

all good student must read ....

many kinds of expensive shop is available

types of typewriter is varied ...

some of this woman wants to ....

The most common error in this group was made in using "one of" plus a singular noun. It may be that the students take the "one" as the enumerator, rather than "one of" a number of things, and consequently use a singular noun to follow it.

5) Zero article is followed by a plural noun

When a verb or preposition is not followed by an article, then the following noun must be plural. Frequently, the students in the study omitted the article, but did not use a plural noun after the verb or preposition.

Examples:

(P) ; for attacking somebody <u>in group</u>
<u>because of</u> electric <u>shock</u>
they are at present <u>making</u>
<u>investigation</u>.

(I) ; Let's go to <u>swimmingpool</u>
Looking <u>for black bird</u>
Have sweet <u>apple</u>!

6) Plural demonstrative pronouns "these" and "those" are followed by plural nouns.

As with the singular demonstrative pronouns, this error is probably <u>a phonological error</u>. But plural agreements seem to give more trouble in this area than do singular agreements.

Examples:

(P) ; if those statement ....

these court system are ....

these punched hole would move further apart

(I) ; these one must be sent ....

those two woman are charming, but...

I like these little cat.

7) Certain preposition are followed by plural noun objects

In the data collected, there were only two of these prepositions which are followed by plural noun or pronoun objects. they were "between" and "among".

Examples:

(P) ; ... was installed between the platform

that he's among friend

(I) ; he was between his friend

among the teacher, he is ....

8) Noun compounds

Certain noun compounds, in which one of the nouns is plural, gave problems. Often the students would make the wrong noun plural, or make them both plural just to be sure. If the whole compound was singular, then they would sometimes omit the plural of the subordinate

noun (e.g. "the Account Department "for" the Account Department").

Examples:

(P) ; on paydays afternoon

the villages court

I work with plants and Transport

(I) ; he has four sisters-in-laws, ...

the bookscases

9) Special plural forms of nouns

Where nouns have special plural forms, they would often give trouble to the students. Some of the examples show an awareness that something different to the regular form is required, but exactly what is the difference between the forms is not known. So a plural '-s' may be tagged on at the end.

Examples:

(P) ; that includes foremens

(I) ; all childrens

But generally, the singular form is used for both singular and plural.

Examples:

(P) ; it is common for married woman

he had to bring round married woman ... by man

(I) ; good student never play truant, ...

while fierce dog always bark ....

b. Count/Non-count nouns

Another very interesting category of errors was the count/non-count distinction. It appears that in the students' writing (and in their speech) non-count nouns are being treated as count nouns. There are many examples of this, but only a few are given here.

Examples:

(P) ; ... by giving him bodily harms and damages

some of his evidences and statements are true

further punishments

the equipments used were ....

the building of reinforced concretes

I have no other experiences in other aspects of life.

(I) ; a lot of arguments were given ...

he was overcome by his sorrows ...

Those chocolates is very nice.

joys and happiness

Conversely, if these non-count nouns are made plural, so they can be itemized, one by one:

(P) ; everyone has a freedom to talk

every staffs have to dress neatly

at our headquarter in Tokyo

(I) ; she has a beauty to win ....

an uncertainty has ....

c. Reproduction errors

A few of the errors which look like plural errors may be reproduction errors, that is, errors made when copying from a question or other material. Then the words or phrases are taken just as they are written in the original, without making the changes necessary for a new context.

Examples:

(P) ; for a position as a traffic officers when the advertisement.. on which the exercise was based asked for application for the positions of traffic officers.)

(I) ; Were all people hurt?

Only one of the people were hurt.

I would like to apply for the post of Operations Coordinators.

3. Errors in Subject Verb Agreement, and Verb Complement Agreement, for Number and Person

A common type of error made by students in writing is failing to make agreement between subject and verb and between verb and complement. Understandably, errors in number agreement are more common than errors in person agreement.

In the classroom, when these errors are pointed out, the students indicate that they are aware that agreement is necessary between certain parts of the sentence, but they are uncertain, firstly of the marking of singular or plural on the subject, and secondly of the endings on the verbs indicating singular/plural, and person.

Some of these errors may be due to pronunciation problems, leading to uncertainty about singular and plural marking, and about verb endings.

Examples: (P) ; these place includes

(I) ; this sweet apples are quite expensive

I like these little cat.

(in those examples, uncertainty about demonstrative this/these, plus plural endings, as place already ends in (s), plus verb ending - should it be plural to agree with these or singular to agree with place?)

Examples:

(P) ; it strech 8.54 mm when 20 KN is appled

(I) ; it already have beautiful eyes although the toy is attached ....

(Singular subject-plural verb. Strecthed was often written strech in the data from two particular classes. But if the student had written streched it would not agree with the tense of the second verb, is.)

a. Agreement errors due to wrong marking of singular/plural subject

Examples:

(P) ; when the buildings itself is earthed

the measuring gauges was then ...

the witnesses sits

(I) ; The fat children has blue eyes

the women herself takes off ...

b. Agreement errors due to wrong marking of verb, for singular or plural subject

Examples:

(P) ; write a sentence which classify the methods

wires which leads to the ground

the metal parts is grounded

(I) ; what she actually want to do is ...

she doesn't agree with his statement that mean ...

I bought all books that has red colour.

c. Non-count nouns as subjects of sentences

When the subject of a sentence is a noun-count noun, the verb is sometimes marked for agreement with a plural subject, eventhough the non-count may not eventually be given a plural ending. (See Section 2. b. on Singular/Plural and Noun-count nouns)

Examples:

(P) ; evidence have to be stated out

the equipment used in this experiment

are listed below

(I) ; the argument were given ....

her joy make her ....

his deep sorrow never release ....

no one in the room laught at ....

However, sometimes the noun-count nouns are given plural endings, and the verb may or may not be changed to agree with this.

Examples:

(P) ; your replyments is much valued

(I) ; the darknesses are turning ....

d. Final/s/sound on nouns as a source of error

When a noun ends in a /s/ sound, eventhough this is not a plural marking -s some students seem to take this as already being marked for plural, and not needing the plural -z ending. Consequently, the verb is made to agree with this plural noun.

Examples:

(P) ; the stress produce corresponding strain

my eagerness have brought me thus far

(I) ; her happiness were expressed by ...

illness are always boring

the waitress serve me gently and ....

e. Separation of subject and verb

When the subject and the verb of a sentence are separated by several words, or by a subordinate clause, errors are very likely to occur in agreement.

Examples:

(P) ; The two main types of methods of setting up a good earth connection is as shown.

The very recent court system introduced into various communities by the government are the village court.

(I) ; The most problematical item faced by students when they are learning to write are already discussed.

One thing I want to say were that you had to finish it soon.

When there are two subject of a sentence, joined by 'and,' the problem become acute: which one is the verb to agree with, or should it be plural to include both. Usually the verb is made to agree with the closest subject.

Examples:

(P) ; The measures of elongation and the distance between the two platforms was taken.

Its elongation and change in diameter was measured.

Its elongation and diameter after it was taken accordingly, ...

(I) ; The intensification on this area and the intention of this project is quite clear.

Its vast agricultural resources and its reserves of iron core is very known.

His dictatorship and his very bad temper during his regime is not unforgettable.

When there are two principal clauses of a sentence, joined by 'and', and where the subject of the second clause is the same as the first and is understood, there seems to be some confusion among the students about what the second verb should agree with. This happens with other coordinate clauses as well.

Examples:

(P) ; I am a 19 years old person and comes from Rigo.

I am an eighteen years old student at the University, single, and is very interested in taking up a position.

(I) ; They are very clever students and is interested in learning this subject.

He is kind and helpful person, careful and clever and like to make something in order.

Similarly, the verb in relative clauses give rise to problems of agreement. What is the subject of the verb in a sub-ordinate clause, and what should the verb agree with?

Examples:

(P) ; ... the cases which these two coursts deals with are different.

(I) ; I do not like to be a person that his eyes is blind.

f. Propinguity as the cause of error in agreement

Often the students make the verb agree with the noun immediately preceding it in the sentence, whether the noun is the subject of that verb or not.

Examples:

(P) ; Exactly the same procedures as with the first case was carried on.

his presentation of his arguments were really good

This type of people are not really interested.

(I) ; all parts of her body is hurt, ...

The lady who has blind eyes are happy.

His clear instruction listened by his

students are very interesting.

g. Complements of the verb 'to be'

Similar problems of concord, between nouns and verbs, arise with complements of the verb 'to be.' Often the verb is marked as it should be for singular or plural, but the complement is not in agreement.

Examples:

(P) ; there is less chances of promotion in this section

here are his visiting programme

there are the statement of his programme

(I) ; his chice are quite appropriate and...

Is there some potatoes?

fewer bottle is needed to ....

When the complement is a noun-count noun, there are also problems of concord, and the verb is made plural as if the noun-count noun were plural.

Example:

(P) ; if there are any information you need

(I) ; little ink in these bottle are still...

Actually, we do not many freedom to talk.

A lot of sand we need are already available.

h. Errors in person agreement

Occasionally, errors are made in making agreement in person, as well as number, between subject and verb, or verb and complement. We wonder if this is carelessness, or uncertainty about what form the verb should take.

Examples:

(P) ; I hear that he badly need a Postmaster when he visit the factory

I am a single and are male

(I) ; In fact, my mother never want to have dinner outside.

What he like to read is comics.

he have to do it, but he ....

4. Errors Due to Carelessness

Many of the students' errors, including some of those already analysed and discussed, could be called 'mistakes," errors which, when pointed out to the student in class or after an assignment, would be corrected immediately by himself. These errors are made through carelessness, tiredness, haste, or a momentary aberration. Many would be eliminated if the student checked his work after it was written. Errors which could be just "mistakes" include spelling, some punctuation, some repetition, omission of subject, verb, or object, vocabulary errors, and errors in logic. These are the most obvious ones. Others may be

quickly self-corrected when pointed out to the student, for example verb endings, plural/singular errors, and concord errors.

Some example of errors which appear to be due simply to lack of care and checking are:

a) Spelling:

(P) ; the project the we carried out (that)
where the use small machines (they)
how to check you date (your)

(I) ; this is yours and that is me (mine)
He oneted to see the elephant.
(wanted)

b) Omission:

(P) ; I am seeking vacation _____ with your company. (employment)
I hope to _____ back to my sponsors as a graduate. (go)

(I) ; Where do you _____ from? (come)
Which _____ you like best? (do)
What _____ your name? (is)
I am _____ to attend the meeting.

c) Error of fact or logic

(P) ; defendant or lawyer is a person who defends the accused person
He said, it was the cause of the punch that the old man gave him.

Within a few days later he died instantly

(I) ; I have nothing to give you, I hope you are happy with this thing.

A few days ago he went to the town for several weeks.

Later I will finish it soon and at once.

It seems that the interference of pronunciation errors are very serious in the students' written English. These errors are almost certainly not totally eradicable. In this case, it is important for the teacher to be aware of the extent of the problem and to provide additional language laboratory work consisting problem words buried in sentences and phonetic distinctions in actual speech use.

Concerning our environment, this solution is very difficult to apply. It will require a fluent speaker who is able to present good distinctions of phonemes. Commonly, we lack clear and good pronunciation, maybe, because we still use our idioms or our dialect. In fact, we already have many media to help learning teaching. Why do not we use those things?

What I want to say here is that we may use tape recorders to provide good models to be imitated. Many cassettes are available in shops which provide English lessons. The most important thing for both teacher and

student to keep in mind is that they must be careful and practise as many times as possible.

Carelessness may lead to pronunciation errors but lead to other language errors. Problems with singular/plural and count/non-count distinction seem to be the result of carelessness. The students seem never to check their work as soon as they finish doing it, and this has been deeply ingrained. However, problems relating to count and non-count nouns must be taken into account when we are teaching a writing class. Especially for our environment, we must be careful to teach plural/singular nouns. This assumption comes from the fact that we do not have certain suffixes to indicate the number of the nouns. We already know that English have 's' or 'es' to indicate the plural forms. Also, it is important for Indonesian students and teachers to be careful when dealing with count and non-count nouns.

Another problem that can be attributable to carelessness and a lack of checking is the problem of subject-verb agreement. In fact, the problem can be corrected by the students themselves. The teacher must always remind the students of the problem or he may be less tolerant of carelessness and demand more checking by the students.

This problem may also be due to unfamiliar tenses. It means that the students do not know or memorize tenses well. For instance, the students are supposed to use Simple Present Tense. Here they must use the present verb differently based on the subject. They must add 's' or 'es' when they subject is one of the third singular persons (he, she, it, Ani, Totok, this cat, etc.) If they are not well equipped with this rule, of course, they will problems. They may write a sentence like 'She like cooking.'

