

**GUIDED COMPOSITION FOR BEGINNERS OF ENGLISH**

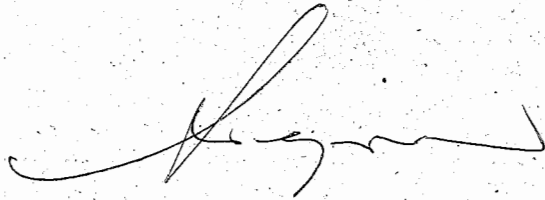
**A Thesis  
Presented to  
The Department of English  
SANATA DHARMA  
Teachers' Training Institute**

**In Partial Fulfilment  
of the Requirements of the  
Sarjana Degree**



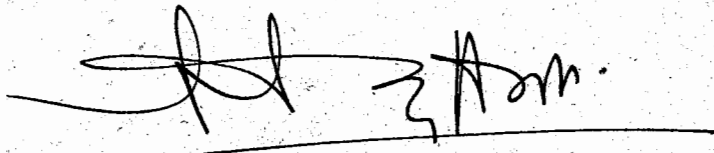
**by  
HR. BUDYANTARA  
Yogyakarta  
July, 29, 1981**

Approved by



( Soenono Poedjosedarmo Ph. D. )

Major Sponsor



( Des. A. Arvento, M. A. )

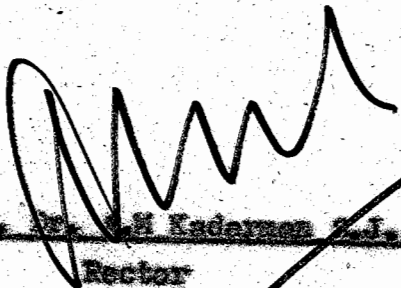
Sponsor




( Mrs. J. Blanche Dip. TESL )

Sponsor

I.K.I.P SANATA DEBARNA



Prof. H. Sudarman S.J.  
Rector



Mrs. J. Blanche Dip. TESL  
Head of the English Department

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## PREFACE

This thesis, presented to the Department of English at Sanata Dharma Teachers' Training Institute, is in partial fulfilment of the requirements of my sarjana degree and is equally an expression of my gratitude to the Institute and to the Department in particular.

In accomplishing and editing this thesis, I owe a lasting debt to my supervisor, Dr. Soepomo Poedjosedarmo, who kindly provided valuable suggestions, counsel and encouragement. I am also very grateful to the other members of my thesis board, Drs. A Aryanto M.A and Drs. J. Bismoko, who have spent their valuable time reading the final draft of my thesis and giving me the most appreciable comments and also suggestions.

Besides that, I am also indebted to Dra. M.I Indriani Arief, Drs. J Bismoko and Dra. Hermin Rustini, whose first-hand experience in conducting an English composition course has been very useful to the formulation of this thesis. To them, I offer my sincere gratitude.

Finally, I dedicate this thesis to my wife who has given me her approval to study at this Institute and who has always been very much concerned with my personal progress in all respects.

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## INTRODUCTION

Good teaching is significant in producing good learning. However, it has to be born in mind that it is not the only factor in English teaching especially that of written composition to beginners. The students encounter various troubles in language, rhetoric and format in their efforts to write something.

It is generally acknowledged that written composition is one of the most difficult subjects for the first year students at the English Department in I.K.I.P Sanata Dharma. Written composition is one of the language skills that has to be attained if one wants to have a complete mastery of English, therefore, it is a required subject at the English Department of I.K.I.P Sanata Dharma.

So many are the problems encountered by the students in written English composition and so important is the subject for them that it is a frustrating subject for most of the students in the first year at the English Department of I.K.I.P Sanata Dharma.

The writer came to the idea of writing this thesis when he examined that, aside from the above points, students in Senior High School make mistakes even in Indonesian composition. He gets this fact from his personal experience in supervising a wall magazine editors for a semester in Jakarta and in translating letters for Foster Parents' Plan International in Yogyakarta.

The study done in this thesis, which is mainly designed

to support the instrutors in conducting written composition in the first semester for the first year students at the English Department of I.K.I.P Sanata Dharma, is based on the writer's library research and on his personal experience in learning English as his first foreign language.

The ideas of this thesis are organized in a fairly simple way. In Chapter One the writer discusses general troubles encountered by the students in composition. He will try to give a definition on guided composition before the writer proceeds his discussion with suggestions on things students commonly expect from the instrutors to overcome their troubles in written composition, and to avoid boredom in attending the course.

Chapter Two is dedicated to the discussion on techniques of presentation, and Chapter Three, which is the core of this thesis, is a handbook containing numerous exercises arranged in accordance with matters discussed in the preceeding chapter. In the Conclusion the writer will summarize the whole discussion of this thesis.

Finally, the writer admits the limitation of this thesis: The support it gives the instrutors is mainly in the providing them with a handbook so the teaching will become much easier for them and yet more effective.

## CHAPTER ONE

### THE STUDENTS' TROUBLES AND NEEDS IN COMPOSITION

This thesis is designed to aid the instructors of written English composition conducted in the first semester to the first year students of the English Department in I.K.I.P Sanata Dharma. These students have been studying English for about six years. This means that they already possess, at least some basic knowledge of English. Yet, we must bear in mind that the basic knowledge might not be firmly established in the students' minds due to the limit of time devoted to the English teaching in Junior High School and Senior High School which were the students' previous schools.

Since the quality of the schools these students have attended is not the same, we will be at fault leveling their knowledge only by seeing the mark they achieved in their final English examination which is not directed by the government. Since the final examination of English is directed by the schools, the one who is regarded as 'the best' in one school might not even be comparable to the 'good' category in another. Yet, in concerns with the troubles in composition, we may draw a generalization since all of the students have Indonesian as their linguistic background in their efforts to master English. The following is our generalization of the troubles encountered by the first year students in the Department of English in I.K.I.P Sanata Dharma.

## I. TROUBLES ENCOUNTERED BY THE STUDENTS IN COMPOSITION

It is not a secret that the first year students in the Department of English of I.K.I.P Senata Dharma have not mastered English despite their, at least, six years study in Junior High School and Senior High School. That is why they have numerous problems in English composition.

Generally, like Hermin Rustini's suggestion in her thesis, there are three main problems encountered by the students that the writer notes. The three problems are following.

### A. Linguistic problems

By linguistic problems it is meant the troubles encountered by the students in 'selecting and organizing words to form grammatical sequences'.<sup>1)</sup>

### B. Rhetorical problems

By rhetorical problems it is meant problems encountered by the students in 'organizing words and patterns to fulfill a given rhetorical aim'.<sup>2)</sup>

### C. Format

By format it is meant problems encountered by the students in forming title, spacing, forming paragraphs, underlining, quoting etc.

However, since this thesis is meant to aid the instructors in guiding the students' composition in the first semester, it is only the first major namely the linguistic problems that will be given more thoughts in this part. This

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1) Rustini, Hermin, Written English Composition for Beginners, Yogyakarta, ( Thesis ), 1979, p. 54

2) - ibid - p. 55

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decision is made in reference to Mrs. Indira Gandhi's First Year Writing Syllabus.

Now, linguistic problems that the first year students at the English Department of I.K.I.P. Senata Dharma encounter in writing an English composition usually include the following.

1). Spelling

For example :

a. The spelling of words individually like these ones :

- generosity
- signal

b. The use of punctuation marks like in these sentences :

- He was old.
- Do you want to