The actual language problems may be due to the sequence of the students of trying to write complex sentences which end up by being incomprehensible non-sentences. Those students think that their sentences are good and acceptable if they are long and use many relative clauses. They do not think that those embedded sentences are potential for errors. It is obvious that the longer the sentences the greater the potential for errors, and the shorter the sentences give less margin for errors. In this case, teachers must remind them that simplicity of style has many virtues, and that there is nothing wrong with simple sentences or statements of the subject-verb-object variety. Since English is not our mother tongue it is important for the students to use simple styles for the sake of the benefit to written work. If Indonesian students try to formulate a long English sentences, we will see the interference from

Indonesian. In short we can say that they do translation work.

The appropriate stylistic English can be from the students' reading. By reading more and more English (other than comics that reinforce an oral tradition) they would unconsciously absorb written forms (p.28). Teachers must motivate students to read a lot and try to coordinate a reading programme in both the professional and general areas. They must also try to have frequent checks to ensure that the reading material is both being read and understood. It is easier for the students to absorb clues and style of English by doing relax reading than by drilling in class.

Although stylistic problem greatly affect the students' written work, still problems due to carelessness have a high proportion. To have clear descriptions about the two problems the preceding part will discuss the stylistic problem in details. Before that we will try to have a view on the other language problem proposed by my friend, Hermin Rustini.

Hermin Rustini states in her thesis somewhat like: the language problems that our Indonesian students encounter in writing an English composition usually include:

PERPUSTAKAAN YOGYAKARTA

1. Spelling

   a. the spelling of individual words: nesecccary, rethoric

   b. the use of punctuation marks: Are you busy.

2. Grammatical Items

   a. Tense : I don't go to Solo yesterday.

   b. Concord : Many book_

      The books is

   c. Finite Verb : He ___ happy.

   d. verb group : Did he liked ... ?

   e. Article : He put ___ book on ___ table.

   f. Noun cluster : The book red ....

   g. Preposition : The book is in the table.

   h. Conjunction : Ali with Ani are swimming.

   i. etc.

3. Vocabulary

   a. individual vocabulary/word: to enable the students to express their ideas, they have to have a number of English words as opposed to the non English of their own native language.

   b. diction: the choice of words used in a certain situation, e.g.

      It is not presentable to the beginners

      This should be: It is not suitable to the beginners.

   c. idiomatic expression:

      I am broke now.

      This means: I do not have money now.

I do agree with her in the case of her classification. She classifies the language problems into spelling, grammatical items, and vocabulary.[3]

I do not agree with her in the case of the examples she provides. There, there are only simple examples concerning grammatical items, but actually, there are many data that should be excluded. Also, she does not mention the sources of the problems. To my mind, it is very important since we are dealing with beginners. Therefore, I want to add to her point with something I have, learned, and observed.

So far we have noticed many language problems the students of English as a second and foreign language have. These problems classifiable in various ways. Here, I try to sum up those in order to have a more systematic view on language problems.

In learning/teaching interaction we have two sides that is the side of teacher and the side of students. This process of learning/teaching will only succeed if the two sides have good cooperation. They must have a good relationship. The teacher must try to teach as well as possible and the students must learn as hard as possible. If it is so, the result will be good. Supposed the condition is like this. Then, the language problem

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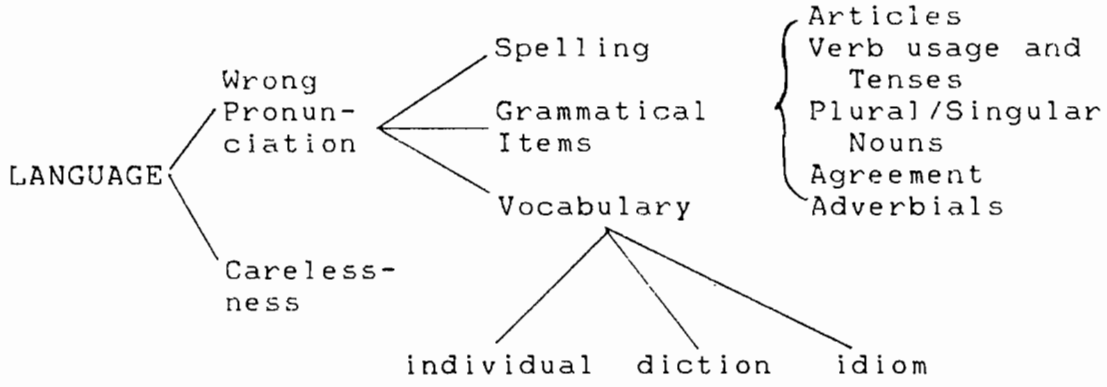
[3] Hermin Rustini, thesis, 1979.

can be seen as having sources, that is, things that lead to the problem.

The source of English language problems are merely from carelessness which lead to problems in spelling, grammatical items, and vocabulary. It can be explained by the diagram below;



Spelling can be individual spelling and punctuation. While the grammatical items are problems in:

1. Articles
2. Verb usage + Tenses
3. Preposition
4. Plural/Singular and Count/Non-count Nouns
5. Agreement
6. Adverbial

Those items are arranged in such a way that we can see the most problematical item is articles. Articles are very simple but they are often used wrongly and these errors most frequently occur. verb usage is less problematical and prepositions are less problematical

than verb usage and so on.

We must note that the other language items are also important and have to be taken into account. In other words, we must take all aspects of language into account, only those seven items need more attention. Therefore, both teacher and student must know those things well so that the process of learning/teaching will be successful.

Anyway, vocabulary items can be classified into three points, they are: individual vocabulary, diction, and idiomatic expression.

To have a complete mastery in English, then, we must consider all the language problems especially, teachers must pay attention and be careful when teaching students. They must examine the problems carefully and thoroughly. It will help us to select and find the most suitable technique in teaching written English.

To my mind, the recent failures in teaching written English are not caused by the techniques we consider inappropriate, but they are rather from our lack of awareness of the actual problems. We do not pay much attention on them, consequently we do not teach our students well in term of the sources of the problems. We do not notice that definite article 'the' may lead to a problem for our students

Suppose a technique provides a simple and systematic procedure to teach writing. The technique has been arranged so well that it can be applied easily. When it is time to exercising grammar, we do not take all the language problems into account. We do not pay attention on spelling, verb usage, preposition for instance. I am sure, the result will be insufficient. Can we say that the technique is not appropriate?

We cannot say so because we lack the important aspect in composing paragraphs. We loose the key to be successful. In addition, the success in teaching written English is also determined by the other problems we will discuss.

B. Rhethorical Problem

Rhetorical derives from the word "rhetoric" that means and refers to kata yang muluk-muluk or gaya bahasa.[4] Rhetoric is hereafter termed stylistic is defined alsoas the linguistic signaling of dimensions of interpersonal relationship reducible to those of respect and familiarity as "tone" or "key".[5]

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[4] Poerwodarminto, Kamus Umum Inggris-Indonesia, 1951, p.169 & 204.

[5] J.B. Pride, Stylistic Variation in the Repertoire of the Bilingual/Multilingual Speaker", RELC, p.70-80.

Pride states, then, that there are eight modes of stylistic variation in the repertoire of the bilingual/multilingual speaker. They are:

1. Bilingual/Multilingual Code-Switching

   Many languages come to be associated with relationships of familiarity, respect, etc., carry overtones of seriousness, rusticity, etc. and are chosen accordingly.

2. Code-Switching Styles

   The same principle may apply to the widespread use of English in these styles as in Bilingual/Multilingual Code Switching. These styles are more commonly associated with colloquial spoken language often conveying feelings of ethnic identity, personal warmth, and so on.

   Gonzales (1982) distinguishes three stylistic levels: formal, informal and familiar respectively. Commonly, people use the formal one because they have not mastered in formal English. In fact, this rapid and continuous language switching is the defining characteristic of a particular conversational style among certain types of bilingual intimates, i.e. it can be considered a language variety of its own.

3. Code-Mixing Styles

   The language user incorporates features from another language into the language he is using at the time, without however accepting such features as an

established part of the language (i.e. integration has not occurred). An Hindi might say:

Shila account-book use kara.

Subject Object Verb

In fact, it is not English. It refers to Hindi.

4. Monostylistic Usage

Language users only use one variety of the language for all occasions. For example: In Malaysia, English is used widely on the colloquial level. Therefore, many Malaysians are no longer able to distinguish clearly between the formal and informal uses of English.

5. Haphazard Variation

Stylistic variation may seem to be quite haphazard because language users often mixture the language with idioms from another period. Fro example: they mixture modern American English with Victorian idioms.

Some also manage to pick up a few colloquialisms but quite often use them in the wrong contexts. The idea of "hyper-correction" may lead to haphazard variation, too.

6. Vertical Stylistic Shifting

Stylistica effects may be conceived of as largely achieved by moving upwards or downwards on a socioelectal scale, as it were vertically. A clear explanation is explained as follows in Richards and

Tay (1977):

> What determines the presence or absence of 'la' is generally not the type of speech act itself, but the relationship of the participants to teach other. Thus 'la' can occur with requests, invitations, promises, caustions, commisearions, suggestions, etc. provided that there is a positive rapport between speakers and an element of solidarity. In general 'la' is absent from speech acts where one of the other and in emotionless formal contexts where rapport is not present. 6

7. Horizontal Shifting

Stylistic variation is normally confined within the speaker's own sociolectal range, and is not usually effected through vertical shifting even within that range.

So, vertical shifting involves the use or non-use of language-based from (mainly syntactic, lexical, and phonemic); horizontal shifts entail the use or non-use of so-called patois speech (mainly prosodoic, paralinguistic, and extensions of meaning).

8. Vertical with Horizontal Shifting

Language users may draw upon more than one at one and the same time. Thus, <u>code-switching</u> into English as a non-native language may be into a monostylistic and/or haphazard and/or vertical and/or horizontal stylistic mode. Similarly, <u>code-switching styles</u> may or may not incorporate further stylistic

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6 Richards and Tay, <u>quoted</u> by JB Pride.

modification in their non-native English component. Vertical may coincide with horizontal shifting. We can mention the last one as vertical with horizontal shifting.

We can see that non-native varieties may also differ in their "excessive" formality (the use of more complicated structures than would be used in similar circumstances by a native speaker.)

Also, communication among native speakers often founders on the same rocks, particularly in cases of marked dialectal and cultural difference. Similarly, communication among non-native speakers of the language will certainly not be immune either, least of all in those settings where (near) native speaker norms often prevail anyway - such as the school.

We must also noted that those varieties in shifting must be taken into account when we are teaching written English. To have broader views, it is necessary to have a look on other definition about rhetoric.

'Rhetoric' implies the organization of both form and content to meet a particular rhetorical aim, persuading a friend to take a certain course, for example.

By rhetorical problem is meant problem of teaching the students to organize words and patterns to fulfill a given rhetorical aim.

Rhetorical problems include:

1. Style: The choice of formal, informal and literary style

The problem of the correct level is a serious one. The culture is oral rather than literary, and an informal approach tends in writing to produce the wrong impression,

Examples of that can be taken from a letter of application such as:

> I would be very happy to turn up for an interview.
>
> Hereby I concluded with the references of the referees which might be helpful to give for further details.
>
> I'd like to know further information on ....
>
> I'm interested in your announcement ....

It seems that the students are eager to write a long and interesting sentence only, without paying much attention on style. The assumption that the longer the sentence the better it is ingrained deeply. The students seem lack of an awareness that a longer sentence may be a potential for errors and simplicity is not interesting, for example:

> Using some instrument which we didn't know how to use, we learned a great deal from each other, correcting each others mistakes.

The above sentence is a long one and good-looking but it is not an effective one. While style tends to lurch uneasily between the chatty and the excessively formal, and could be improved with far wider reading, logic occasionally stumbles because of insufficient training insequential ordering of cause and effect, in analysis of the relative importance of actions, ideas, objects or phenomena.

2. Content: the ability to translate thought into words clearly and systematically, so that the message expressed in the writing text is easily understood by the reader.

From the above definition we can see that content has relation with language problems since it requires clear and systematic sentences. Sometimes, my friends and the students of mine write sentences based on correct grammar but the message is difficult to understand. On the other hand, they write sentences that are easily understood but they are not English sentences.

It is not argued that the above situation is occurring because the students lack of the ability to translate their thoughts into sentences, in spite of knowledge of language problems.

3. Strategy: the organization of sentences (ideas) in logical order, and choosing the right connections.

Exercises on using correct connectors are suitable to ingrain the ability to organize sentences and choose reigh connectors. One of the exercises can be:

> Instruction: Write out the paragraph below, filling in the blanks with the appropriate connecting words chosen from the following: <u>though, whom, but, what</u>.
>
> Shakespear's art is English, _____ it is also international. _____ his characters act upon the stage are universal human problems. Hamlet, Machbeth, and many other characters from Shakespeare's plays are timeless creations, in _____ people everywhere recognize themselves. _____ they may speak English, Shakespeare's characters can be understood in any language. [7]

The result of this instruction may vary, the students may write different connecting words. So, they may write different paragraphs. If they write connectors as follows: but - what - whom - though, it means that they choose the correct connectors. Consequently, they have logical thoughts.

C. <u>Format</u>

Format here means the form of title, spacing form of paragraph (idented or not), underlining, quoting, etc.

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[7] William Slager, "Classroom Techniques for Controlling Composition," <u>Forum</u>, Special Issue: The Art of TESOL, part 2, XIII, 1975, p.221.

Hermin Rustini clarifies her statement with sentences as follow: if we ask a student to write a letter, he must first produce language that is English as opposed to non-English. Second, he must organize and develop his letter to express clearly what he wishes to say, he must remember to whom he is addressing the letter so that he can choose the right words or expressions for the right persons or occasions. And finally he has to arrange the letter according to the correct formation.

I do agree with her. Further she states:

> In short, the teaching of written English composition is the teaching of both, first <u>using the language</u> which means using the structure as well as the lexical items and its graphic representation productively in ordinary writing situation and second, <u>writing creatively in English</u>. This has agreat deal to do with carefully thought out content and style.

I would like to underline what has been stated above that is "this has a great deal to do with carefully thought out and content." to my mind, it is necessary for us to pay much attention on thought, if we examine the sentence carefully. If it is so, it means that we must consider ideas as well for ideas may refer to the formulation of thoughts.

Therefore, to have complete mastery in English, especially in writing, we must take ideas into account. This thesis will try to present an addition toward the circle of problems of written English.

The next part will deal with ideas as the most basic problem in both teaching and learning written language. This will be presented as the problem of competency, which will be followed by problem on mechanics.

D. Competency

Language, rhetorical, and format problems have been already discussed in the earlier pages. Simply we can say that language problems deal with the formulation of sentences to form grammatical sequences and rhetorical will deal with ways or manner of the formulation. I mean here in which ways or manner the grammatical sequences must be presented. While format has a relationship with the process from unwritten language/sentences/words into written forms.

Then, questions are raising:
What must we organize to form grammatical sequences? What must we formulate? - What must be organize to form a given rhetorical aim? What must we visualize in a certain manner?

The answer is, of course, idea (s), as it was said that written composition consists of:

INVENTION	: the process whereby subject matter for a discourse is discovered, or more simply finding something to say.
Arrangement	: the ways in which material can be effectively organized in discourse.

STYLE : effective manner of discourse, or saying it well with acceptable grammar, diction and syntactic structure. [8]

Clearly, when the process of invention occurs the students must have or find something to say. While, to say something they must have ideas. In short, they must have ideas to speak about, and then we will deal with the other problems.

Competency will refer to what to say, how to organize it , and how to say it in writing.[9]

To have something to say, of course the students must have ideas and this will lead to a serious problem that must be taken into account.

> One of the biggest problems in teaching writing is that the student must have facts and ideas in order to write and these must be manifested in order to write and these must be manifested in the form of grammatical English sentences. [10]

First, the students must have facts and ideas to profound or write in an acceptable English form. Therefore, the problems concerning the ideas come first. The ideas, then, must be organized. This step will deal with both language and format problems because language problems deal with the organization of sentences

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[8] Ann Raimes, op.cit., p.4.

[9] Nancy Arapoff, op.cit., p.234.

[10] Ibid., p.234.

(ideas). After organizing the sentences grammatically correct, the students must think of how to say it, how to form it into good pieces of writing. They may choose a certain style, then, they face the rhetorical problem. Both rhetorical and language problems will be followed by format in term of visualizing the ideas.

In fact, the ideas are important. The problem of ideas is the most problematical one because all problems occur after ideas come first. If a student does not have an idea at all, will his writing be successful? Will the other problems occur? What will he write about? An example below will clarify it:

> Mrs. Stone had spent the whole morning at home. It was nearly lunch time, so she decided to go out. She was just leaving when she heard a noise in the garden. Then she saw an animal which was jumping. She knew it was not a cat because it was small. Suddenly, the animal ran away and she thought it was going to the forest. etc.

The students are supposed to describe the occasion when a woman picking blackberries saw the puma. The example above describes that the writer does not have an idea at all. How can Mrs. Stone have spent time at home while she was picking blackberries? If she was picking blackberries, she must have spent time in the garden.

It seems also that the writer above does not know how to organize words to fill the blanks so that the paragraph becomes logical. He does not know either how to say it.

In short, competency includes the problems on language, rhetoric, and format, and also problems concerning with ideas.

E. Mechanics

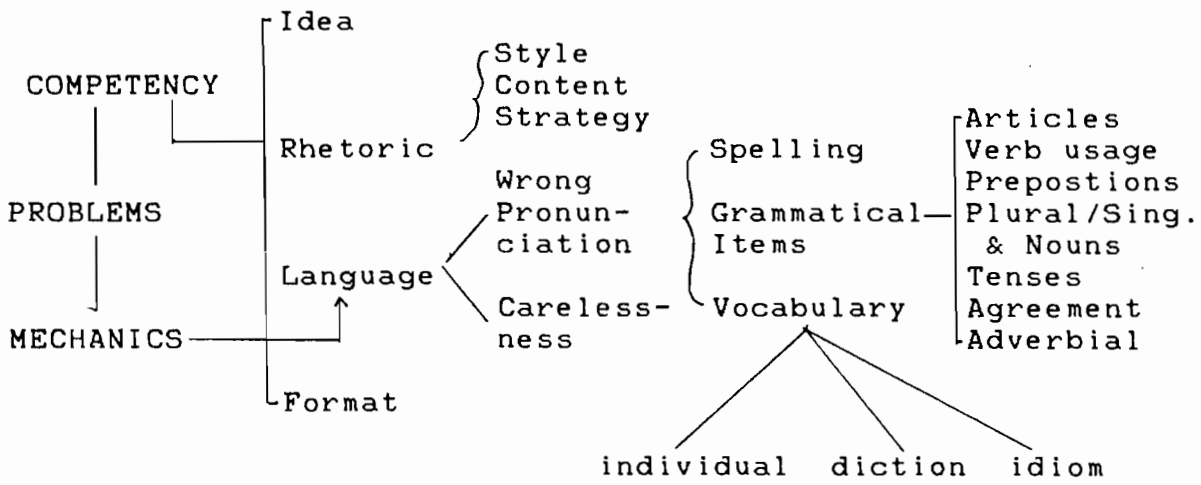
Mechanics refers to the ability to spell, punctuate and follow grammatical conventions.

The ability to spell may mean the ability to put into spelling and the ability to punctuate will deal with punctuation.

From the earlier analysis, it is said that language problems include the problems in spelling, punctuation, plural distinction etc. Also it is said that language problems refer to the organization of words of words to form grammatical sequences. So, language problems are equivalent with mechanics problems. Therefore, the explanation and examples are the same as one in language problems.

Actually, we have two main problems in learning and teaching written English, they are competency and mechanics. Competency deals with language, rhetoric and format also with problems concerning ideas. While mechanics deal with language problems only.

diagram may show the actual problems:



When learning-teaching of written English takes place, teachers must pay much attention to the actual problems above. They must be careful and emphasize the problems, so that they can be anticipated or at least avoided.

The problems are also aimed to help teachers in selecting techniques and further applying them appropriately. For instance a technique has been chosen. The technique provides exercises on grammar. Here, language problems will be useful to underline unnoticed grammatical items. Teachers may remind their students to be careful with items that may due to wrong pronunciation (this/these). The teachers, then, must lead them to be careful with style, content, strategy also format and how the ideas must be organized and expressed. In this case, we deal with competency

problems. While in motivating the students to express their ideas, the teachers must take the students' experience into account. A topic on climbing mountains is not suitable for a heterogeneous class because one who never climbs mountain will not have any ideas at all.

In the case of students, they will be more careful in dealing with the problems. They will be aware of the possible errors of language, rhetoric and format or competency and mechanics problems. Therefore, the unnecessary errors can be avoided.

Chapter IV

AN OVERVIEW ON THE PRINCIPLES OF TEACHING WRITING ENGLISH

Many problems and principles are found in chapter one. Chapter two deals more with the principle of guided or free, this part will deal with three important principles to be applied.

A. The principle of guided or controlled.

The advantages and shortcomings of guided and free writing have been discussed in chapter two. For beginners whose mastery of English is very limited, their first step must be guided as the child's first walking steps are guided.

This principle will balance the problems concerning with ideas. New learners or beginners will be helpless and frustrated if there is not any guidance to begin their pieces of writing.

By providing examples or guidance on topic sentences, we help our students to develop their ideas. We stimulate them to have further ideas relating to what we ask them to do. It is not enough for them only to develop the given sentences, still they are required to

have ideas to combine and join the sentences to form an acceptable piece of writing.

If the guidance is not provided, the students will not be stimulated even will not have any ideas at all. They will write differently one another both in style and format. Then, there will be more criteria to evaluate, consequently, it will spend much time to mark (time-consuming.)

For Indonesian students, the most suitable principle is guided. They are always supposed to write an Indonesian composition when they are facing the governmental final exams with Indonesian as the subject. Although they have been provided with topic sentences, composing paragraphs is still difficult and the most problematical.

In fact, they have learned and used Indonesian for six or nine years or even during their life. For them, Indonesian may be their mother tongue. It is possible to be their second language, for example for Javanese students whose mother tongue is Javanese. Teachers of Indonesian subject keep complaining about the results.

Sometimes, they write Indonesian paragraphs based on the given guidance. They keep in line with the guidance, they follow grammatical conventions but they produce paragraphs that have no meaning and do not bring

the sense of communication. Consequently, the reader cannot understand the given message.

How can it be if they are asked to write an English composition that they learn only in a limited time, with any guidance?

In addition, the principle of guided or controlled will be suitable for overcoming the problems on both competency and mechanics, especially bone that relates to ideas.

B. The principle of teaching from simple to complex.

Good language learners are prepared to attend to form. They are constantly looking for patterns in the language.[1] These students constantly analyse, categorize, and synthesize materials that confront them.

How can a student understand Present Perfect Continuous Tense before he understands Present Perfect? How can he analyze, categorize, and synthesize it? (if the simpler one is not mastered.)

If a student cannot understand, how can he attend to form? If he cannot attend to form, is he a good learner? What is a good learner, then? It always relates to the achievement of his learning; that is success.

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[1] Joan Rubin, "What the 'Good Language Learner' Can Teach Us," TESOL Quarterly, 9 (1975), p.41-51.

How can a student understand the noun phrase "a very beautiful girl" before he understand the noun and other elements that form the phrase?

If he does not know what 'a' is, he will not understand the number of the noun. If he does not know 'very', of course, he does not know the intensity of 'beautiful. And if he does not know the meaning of 'girl', he may grasp it as 'dog' or 'cat'. How terrible it is! So, we must teach him from 'a' lead to 'girl' and followed by 'beautiful and very', because 'a' is simpler than 'a beautiful girl'.

Clearly, the principle of teaching from simple to complex must be applied and this will come along with the earlier principle, the principle of guided or controlled.

We know already that free writing is much more complicated than guided one and guided writing is more complicated than controlled writing. Controlled writing is the simplest to apply. Therefore, for the very beginning students of English controlled writing is the most suitable although it can be followed with guided later on and then free writing coming.

C. The Principle of Communicative Aspect

Again Rubin states that successful language learners have strong motivation to communicate.

It is not argued that all language learners want to be successful. It means that they want to have strong motivation to communicate. They may use circumlocution, paraphrasing, gesture, etc. They speak in order to communicate. They read with their intention to communicate as well as listen. It must be true, then, that they write in order to communicate since a language is a means of communication.

When the students are supposed to be successful in doing written work the communicative aspect must be applied.

One thing we can note is that the render will easily understand what the writer has written because of the sense of communication. If it is so, the message will be understood clearly and correctly.

So far we have discussed three principles that may be useful for us in handling a writing programme. We have discussed also the actual problems that may occur when teaching writing takes place.

Actually, those principles above are aimed to anticipate the actual problems. The principle of controlled will anticipate both competency and mechanics problems since controlled writing determines both content and language. While guided writing provides control over the content, the language is free.

The principle of teaching from simple to complex will anticipate the language problems mainly. There are so many so many language items we must give to our students that the students find difficulties to keep them in mind. Therefore, the material must be given step by step from simple to complex. Grammar as well as vocabulary must be given systematically so that the students easily understand and will be able to produce sentences by themselves. Their ideas, then, can be expressed clearly.

This principle must be applied also when rhetorical items are given. Style, content and strategy must be simpler to complex. The more complex the items are the more possible errors will be. The simpler the items are the less possible errors will be. Again, simplicity never means something bad or unrhetoric.

While the principle of having communicative aspects will help teachers to teach rhetorical items. It can be that rhetorical items are used to reach communicative goals.

In short, both problems and principles presented above are supposed to provide aids in teaching written English, as well as learning written English.

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CHAPTER V

WHERE WE STAND TODAY

After noticing many things about writing, it is important to view other factors that may effect the process of learning and teaching written English.

As it has been said that this process deals both with teachers and students. Therefore, we must also consider them so that the approach and technique we use will be suitable and appropriate.

This chapter will deal with:

A. Students

B. Teachers

A. Students

As the subjects in the process of learning and teaching written English, the students have their own purposes that may motivate them to study hard.

This thesis will mainly deal with teaching written English to the first year students of English Department in IKIP Sanata Dharma, therefore, they have different purposes one to each other when entering our Institute. Most of them want to be able to communicate in English. They want to be able to speak and understand people

talking in English (in a play, a film, a song, etc.) They also want to read English passages and write in English. They are eager to write letters to their friends abroad, take notes, short articles and express their ideas in understandable written English. Some want to be English teachers at Highschools (SMA or SMP). Others want to be secretaries, research assistants, clerks, tour guides interpreters, etc..

In short, our students want to be able to use English properly to achieve their wishes by the end of the course.

All their purposes must be taken into account when we are teaching them, in spite of their ability. I mean here, their ability to express the basic knowledge of the language they already have.

This ability will affect much on the starting point we will determine. Our students are heterogeneous. Their mastery of English is different one to another. Skills they bring from High Schools are also different, although the final exam of SMP and SMA has been directed by they government. But they are still supposed to face the entrance test instead of having the intellect standard among SMA graduates.

It is suggested, then, to know how much English our students can understand and use. It can be done by

holding both oral and written tests to check the students' ability in listening, reading, and grammar. We must try to motivate our students to express themselves and increase our ability to find out weak and good students. This activity will also provide us with clear date concerning passive and active students. We must pay special attention to the weak and passive students and pay attention to them individually. If there are some weak students while the others are good, there will be class problems that may lead to boredom. Good students will be impatient to wait for the weaker ones, while in fact, they need to go forward. In this case, we must pay much attention to the weak ones and give an extra explanation, if possible extra homework. Teachers must find a way to help them and not to disturb the class progress. We must be good in managing the classroom atmosphere to have satisfying results, especially in writing programme.

One more thing to be taken into account is that the students of English Department of IKIP Sanata Dharma tend to study for the sake of gaining good marks. They will easily forget almost everything they have learned as soon as the test or examination is over. Also, they like to study all at once, I mean, they only study a day before the exam is held. They seem to be lazy to practise without being aware that to be good as language learners they must practise.

B. Teachers

We have noticed that the students have their own purposes toward the learning of written English. It must be true that teachers have purposes as well.

The students of English Department of IKIP Sanata Dharma are preparing to be qualified teachers of English, but this goal requires a long time to fulfill. What we need here is a goal which is suitable to be applied in a one-year period of the writing programme. We need specific goals in determining the choice of materials for the programme.

Mrs. Indriani Arief in her First Year Writing Syllabus states that the aim of the first year writing class is:

> to teach the students how to write a decend composition, meaning to teach how to write a topic, assigned or voluntary, and say something interesting and appropriate about it in good English (grammatically correct). [1]

Adiwiyana suggests to us that

> the writing course should become a chance for the students to reinforce and practise using what they have learned from the pattern practice and structure courses, and simultaneously it also functions as an end in itself. [2]

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[1] M.I. Indriani Arief, First Year Syllabus, 1976, See Appendix I.

[2] Adiwiyana, 'Developing and English Composition Course', (thesis, 1978), p.25.

I do agree with those two points from the above view. It does not mean that the aim stated by Mrs. Indriani Arief does not provide a chance to reinforce and practise using what they have learned from the pattern practice and structure courses. This aim is already specific because it will deal only with the most useful type of writing. As we know that the first students will need to take notes and make a hand-out paper required by almost all teachers in the second year of the study, therefore, they need to study an expository writing (includes a type of writing that reports, explains, and that evaluates).

We must try as possible as we can to gain both of the points above. We must limit the material because the the students also have limited time to practise. There must be more explanation although we must provide more time to practice. In general, there is not enough time to correct the students' work because there are so many kinds of writing, we will present to our students that the teachers leave the students' mastery lack far behind. The important thing to do now is that we must teach our students the simplest thing of writing lead to more difficult ones. I think it is not necessary for us to teach them to write letters because they will require to write papers more than letters. It will be better if they are provided with a good ability to write expository ones. They must master them well first,

then, they will be provided with the knowledge of writing letters in a later semester.

In addition, we must consider both the students and teachers in selecting techniques and later finding out the most suitable one.

CHAPTER VI

SOME SUGGESTED TECHNIQUES TO TEACH WRITING TO THE BEGINNERS OF ENGLISH

A. What to Do

This chapter will deal with techniques to teach writing to the beginners of English.

Before applying the following techniques, it is necessary for us to examine all problems within writing and the principles we must apply.

As it has been said that there are three basic principles that will be useful to anticipate the problems or, at least, to avoid the problems. Those three principles will provide us with approaches we must apply. In this case, we use approaches based on the principle of controlled or guided. It will help us to avoid students making a lot of mistakes, in spite of having a satisfying result. This principle cannot be associated with grammatical 'manipulation' because it is more than focusing on syntactic structure. The students are still required to have ideas to develop the determined items. They are required to practice with rhetorical exercises, too.

Although we apply a guided approach we must not leave the communicative aspect far behind. We must reinforce our students to keep in mind this aspect because writing is intended to communicate. Therefore, the students must ingrain this aspect as soon as we start teaching.

One way to start teaching and to anticipate problems in teaching written English is by teaching and providing materials from simple to complex. We must not present the most difficult items before presenting the less difficult ones. Also we must emphasize the problems due to wrong pronunciation and remind the students to be careful with them.

B. What to Teach

Noticing the fact that there are many problems in teaching written English, we must teach our students systematically and carefully.

First thing we must do is motivating the students to have ideas and express them both orally and writtenly. It can be done by giving the students such questions:

- What do you like best?
  Why do you like it?
- Do you like playing volley-ball?
  Why?

- What do you want to do now?
  Why?
- What do you know about 'a teacher'?
- etc.

The following will deal with explanations and exercises on grammar and rhetorical items.

1. Grammar

It can be given in the beginning of teaching writing or as a remedial work. The items that must be taught are:

1) Minimal Requirement Mistakes I & II[1]
2) Articles, Verb usage, Prepositions, Nouns, Tenses, Agreement, Adverbials, Sentences Patterns, etc.

2. Mechanics

It was given after the exercising on grammar. It must presented as the actual or main materials.

1) Paragraph writing
2) Types of writing, Descriptive, Narrative, and Expository writing
3) Composition Design
4) How to summarize and simplify paragraphs and longer passages, identifying main ideas, topic sentences

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[1] See Appendix II A & II B.

C. Suggested Techniques

This part will deal with techniques that comprise grammar exercises and mechanics exercises of writing.

1. Grammar

It is wise to present a clear explanation and exercises on grammar which will be useful to help our students.

However, since our students have already been taught grammar and structure in a separated class it is not wise for; us to teach grammar in detail. We must give an important addition to teaching writing only and remind the students to pay much attention on the important points which may be potential for errors and lead to unlogical sequences. We must provide exercises in the form of paragraphs not sentence by sentence so that the students will be familiar with rhetorical sequences. We must not forget to have the communicative aspect in hand.

a. Articles

There two kinds of article in English; they are definite and indefinite. The definite article the is used to indicate that the preceeding noun/subject is definite while a/an and zero article indicate that a noun/subject is indefinite.

We must remind our students to pay attention on such cases 'an electric shocks', 'a well-known actresses' etc.

The exercises of articles can be:

Rewrite the passage with correct article the, a or an.

> (1) weather was nice yesterday so I went for (2) walk. (3) main street of our town is not big, but it is interesting. There are many/ shops of different kinds with interesting things for sale. (4) first thing I did was to go into (5) book shop. There are many book shops in my town but that is (6) best book shop. There is (7) wide variety of books in (8) shop. I am interested in books about history. In this book shop there is (9) place to sit in (10) history section while I look at books I can sit on (11) seat. 2

b. Verbs

Our students are easily confused in verb usage. They often mix up the use of verbs and adjectives.

As we know that structure and grammar are conducted in a separated class from writing. Therefore, we must explain English verbs briefly since verbs are very important elements in composing sentences to form a paragraph.

English verbs can be divided into three groups, they are:

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2 Handouts, used in IKIP Sanata Dharma.

a) Full verbs

b) Auxiliary verbs

c) Linking verbs

a) A full verb is a verb that is followed by an adverb

Example: He <u>went</u> <u>to</u> <u>Solo</u>.

f.v. adverb

Full verbs can also be followed by nouns.

Examples: He <u>needs</u> <u>an</u> <u>eraser</u>.

f.v. noun

b) An auxiliary verb is a verb that helps the full verb to form: tenses, moods (perasaan) and voices (active and passive).

Example: He <u>was</u> studying when I came.

(to form <u>tense</u>)

You <u>must</u> be at home before six.

(to form <u>mood</u> - keharusan)

He <u>was</u> punished.

(shows that the sentence is passive)

c) A linking verb is a verb that is followed by an adjective or a noun (but a subject complement).

Example: My father <u>is</u> <u>clever</u>

l.v. adj.

He <u>is</u> a <u>student</u>.

l.v. noun as a subject complement

Exercises:

Underline the verbs, then, state whether they are linking verbs, full verb or auxiliary ones.

By now, a rocket will have set off on its 35 million mile trip to Mars and scientists must be waiting anxiously for the results. The rocket will be traveling for six months before it reaches the planet. It contains a number of scientific instruments, including a television camera. Any pictures that are taken will have to travel for three minutes before they reach the earth. If the pictures are successful, they may solve a number of problems about Mars and provide information about the markings on its surface.

c. Tenses

Tense refers to a verb form or series of verb forms used to express a time relation. It may indicate whether an action, or activity is pst, present or future. It may also indicate whether, an action, or activity has completed or not and whether it was or will be in progress for a periode of time.

It is not necessary for us to teach tenses to our students because they are supposed to have them in other classes. We only need to review briefly and give exercises to practise them and rhetorical sequences.

Examples of tenses are:

- <u>Past Tense</u>

Rewrite this passage beginning with: A decade ago, we had been brought up to fear insects.

We have been brought up to fear insects. We regard them as unnecessary creatures that do more harm than good. Man continually wages war on them, for they contaminate his food, carry diseases, or devour his crops. They sting or bite without provocation; they fly uninvitedly into our rooms on summer nights, or beat against our lighted windows. We live in dread not only of unpleasant insects like spiders or wasps, but of quite harmless ones like moths. [3]

- Present Perfect Tense

Rewrite the passage stating what has happened and change the word Americans to Japanese.

American Abroad

Americans who travel to other countries of ten surround themselves with their own culture. While they are abroad, they associated with their fellow countrymen. They eat familiar foods. They stay in American type hotels. They go sight-seeing on preplanned tours on air-conditioned buses. they buy souvenirs in duty-free tourist shops. They use travelers cheques for their purchases. [4]

- Simple Future, Future Continuous and Future Perfect Continuous

What will happen? What will be happening? What will have been happening? [5]
Write the correct form of the verbs in brackets.

I have just received a letter from my old school informing that my former head-master, Mr Reginald Page, (retire) next week. Pupils of the school, old and new, (send) him a present to mark the occasion. All those who have contributed towards the gift (sign) their names in a large album which (send) to the

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[3] LG. Alexander, Developing Skills, p.132.

[4] Gerald Dysktra, mimeograph, p.10.

[5] LG. Alexander, ibid. p.3.

headmaster's home. We all (remember) Mr Page for his patience and understanding and for the kindly encouragement he gave us when we went so unwillingly to school. A great many former pupils (attend) a farewell dinner in his honour next Thursday. It is curious coincidence that the day before his retirement, Mr Page (teach) for a total of forty years. After he (retire) he (devote) himself to gardening. For him, this (be) an entirely new hobby.

d. nouns

Singular/Plural nouns and Count/Non-Count nouns are often confusing when they occur in phrases.

A noun phrase refers to a group of words with a noun as the head word and the other words modifying the head word. So, in a phrase of noun there are two classes of words.

- the head word - noun
- noun modifiers (words that explain noun as the head word)

Noun Modifier may be after and before the Head Word.

Noun Modifiers before Head words, N.M. can be:

a) Determiners (D) : the dog, a cat

b) Adjectives : brown dog

c) Verbs ing form : barking dog (active)

ed form : kicked dog (passive)

d) Noun : police dog

Noun Modifiers after Head words, N.M. can be:

a) Adverb : the dog outside

b) Prepositional group (a group of words starting with a preposition/p. group): dog <u>in the room</u>

c) Subordinate group/s.group (group of words beginning with subordianal): dog <u>which bit you yesterday</u>

c. <u>Sentence Patterns</u>

There are more than twenty patterns we can use as stated in the beginning students we only need seven of them, they are:

1.	N	V	(adverb)	
	I	went	to Malang.	
2.	N	l.v.	(adjective)	
	She	is	beautiful	
3.	N1	l.v.	N2	
	The man	is	a lawyer.	
4.	N1	V	N2	
	They	read	comics.	
5.	N1	V	N2	N3
	I	give	her	a pen.
6.	N1	V	N2	N2
	They	call	the dog	Blackie.
7.	There	l.v.	N	(adverb)
	There	is	a boy	in the yard.
	There	are	ten pens	on the table.

Exercises in sentence patterns can be taken from <u>English Sentence Structure by Robert Krohn's</u> in oral or written.

f. Word Order

English word order is often different from Indonesian word order. Therefore, we must provide our students with a lot of of practice on its so that they will not be confused when supposed to write a composition.

Three types of exercises on fixing word order.

a) By asking the students to choose words from a list.

Fixed choice (a choose only one word out of the series)[6]

William was (1) (2). It was a (3) day (4) there were clouds in the sky. He was seering a (6) and reading a (7). A half-eaten (8) lay on the (9) beside him. Suddenly a (10) appeared and picked up the (8) in its (11). As it (12) off again it knocked the (7) out of William's hand.

1. lying, sitting
2. in his garden, on the beach
3. hot, beautiful
4. but, and
5. no, a lot of
6. swimming-costume, a pair of shorts
7. magazine, book
8. piece of cake, sandwich
9. grass, sand
10. crow, dog
11. mouth, beak
12. ran, flew

b) By asking the students to substitute the underlined words.[7]

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[6] D.H. Spencer, Two Types of Guided Composition, p.103.

[7] Handouts used in IKIP Sanata Dharma.

Joice is a secretary. She works in an office. Her working hours are 8.00 a.m. - 4.00 p.m. She earns Rp 20.000 a week. She has been working there for a year and she likes her job very much. Her manager is very kind and everyone seems so easy to get along with.

She goes to work by bus, because she lives far from her office. Fortunately there is a bus stop across her house. She always leaves her house at 6.45 a.m. She never comes late to the office.

Henry - engineer - factory - 7.30-4.30 - Rp 250.000 - a month - 5 months - dislikes -strict - difficult motorcycle - although - near - factory - unfortunately - his motorcycle does not work well - sometimes - 7.30 - often - factory.

c) By asking the students to rewrite by changing the underlined words.

Below is a description of Jalan Solo on a Sunday. Rewrite so that it becomes a description of Jalan Solo on a Monday morning.[8]

Jalan Solo on a Sunday morning is very quiet. All the shops are shut. A few people are making their way home to church, and some of them are carrying prayer books. The policeman on duty has very little to do for there are few cars passing through. It is difficult to believe that this is the same street as one which was so noisy on Saturday.

g. Conjunctions

The common mistake are almost always from the interference from our native language, for example 'My book is the same with yours.' Our students often express it, 'My book is the same as yours.' is the correct one.

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[8] Handouts used in IKIP Sanata Dharma.

The exercises can be folling correct conjunctions in the blanks as follow:

THE GIRL WHO WANTED TO MUCH[9]

A very beautiful girl lived in a small country town. She had red lips, golden hair ... blue eyes, a slim figure ... a soft, gentle voice. A young man lived in the same street. He loved her very much ... he wanted to marry her. He went to the girl ... asked her to be his wife. 'Pooh!' she said unkindly, 'You are not good enough for me. I am too beautiful for a man like you. ... I will marry you ... you give me a diamond ring.

'Here is yours', he said. 'Now will you marry me?' 'Yes' said the girl said, '... first you must e.' The young man went away ... worked harder than before. At last he had enough money to buy a fine house. 'I have got a fine house for you to live in', he said to the girl. 'Now will you marry me?' 'Yes' said the girl, '... first you must buy a beautiful clothes to wear. I am too beautiful to wear ordinary rough clothes'. The young men went away ... and worked harder than before. He bought beautiful clothes for the girl. ... went to see you again. 'Here are the clothes,' he said. 'How will you marry me?' 'No a very rich merchant has come to live in the town. He has much more money ... you will ever have. People say he is looking for a wife ... he sees me, I know he will want to marry me. I am the most beautiful girl in the town! The young man was very sad ... he heard this. He was also angry with the girl, ... he said, 'Very well, I love you ... want you to be happy, ... I will help you to marry this man.' ... he went away.

A few days later he came to see the girl again. 'I have talked to that merchant', he said 'you are right. He is very rich. Many people say he is the richest man in the country. ... he is a strange man. He does not like slim girls with golden hair. He likes fat girls with very short black hair. He is also a little deaf. Your voice is too soft. ... you want to marry him, you must learn to speak louder.' 'then, it will be easy for me to marry him,' the girl said. 'I shall cut my hair ... make it black. I shall eat ... eat ... I am very fat. ... I shall practise speaking in a loud voice.' 'Yes', said the young man. 'That is ... you must do.' ... he went

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[9] Hermin Rustini, op.cit., p.82-83.

away. In a small country town there lives a very fat girl with short black hair ... a very fat girl with short black hair ... a very loud voice. Nobody wants to marry her.

h. Preposition

There are many students who make errors in using prepositions. Sentence like 'This chair is made from teack wood.' often occurs both in speech and written work.

The exercises of this item can be asking the students to fill in the blanks with a correct preposition.

> six hundred years ago, Sir John Hawkwood arrived _____ Italy with a band of soldiers and settled _____ Florence. He soon made a name for himself and came to be to the Italians as Giovannie Acuto. Whenever the Italian city-states were _____ war with each other, Hawkwood used to hire his soldiers to princes who were willing to pay the high price he demanded. _____ times of peace, when business was bad, Hawkwood and his men would march into a city-state and, after burning _____ a few farms, would differ to go away if protection money was paid to them. Hawkwood made large sums of money _____ this way. In spite of this, the Italians regarded him as a sort of hero. When he died _____ the age of eighty, the Florentines gave him a state funeral and had a picture painted which was dedicated to the memory of 'the most valiant soldier and most notable leader, Signor Giovanni Haukodue'.

i. Punctuation

The students are often careless with punctuation. This problem, in fact, is not a serious one. We need to remind our students to pay attention on it and be careful.

This problem will be less frequently occur if we provide a lot of exercises done many times.

Use the correct punctuation and rewrite this passage.

the makers of the nerve poison include the mambas and the cobras and their venom is called neurotoxic vipers (adders) and rattlesnakes manufacture the blood poison which is known as haemolytic both poisons are unpleasant but by far the more unpleasant is the blood poison it is said that the nerve poison is the more primitive of the two that the blood poison is so to speak a newer product from an improved formula be that as it may the nerve poison does its business with man far more quickly than the blood poison this however means nothing snakes did not acquire their poison for use against prey such as rats and mice and the effects on these of viperine poison is almost immediate.

j. Spelling

Spelling mistakes, as I described in the earlier pages, are caused by carelessness. Therefore, we need to exercise our students with a lot of practice. This exercise must be given in relation to teaching writing, so it must be given in passage or paragraph.

The Death of a Ghost

For years, villagers believed that Endley farm was hanted. The farm was oned by to brothers, Joe and Bert Cox. They employd a few farm hands, but no one was willing to work theyre long. Evry time a worker gave up his job, he told the same story. Farm labourres said that they always woke up to find that work had been done overenight. Hay had been cutted and cow sheds had been cleaned. A farm worker, who stayed up all night, clamied that he have seen a figure cuting corn in the moonlight. In time, it became an acxepted fact that the Cox brothers employd a consciensious ghost that did most of their work for them.

No one sucpested that there might be someone ele on the farm who had never been seen. This was indeed the sace. A short time

> ago, villagres were atosnished to learn that the ghost of Endley had died. Evryone went to the funeral, for the 'ghost' was none other than Eric Cox, a third brother who was supossed to have died as a young man. After the funeral, Joe and Bert revelead a secret which they had kept for over fourty years.

The students are supposed to rewrite the above passage in correct spelling, as we know that those underlined words are misspelled.

One thing we must remember when dealing with grammar is that we must keep in mind the idea that we are carrying out a writing programme not a grammar class. Therefore, we are not neccesary to teach grammar in detail. We must make the writing programme in accordance with grammar the students get from their class.

2. The Actual Process

After exercising our students with grammar, it is time for us to present the main materials of writing.

To teach composition we must deal with rhetorical sequences since the students must express their ideas in an organized and acceptable language.

a. Paragraph Writing

To begin with teaching a paragraph the students must be provided by the theory on paragraphs. The students must keep the idea of a paragraph in mind.

<u>A paragraph</u>: is a group of sentences which are related to one another, and which, taken together, form a single coherent part of a larger unit. 10

A paragraph stands for an idea that usually mentioned as a single topic. The first sentence of a paragraph usually is the main topic/idea while other sentences that develop the main topic/idea are called supporting ideas. Any sentences that do not support and develop the main idea must be removed from the paragraph.

A good paragraph must have:

a) unity

b) logical coherence

c) adequate development

a) Unity

A paragraph is a unified one if its content is clear and its topic is either summed up in one of its sentences or strongly implied by the subject matter.

b) Coherence

A good paragraph must have a logical coherence. Its sentences must be organized well and showing that the ideas are arranged relevantly.

Coherence in a paragraph requires clear relationship among sentences than can be achieved by:

1. being consistent in point of view
2. using parallel grammatical structure

3. repeating words or necessary ideas

4. using transitional words or phrases

c) Adequate development

A good paragraph is a paragraph that all information it brings can be easily understood by the reader. Therefore, to be clearly understood by the reader. Therefore, to be clearly understood sentences must be arranged in such a way that they will support and develop the main idea.

Since a paragraph is a unit of information unified by a controlling idea, it is important for us to provide information that has something to do with the idea.

Examples of good paragraphs:

a. There are three reasons why I choose IKIP Sanata Dharma. In the first place Sanata Dharma is run by the Jesuit Priest. And the Jesuit Priest are famous for their discipline. Thus, this means that IKIP Sanata Dharma is also disciplinary and I like to study in a place where discipline is stressed. The second thing is that I live near Sanata Dharma. In this case I need not spend extra money for transportation Last but not least I really want to be a teacher. And Sanata Dharma is the right place.

b. The advantages of modern transportation are many. An enormous amount of time is saved by the great speed at which vehicles of today travel. Cross-country trips are much more comfortable than they were, and they can be made in days rather than months. For land travel today the automobile, motorcycle, and bus have taken the place of the horse and wagon, stage coach, and mule. The railroad has been developed and extended since the use of the diesel.

b. Types of Writing

There are three types of writing that must be taught to the beginners, they are Narrative, Descriptive, and Expository writing. They are suitable for the beginners because they are the simplest types of writing. As it has been said that we must teach everything from simple to complex, so too with these types.

a) Narrative Writing

Narrative writing refers to a form of writing that has for its purpose the relating of a series of events.[10]

We may use Simple Past Tense to write a narrative writing for the beginners because it is the simplest tense in English.

Examples:

A New House

> I had a letter from my sister yesterday. She lived in Nigeria. In her letter she said that she would come to England next year. If she comes, she will get a surprise. We are now living in a beautiful new house in the country. Work on it had begun before my sister left. The house was completed five months ago. In my letter, I told her that she could stay with us. The house has many large rooms and there is a lovely garden. It is a very modern house, so it looks strange to some people. It must be the only modern house in the district.[11]

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[10] Michael P. Kammer, SJ and Wilburn A, Writing, p.141.

[11] L.G. Alexander, Practice and Progress, p.57.

b) Descriptive writing

Descriptive writing is a form of writing whose purpose is the creating of pictures, sounds, smells, taste and touch sensations in the imagination of the reader.[12]

It usually uses Simple Present Tense to write a description.

Example:

THE SPRING TIME

The sun starts to show himself bit by bit, and its warmth drives away the coldness of air. His brightness is reflected by the dew that is clinging on the blocks of grass and the leaves of trees; like birds of jewels that hang round a lady's neck. In the trees birds are chirpingmerrily, welcoming the day that is beautiful. Bees and butterflies are busy, flying from flower to flower gathering nectar. Lambs and kids are not absent. They jump here and there happily for green grass is plenty to find.

c) Expository writing

Expository writing is a form of writing whose purpose is explaining or informing.[13]

The tense that usually used is Simple Present Tense.

Example:

How to Play Srabble

Scrabble is a word game for two, three or four players. The play consists of forming interlocking words, crossword fashion on the scrable playing board, using letter stiles with

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[12] Ibid., p.119.

[13] Ibid., p.1.

various score value. Each player competes for the highest score by using his letters in combinations and locations that take best advantage of letter values and premium squares on the board. The combined total score for a game may range from about 500 points to 700 or more depending on the skill of the players.

Exercises on writing a paragraph using a narrative, descriptive or explanative writing form.

There are nine kinds of exercises we can apply when we are teaching written English for beginners. We can use them or we can choose one, two or three of them. They are:

a) Using guided composition

b) Dicto-comp

c) By means of reading

d) By means of translation

e) By means of sentence building

f) Deriving a composition from a model

g) Dialogues for composition

h) Using pictures

i) Topic sentence guidance

a) Using guided composition[14]

This is an exercise of writing a paragraph based on given questions. The students are allowed to add something when they are answering the questions,

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[14] Handouts, used in IKIP Sanata Dharma.

therefore, the students are still required to be creative.

This is one way to help the students in finding ideas to say or write and a way to say them.

The procedure will be:

- The teacher gives a passage to the students.
- The teacher provides the passage with some questions.
- The students are asked to answer the questions after reading the passage many times.
- After answering the questions, the students are asked to arrange their answers into a passage without looking at the original one.

The passage:

Japan is a country islands in Eastern Asia. people called it: "The land of the Rising Sun". The great modern cities are on the coast. Million of people live and work in these cities. The Japanese are good workers. In their factories they make cameras, radios, cars and motorcycles. Their businessmen sell goods to foreign countries.

<u>Directing Questions for Composition</u>

1. Is Japan a country of islands in Eastern Asia or not?
2. What do people call it?
3. Where are the great modern cities?
4. Do millions of people live and work in these cities or not?
5. Are the Japanese good workers, or bad workers?
6. What do they make in their factories?
7. Do their businessmen sell those goods to foreign countries or not?

The Possible Student's Composition

Japan is a country of islands in Eastern Asia. People call it: "The land of the Rising Sun". It is a country with beautiful mountains, small farms, factories and coal mines. The great modern cities of Tokyo, Yokohama and Osaka are on the coast. Millions of people live and work in these cities. They work in shops, offices and factories. They go to work by trains and buses. The Japanese are clever people and they are good workers. In their factories, they make cameras, radios cars and motorcycles. In their shipyards, they make very big ships, Their businessmen sell these goods to foreign countries.

b) Dicto-comp

Dicto-comp is a passage of one or more paragraphs that the teacher reads to the class several times in its entirety. Then the students gives it back as accurately as they can, using the identical words and constructions as far as they are able to and filling in with their own words only when their memory of the dicto-comp falters. To the extent that they reproduce the original passage, the students are writing a dictation. To the extent that they must use their own words to fill memory gaps, they are writing something akin to a composition.[15]

The procedure:

- The teacher reads a passage in its entirety to the class, with the students taking notes on the plan of the selection as the teacher reads.

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[15] Pamela M. Rileyt, "The Dicto-Comp", Forum, XII, p.240.

- The teacher - or students with the help of other members of the class - writes an outline of the plan on the board.
- The teacher reads the first paragraph in normal speaking rate, while a student begins to fill the outline on the blackboard by writing key words in the proper place.
- The teacher reads the first paragraph at least two more times while the students look at the outline and the key words.
- The students are ready to write the first paragraph.
- After ten minutes working on their papers the teachers reads the paragraph again.
- After another five minutes of student work, the teacher or a student write a parallel paragraph modeled on the paragraph on the board keeping the same structure.

Example:

> The first task of a business executive is to be effective. By effective is meant both assessing the time he has and using it wisely. Secondly, he must be concerned with results. He should set goals or objectives that can be reached - and see that they are reached. It is better to select a few major goals and give them priority rather than to spread efforts too widely. Finally, he should never hurry decisions but should make them carefully and thoughtfully.
>
> A business executive must have good relations with people. First, he should be pleasant to work for. If his secretaries are happy in their work, they will work well. To those working under him he should be courteous, firm, and fair. Finally, he should make his clients feel that they are getting personal consideration. If he takes an interest in them, they are likely to be satisfied with the company.

The outline may be:

1. 1st task - to be effective - assessing time and using it wisely
   2nd - results
   set goals, see they are reached
   3rd - select major goals, give priority
   Finally - decisions
2. Good relations with people
   Pleasant to work for - secretaries happy
   Courteous, firm, fair to those under him
   Finally - clients, personal considerations interest in them satisfied

After the outline on the board, the teacher reads the first paragraph again. Then he reads it again slowly as a student writes sequence signals, key words, and punctuation marks on the blackboard in the skeleton form, leaving space for the words that will complete the paragraph. The result will be:

The first task _____ effective.
By effective _____ both _____
and _____ . Secondly, _____
_____ . He should _____
_____ . It is better to _____
and _____ rather than to _____
_____ . Finally, _____
_____
but _____.

c) <u>By means of reading</u>

This type is a variation of the above exercise. the teacher should not read aloud to the whole class, but the students do it by themselves. Each of the students is given a passage with the instructions "Read the following passage carefully and then rewrite it without looking at the passage."

d) By means of translation

The procedure will be:

- The students are given an English passage.
- The teacher reads the passage once or twice, then, ask the students to read and try to understand.
- Discuss the difficult words and expression.
- Give a turn to each student to translate line by line orally into Indonesian.
- Ask the students to translate the passage in written forms to be collected.
- The teacher correct the students' work.
- Next day, the teacher return the work to the students and ask them to rewrite the translation if there are a lot of mistakes.
- The students are asked to read the English passage once again and the passage is collected.
- The students are supposed to re-translate the Indonesian translation into English.

Another way we can use it that we give exercises below after the oral translation done by the students.

Instruction:

Translate the Indonesian words, phrases, clauses or sentence in the brackets into English and form correct English sentences.

(Pada suatu malam ada) a young man (yang hidup) in a small boat. During (waktu-waktu bulan purnama), he (berjalan-jalan sepanjang) a river (memainkan) a flute and singing songs. He played (begitu baiknya) and (suaranya) so sweet that the daughter of the king spent (hampir setiap malam mendengarkan) his music. (Ia adalah) the princess

My Nuong. She (sangat terkenal karena kecantikannya).

(Setiap malam ketika) the moon was big, she came to sit on her balcony (ia dapat melihat perahu kecilnya) on the river (tepat di bawah istana raja). As the boat (semakin lama semakin mendekatinya), he (menyanyi semakin menyedihkan). (Sedikit demi sedikit), the princess (menyadari bahwa ia senang mendengarkan) his voice (lebih dari apapun di dunia ini).

(Oleh sebab itu), one day, she (menyuruh ayahnya untuk mencari) the unknown singer and (mengundangnya ke istana) for a festival. She (mengharapkan pemuda itu ramah, muda dan berwajah tampan). But he (sangat buruk). Therefore, (pertemuan mereka yang pertama juga merupakan pertemuan yang terakhir). (Dan sejak saat itu) his voice (tidak terdengar sepanjang sungai) when there was a full moon.

(Beberapa tahun kemudian), the princess (diberi) a crystal cup. Whenever (cangkir itu diisi cairan), she (dapat melihat bayangan dari) a small boat (yang membawa seorang laki-laki yang sedang memainkan sebuah seruling dan bergerak perlahan-lahan dengan sedihnya) around. She (diberitahu) that some time (settelah menjumpainya di istana), the boatman (mati) in a small village. (Tubuhnya dibakar sebelum dikuburkan). (Tak satupun dari tubuhnya tersisa) except his heart. (Orang-orang desa itu) said that because of his love for the princess, the man's heart (tidak hancur oleh api). (Hati itu berubah menjadi) crystal (digunakan untuk membuat cangkir) for the princess.

(Ketika ia mendengar cerita itu), My Nuong (mulai menangis). Her tears (jatuh ke dalam) the cup and (berubah menjadi asap hujan) which disappeared into the air. (Tak lama kemudian), she also died.

The original passage:

One there was a young man who lived in a small boat. During the periods of full moon, he went a long a river playing a flute singing songs. He played so well that the daughter of the king spent almost every night listening to his music. She was famous for her beauty.

Every night when the moon was full, she came to sit on her balcony she could see his small boat on the river just below the king's palace. As the boat got closer and closer to her, he sang more and more sadly. Little by little, the princess discovered she like listening to his voice more

than anything else in the world.

So, one day, she asked her father to look for the unknown singer and invite him to the palace for a festival. She hoped he was kind, young and good-looking. But he was very ugly. Therefore, their first meeting was also their last meeting. And from then his voice was not heard along the river when there was a full moon.

Some years later, the princess was given a crystal cup. Whenever it was filled with liquid, she could see the shadow of a very small boat carrying a man playing a flute and moving slowly and sadly around. She was told that some time after meeting her at the palace, the boatman died in a small village. His body was burnt before it was buried. Nothing was left of his body except his he heart. The people of the village said that because of his love for the princess, the man's heart was not destroyed by the fire. It was changed into crystal and the crystal was used to make the cup for the princess.

When she hear the story, My Nuong started to cry. Her tears dropped into the cup and were changed into grey smoke which disappeared into the air. A few days later, she also died.

e) <u>By means of sentence building</u>

The procedure will be:

- The teacher holds an oral discussion of the topic.
- The teacher leads the students to think and talk about anything related to the topic. For example: the topic is "Learning English at High School". The teacher should help the students and lead them to write the important data. The data can be when the students had their first English, what happened, who taught them, how they felt, how they practiced etc.
- The teacher gives one sentence as an example, for instance: "Learning English at High School is interesting".

- Give a turn to teach student to add something about the topic by giving a sentence until the data are more or less complete.

  The students may say:

  - I was given my first lesson on July 21, 1984.
  - I felt it was funny to pronounce the words.
  - My teacher spoke clearly so that it was easily to grasp.

- Guide the students to combine the data in a logical order to make one or more paragraph. It can be done by asking questions to the students, providing the data with some sentences that are needed and introducing new words to combine the data so that they can be formed into a good paragraph.

  It must be noted that we must limit what the students must write since they are still the beginners of English. We must guide this activity in accordance with their experience and their mastery of grammar.

f) Deriving a composition from a model

The characteristics of that can be applied successfully are:

- They must be shory, not much longer than the compositions the students will eventually be expected to write.
- They must be contemporary and reasonably simple not far beyond the style the students themselves should be expected to reach.

- They should have an organization that is careful and obvious.

Example:

> Jalan Solo on a Sunday morning is very quiet. All the shops are shut. A few people are making their way from home to church, and some of them are carrying prayer books. The policeman on duty has very little to do for there are few cars passing through. It is difficult to believe that this is the same street as one which was so noisy on Saturday.

This exercise can be used both in training word order and as a model for a composition. The students, in this case, are asked to write a composition on the description of streets or roads near their house. They are supposed to begin the composition with "Jalan Sudirman on Mondays .... ", etc. and change the important facts to make a logical order.

g) Dialogues for composition

The best way to teach composition using dialogues is by providing the dialogues in written form. The beginners of English will have difficulties if the dialogues are presented orally. They may confuse when they are supposed to write the composition, especially, they will confuse of organizing their sentences to met a rhetorical aim.

On the other hand, the students have much time to memorize the importants point of the dialogues if they are presented in written form. Therefore, the technique will be the reading and writing technique.

The procedure will be:

- The teacher distributes a copy of dialogue to every students. (Or he can write the dialogue on the blackboard, if it is not possible to have many copies.)
- The students are asked to read the dialogue carefully. If the dialogue is written on the blackboard, the teacher erases it.
- After reading the dialogue, the students start composing a story or composition in prose style.

h) Using picture

Picture are good aids to stimulate the students' imaginations. It is suitable to be used for the first exercise on composing a composition.

This exercise requires a clear and simple picture. This picture may be provided by:

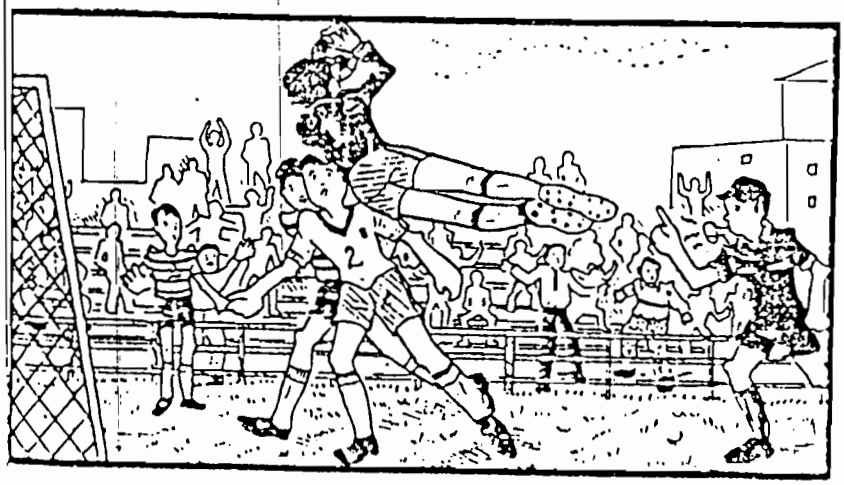
- a list of difficult and new words
- questions
- topic sentences

The students, in this case, are supposed to describe what happens in the picture based on the given guidance.

Example:

PICTURE COMPOSITION	FOOTBALL

Study the picture. Then, answer the questions below.



The students are a supposed to write a composition based on the given picture and the questions below:

1. What game are the people in the picture playing?
2. How many teams are taking part in it?
3. How many players are there on each team?
4. How are the players dressed?
5. Who else is involved in the game? What does he do?
6. Where do the spectators sit while watching at the game?

i) <u>Topic sentence guidance</u>

The students are supposed to write a composition based on a sentence. The sentence can be the first or the last sentence.

For example:

Ask the students to write a paragraph beginning with:

- A lot of people do not dare to eat frogs.

The students may write:

> A lot of people do not dare to eat frogs. These people are as afraid of eating this animal as they are eating snakes, lizards or other reptiles. However, people in certain countries love to eat frogs. These people consider such meat a great delicacy.

The guidance can be given both in the last and first line of the paragraph the students supposed to write. For examples:

Write a descriptive paragraph using the following sentences as your guide:

first - It was the best window display I had ever seen

last - This beautiful scene had been created just a few objects.

Write a narrative paragraph using the following sentences as your guide:

first - 'I don't like these shoes either', said the lady

- The floor was covered with shoes.

The teacher should not forget to give the important explanations to the students when applying all the techniques above. It does not mean that he limit the students' creativity.

c. Composition Design

A composition Design or an outline is a plan to make a composition so that the composition will be good and systematic.

Outline is a way to keep logical sequences.

The patterns of outlining can be:

a. I. Beginning
   II. Middle
   III. End

b. I. Introduction
   II. Development
   III. Conclusion

c. I. Past
   II. Present
   III. Future

d. I. Important feature
   II. Secondary feature
   III. General Effect (Summary)

e. I. Problem
   II. Proposed Solution
   III. Objection
   IV. Improved Solution

Example:[16]

Introduction

1. Decision to spend day in city: Square-gardens

   First impression

Development

2. Arrival at square: people - pigeon - statue

   Incident: boy and pigeons
3. Leave square. Public Garden: different atmosphere.
4. Pond most interesting. Various boats
5. Rest. John crowd - man - model of ship

Conclusion

6. Midday. Leave for home. Surprise that city could be so pleasant.

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[16] L.G. Alexander, Essay and Letter Writing, p.16.

A Walk on Sunday Morning

Though I usually go on excursion to the country during the week end, I had decided to spend the whole of Sunday in the city for a change and to visit the central square and public gardens. It was so early when I left home that the streets were desrected. Without the usual crowds and traffic everything was strangely quiet.

When, at last, I arrived at the square. I was surprised to find so many people there. Some were feeding pigeons and others were sitting peacefully at the foot of a tall statue. I went and sat with them so as to get a better view. What amused me most was a little boy who was trying to make pigeons fly up to his shoulder. He was holding some bird-seed in his hand and whenever a pigeon landed on his arm, he laughed so much that he frightened the bird away.

Some time later, I made my way to the public gardens. Here there was an entirely different atmosphere. The sun was now bright and warm and the air filled with gay laughter.

The pond interested me more than anything else for many people had come to sail model boats. There were little yachts with bright red sails, motor hips. They moved gracefully across the water carried by the wind while the owners waited for them to reach the other side.

After resting for a time under a tree, I went and joined a number of people who had gathered round a man with a big model for a famous sailing ship called 'The Cutty Sark'. It was perfectly made and I gazed at its with admiration as its owner placed it in the water where it sailed majestically among the ducks and swans.

At midday, I left the gardens and slowly began walking home. I was not at all sorry that I had not gone to the country for the week-end. There had been much more to see in the city on a Sunday morning than could ever have imagined.

The exercises on outlining can be taken from the previous ones. In this case, the teacher should guide the students in developing the outline.

d. How to Summarize and Simplify[17]

Before being able to summarize the students should understand how to find a topic sentence of a paragraph since the sentence is the central/main idea.

a) How to find the topic of a paragraph

The procedure will be:

- Read the paragraph two or three times
- Note down very briefly the main impression.
- Read the paragraph more slowly and check to what extent each sentence fits in with the impression we have noted down.
- Decide the topic.

We should find that each sentence represents a fact or thought which explains or supports or proves the topic. We must be careful with sentences which do nothing, maybe, our topic is not well chosen or the paragraph is not a well one.

Example:

> Under the snow-white sheet, upon the snow-white pillow, lay the most beautiful girl Tom had ever seen. Her cheeks were almost as white as the pillow, and her hair was like treads of gold spread about over the bed. She might have been as old as Tom, or may be a year or two older, but Tom did not think of that. He thought only of her delicate skin and golden hair and wondered whether

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[17] Handouts, used in IKIP Sanata Dharma.

she was real, or one of the dolls he had seen in the shops. But when he saw her breathe, he made up his mind that she was alive, and stood staring at her as if she had been an angel out of heaven.

At a glance we can say that it is "A description of the girl's beauty", but when we read the paragraph carefully we will find that each sentences emphasizes her beauty as seen through Tom's eyes. Thus, the topic is 'How beautiful the little girl seemed to Tom'.

b) How to summarize a paragraph

First thing we must do is finding the topic or main idea. If the paragraph is a short one,the main idea may be the summary of it. We must keep in mind the idea of relevancy of the facts.

We must also keep in mind these following points:

1. avoid repetition
2. cut out colorful expressions, elaborate methaphors, etc.
3. simplify sentences
4. generalize (if possible).

c) How to summarize a longer passage

Begin with reading the passage carefully. Then, decide the topic of each paragraph and the topic of the whole passage. Keep in mind the idea of the passage when we are writing the summary. We must be careful to exclude examples, use generalization if possible.

Example:[18]

> The claim that sociology is a scientific discipline raises more interesting questions. The physical sciences have long held pride of place as examples of what' sciences really should be. The verification of hypotheses by controlled experiment, the abstraction of such physical characteristics as are measurable and the discovery of functional dependence between one measurement and another, the establishment of broad unifying theories, in terms of which a teeming variety of phenomena are explained, together with that predicative accuracy which enables the scientists to apply his theories to the construction of bridges, steam-engines, aeroplanes, television sets and atomic bombs, all these have set a standard of 'Scientific' research. If you cannot experiment, if you cannot measure, if you cannot be confident in your social engineering, you cannot be said to be engaged in scientific study at all.
>
> However, problems of microphysics in general, and the principle of indeterminism, in particular, have given rise to a great deal of uneasy reflexion. The changes in theory which have followed one another so swiftly have made us less certain that what <u>science teaches</u> today will be what science will teach tomorrow. It is now realized that the abstract mathematical theories which apply to certain aspects of reality need not be of the same order as those which are appropriate for dealing with other aspects. The notion of what is meant by a science should not be taken to be the closest approximation to the procedures and formulations of the physical sciences; it is something far more general.

We will see that the summary of the paragraphs can be seen from these sentences:

1. Is sociology a science?
2. The physical sciences are usually considered 'real' science.
3. The establishment of theories which are practically verifiable is what we mean by science.
4. No experimentation or measurement - no science

---

[18] Hermin Rustini, thesis, p.115-116.

5. The principle of indeterminism has shaken our confidence.
6. Is science universally true?
7. Abstract theories cannot always be applied.
8. Science is not just the physical sciences.

It seems that sentence number 8 contains the topic of the passage. We can simplify the eight sentences above into five sentences only which illustrate the main ideas of the passage, they are:

- Until recently the physical science has represented science
- By science we mean the establishment of the hypotheses that can be verified.
- No experiment - no science.
- Today new ideas have destroyed this confidence.
- Today science cannot be kept within the old narrow definitions.

Thus, the summary of our paragraph is as follows:

> For along time science had meant the physical science, and scientific research had meant the establishment of verifiable hypotheses. If you could not experiment you were not a scientist. But the principle of determinism and other rapid changes in theories have weekend our confidence in those long establishment ideas, so that today we see the science cannot be narrowed down just to physical sciences.

Chapter VII

THE EVALUATION OF WRITTEN WORK

To evaluate our students' work we must do correcting which can be done either by the teacher or the students. It is better if both of them do the correcting.

The procedure can be

a) The students are asked to read through their written works and correct any mistakes they find. The teacher must g;guide them by pointing out unacceptable lines.

b) The students are asked to exchange their works so that each student examines his friend's work. This activity continues to rewriting their own works before being collected.

c) The teacher collects his students' works and correct the works himself. The indication we can use are:

Sp	:	Spelling mistake
Punc/P	:	Punctuation mistake
Pg	:	Paragraphing mistake
T	:	Tense mistake
Str	:	Structure mistake
Z	:	Reserved word order
C	:	Concord

X	:	not necessary
W	:	Word wrongly used
Dict	:	Look this up in the dictionary
?	:	I don't know what you mean/It is not clear
	:	Good point

d) It is advisable for the teacher to write a brief comment at the end of each composition and return the work as soon as possible.

e) The students are asked to rewrite their works and again the students correct their works by themselves.

f) The teacher collects the works and evaluates them.

g) It is better for the teacher to read out one or two compositions as examples of the good ones to the class.

Since competency refers to what to say, how to organize it, and how to say it in writing and mechanics refers to the ability to spell, punctuate, and follow grammatical conventions I suggest that the teacher must view the assessing of written English composition in two lights: the assessing of competency problem and the assessing of mechanics problem. It means that the teacher should not view the assessing of written English composition only in the language and rhetorical problems, but he must take the idea the students have into account.

In practice, most teachers usually look at the composition work and give their assessment only based on the grammar used, they do not consider the stylistic aspects and the idea the students have. They do not keep in mind the idea that writing is essentially a communication.

An example of assessing a written work:

Sunday Morning

It was Sunday and I can't decide what to do. I had a lot of plan. Finally, I decided to go to the Gembiraloka Zoo. I asked my friend, Lia, to joint me. She is pretty with long hair. After having breakfast, we went to the zoo by public buses. We must pay one hundred rupiahs for each.

My friend also takes her little sister with her. She is very happy when she saw elephants and monkey. We go around and take a rest after a while. We buy two bottles of "Fanta" and three pieces of chocolate cakes.

It was nearly one o'clock when Lia asked me to go the small boat of blue colour. It was very bright although there were many shelters there. We enjoy looking at the people playing skateboard.

We come home at three o'clock in the afternoon.

After the correction, the teacher return the composition back to the students and ask them to correct their mistakes. The teacher should give a chance to the students to ask questions about the correction and how to correct them. Then, the teacher collects these finished products to be evaluated.

In this case, the teacher should write his brief comment, for example

Sunday Morning

It was Sunday and I was not able to decide what to do. I had a lot of plans. Finally, I decided to go to the Gembiraloka Zioo. I asked my friend, Lia, to join me. She is pretty with a long hair.

After having breakfast, we went to the zoo by the public bus. We must pay one hundred rupiahs for each.

My friend also took her little sister, Rita, with her. Rita was very happy when she saw the smallest elephant and the monkeys. We went around and took a rest after a while. We bought three bottles of "Fanta" and three pieces of chocolate cake.

It was nearly one o'clock when Lia asked me to go into a small boat which colour is blue. It was very bright although there are many trees there. We enjoyed looking at the children's rowing a small boat.

We went home at three o'clock in the afternoon.

The numerical assessment: 7/6 means that this student gets 7 points for developing idea or the content of the composition and 6 points for the language use or grammatical aspect.

Chapter VIII

CONCLUSION

Before reaching to the conclusion, I would like to state the ideas which have been discussed in this thesis.

No one will argue that teaching written English is very problematical, especially for beginners. It has been suggested by experts that there are two trends of how to teach them. The trends are well-known as using controlled and free writing. This thesis tries to use the most suitable type of writing for beginners by providing the actual problems and the principles the teacher should take into account.

The problems we must consider are language, rhetorical, and format problems. These ones seem not to stress on the problems of ideas. We can add the problem of what to say that is excluded in competency. We can say that we must view the teaching written English as having two actual problems, namely competency and mechanics. The problems of language, rhetoric and format are excluded in the two problems as well as the problem concerning with ideas.

To overcome the actual problems, it is necessary for us to apply certain principles. We must apply the principles of controlled writing to overcome, or, at least, to decrease the problem of finding ideas. The other principles which are useful to apply are the principles stressing on the communicative aspects and the principles of teaching from simple to complex since we are dealing with teaching written English for beginners.

These problems and principles are presented, here, in order to be taken into account by teachers in choosing a technique to teach a composition class. Besides, the teacher should consider the actual environment where we stand today.

Based on the linguistical considerations and the actual environment described above, I want to propose what items can be taught and how they would be presented when we deal with teaching writing for beginners. The beginners here are those who are in the first year of the English Departments in Indonesia, especially, those who are in the first year of IKIP Sanata Dharma.

The item I suggest is presenting grammar as the beginning materials for the writing programme. We must pay attention to the students who are weak in English grammar and provide explanation as much as possible. If necessary, we must provide them with extra homeworks to

anticipate the language problems what cover: articles, tense usage, nouns, prepositions, spelling, vocabulary, etc.. This is meant to help us determine the starting point of teaching written English since our students are from different senior highschool background. This starting point is very important when we are dealing with the other item I suggested, that is mechanical item. Mechanical item covers the teaching of paragraph writing, types of writing, composition design, summarizing paragraphs and longer passages. These points are most suitable and useful for beginners.

Teaching is a process as well as learning to write. Therefore, the teacher must pay much attention to the progress of his students. He must be willing to provide help by considering the students' ability, clarifying unclear words, giving clear instructions, good examples, criticism, praise, and evaluating the students' work. In dealing with evaluation, the teacher must train the students to find out their own mistakes so that they will automatically correct their work as soon as they finish writing or doing anything else.

In short, we must consider all of the language aspects, stylistic forms, and ideas, and develop an attitude of respect toward our students when we deal with the writing programme.

Finally, to be a teacher of an English composition class means to be willing to work hard since teaching written English composition for beginners really need hard-working.

LAMPIRAN

APPENDIX I

FIRST YEAR WRITING SYLLABUS - 1976

Aim : to teach the students how to write a decent composition, meaning to teach how to write a topic, assigned or voluntary, and say something interesting and appropriate about it in good English (Grammatically correct).

Emphasis : form : 60% - sentence structure, grammatical correctness, paragraph unity, continuity - organization.

content : 40% - ideas, originality, interest, language variety.

Material : Semester I : 1. Multiple choice composition and punctuation
- concord: form, content
- substitution table

(emphasis on FORM) : 2. Answering questions to form a composition
3. Scrambled words
4. Writing a paragraph following a model
5. Picture composition

Semester II: 1. Finishing a paragraph
(emphasis on CONTENT how to
2. Narrative Writing
3. Descriptive Writing
4. Paragraph Writing

develop the ideas logically	Topic Sentences: - beginning - middle - ending

Handbooks: 1. Anderson, Straub, Gibson: WORD FINDERS, second edition

2. Donn Byrne: PROGRESSIVE PICTURE COMPOSITION

3. D.H. Spencer: GUIDED COMPOSITION EXERCISES

4. L.G. Alexander: ESSAY AND LETTER WRITING

Procedure: 1. Explaining a new material (item I), about ten minutes

2. giving exercises on the item just explained

3. discussing the work of the students (their mistakes in structure, expressions, tenses, spelling, etc.)

4. giving homework

5. discussing the homework which is already corrected by the teacher

6. Other items are given in the same procedure

APPENDIX IIA

MINIMUM REQUIREMENTS (I)

Whenever you speak and write English you must check to make sure that you do not make any of the grammar mistakes listed below. These points of grammar are <u>minimum requirements</u>. This means that if your work contains these mistakes it will not be given a pass mark and if you write and speak English without these mistakes you will be given a pass mark. Freedom from these mistakes is the lowest possible standard which will be accepted.

1. Concord: a) You should make sure that you use the masculine and feminine pronouns correctly. ('My sister goes to school. He is in the first grade.' contains a minimum requirement mistake.)

   b) You should make sure that you use the correct singular and plural forms for verbs and pronouns. ('things which interferes ... ', 'A teacher want ... ', 'Tell the pupil to put their ... ', all contain minimum requirement mistakes).

   c) You should make sure that you use the correct forms of nouns after the following words: <u>one</u>, <u>a/an</u>, <u>each</u>,

another, every are followed by countable or uncountable nouns; much is followed by an uncountable noun. (Many book', 'each trees', 'another music' and 'this houses' all contain minimum requirement mistakes.)

II. Finite Verbs: You should make sure that every simple sentence and the principle clause (or 'main statement') in every complex sentence contains a finite verb. ('He happy.' 'The man who I met tall.' and 'He shown me a book.' all contain minimum requirement mistakes.)

III. Tenses: You should make sure that you do not change the tense from present to past to present unless you have a good reason. ('The students are ready. He taught the next step.' contain a minimum requirement mistake.)

IV. Verb Groups: You should make sure that the verbs in questions and negative constructions have the correct forms. ('He does not allowing ... ' and 'Did he liked ... ?' contain minimum requirement mistakes.)

V. Articles: a) If you use a singular countable noun, you should make sure that you put a or the or a similar word it. ('He put book

on chair.' contains two minimum requirement mistakes.)

b) If you use an uncountable noun or a plural countable noun, you should make sure that you do not put a before it. (He gave me a useful information.' contains a minimum requirement mistake.)

c) If you see the name of a person, town or country you should make sure that you do not use a or the in front of it. ('A Mary left from the Jakarta.' contains two minimum requirement mistakes.)

Whenever you write English you must check to make sure that you do not make the mistakes in punctuation and spelling listed below:

VI. Punctuation: a) You should make sure that you use a capital letter at the beginning of every sentence, a full stop at the end of every statement and a question mark at the end of every question.

b) You should use a capital letter to begin the name of a person, town or country.

c) You should make sure that you use the possessive apostrophe correctly. ('The pupils effort ... ' and 'It's name ... ' both contain minimum requirement mistakes.)

VII. Spelling : a) You should make sure that you use the words <u>there</u> and <u>their</u>, and <u>then</u> and <u>than</u> correctly.

b) When a word ends in p,t,d,m,n and its final syllable is stressed, the consonant should be doubled when <u>-able</u>, <u>-ed</u>, <u>-ing</u> are added. When the final syllable is not stressed the consonant should not be doubled.

c) If you use a word which spells the sound /i:/ with the letters <u>i</u> and <u>e</u>, you should use this rule for their order: <u>i</u> before <u>e</u> but not after <u>c</u>. (There is one common exception: seize.)

APPENDIX IIB

MINIMUM REQUIREMENT (II)

I. Determiners

A. You should know how to use the following determiners correctly: any, the, no, most, more, some, all, many, several. All, some, more, and most can be only used in front of plural countable nouns and uncountable nouns.

Several, and many can only be used in front of plural countable nouns.

Any, most, more, some, all, many and several can be followed by of the (not just of) and a noun.

*Most idea and *several furniture are minimum requirement mi-

*No came here. *Most of people worked hard: are also incorrect because of minimum requirement mistakes.

B. You must understand the uses of the indefinite article a and the definite article the. The is used to specify (I want the big book) or classify (Fish live in the sea) and can be used with countable singular and plural as well as uncountable nouns.

A is used to number (She bought a yard of silk), to classify (A robbin is a bird with a red breast), to individualize (We saw a movie) and can

only be used only with countable singular nouns.

Note: With plural nouns some can be used with an individualizing meaning (we saw some movies last year) but some cannot be used with a classifying meaning.

*Few people in Europe have ever heard the Javanese music.

*Someone took a biggest box from the table.

*Blind people often carry some white canes.

All these sentences contain requirement mistakes.

II. Verb Groups

You must understand the meaning and use of the anomalous finites can, could, will, would, should, may, might, and must.

Could, should, would and might are not the stem + ed forms of can, shall, will, and may. Also must has no past tense form. You must understand how to indicate past time when you want to express the meaning of these verb.

*He could finish on time.

*They could go out, but it rained.

*Yesterday he might be busy.

*Everyone must work hard last year.

*I should go to the wedding yesterday.

All these sentences contain minimum requirement mistakes. Should has the idea of advisability but not of obligation or force.

*I should pay my debts or I will go to jail. This sentence contains a minimum requirement mistake.

III. Tense

A. You must know how to form and use the perfect tenses; present and perfect: present and perfect; present and past perfect continuous.

*The students have been worked.

*I have met him last year.

*Yesterday John had seen a movie.

All these sentences contain requirement mistakes.

B. You must know how to form and use the continuous tenses: present and past continuous.

*He working hard.

*My friend was arriving when I studied.

These sentences contain minimum requirement mistakes.

IV. Sentence Patterns

(Number in bracket refers to Verb Pattern in the Advanced Learner's Dictionary of Current English or Hornby's Guide to Patterns and Usage in English)

A. You must know which verbs can be used in the pattern:

subject x verb (pro)noun x (pro)noun (VP 18)

(ask, bake, bring, build, buy, choose, cook, cost, draw, find, get, give, kick, leave, make, offer, pass, order, pay, post, prepare, promise,

read, rent, save, sell, send, serve, show, sing, take, teach, tell, throw, write)

And those which can be used in the pattern:

subject x verb x (pro)noun x to (pro)noun

(announce, bring, describe, explain, give, introduce, mail, offer, owe, pass, pay, sell, send, serve, show, sing, take, speak, teach, tell, throw, write)

*He asked a question to us.

*They explain us the problem.

Both these sentences contain minimum requirement mistakes.

B. You must know how to use the preparatory x subjects of formal subjects <u>it</u> and <u>there</u>

1. It x to be x subject complement x subject (VP 22B) is used with such adjectives as <u>easy, difficult, useless</u> and <u>wise</u>.

   *I am difficult to understand the lessons.

   This sentence contains a minimum requirement mistake.

2. When describing weather, time, etc., the subject is usually preparatory <u>it</u>.

   *The day was hot.

   This sentence contains a minimum requirement mistake.

3. You must understand the pattern:

There x verb x subject x adverbial complement (VP 22B)

You may not use two finite verbs in this pattern.

*There are some boys wait at the door.

This sentence contains a minimum requirement mistake.

C. You must know how and when to use the pattern:

Subject x verb x gerund (VP 17A)

(admit, advice, (can't) bear, begin, avoid, consider, continue, defend, enjoy, excuse, fancy, fear, finish, forbid, forget, give up, go on, hate, (can't) help, intend, keep (on), leave off, (dis)like, love, mean, mind, miss, practise, prefer, remember, regret, risk, (can't) stand, start, stop, try, suggest, understand) and:

Subject x verb x to infinitive (VP 2)

(attempt, endeavour, expect, begin, cease, come on, continue, dare, decide, desire, fear, forget, guarantee, have, hope, intend, learn, like, love, mean, need, offer, ought, prefer, pretend, promise, propose, refuse, regret, remember, start, swear, try undertake, want, wish.)

*I want to go.

*After he was full he stopped to eat.

Both these sentences contain minimum requirement mistakes.

D. You must know how and when to use the pattern:

Subject x verb x (pro)noun x bare infinitive (VP 5)

Verbs used in this pattern are:

(feel, hear, help, let, listen to, look at, notice, make, observe, perceive, see, watch.)

*We saw him to go there.

*He made him went.

Both these sentences contain minimum requirement mistakes.

E. You must know how and when to use the pattern:

Subject x verb x predicate adjunct (VP 22)

and which verbs can be used in this pattern:

(feel, look, sound, smell, taste, seem, stay, remain, lie, get, become, grow, turn, die, arrive, be.)

F. You must know which verbs usually cannot be used in the pattern: subject x verb (VP 21).

(act, behave, govern, hang, judge, live, rule, serve, travel.)

usually need to be used in the pattern:

subject x verb x adverbial adjunct (VP 23)

V. Forms of Words

A. If you use a noun, verb, or adjective you must be sure that you use the proper form to indicate its function.

*They worked easy.

*He talks friendly.

*The project was very success.

*We went there for relax.

These sentences contain minimum requirement mistakes.

B. You must know how to form adjective using -ing and -ed

*The lesson was bored.

*He felt confusing.

These sentences contain minimum requirement mistakes.

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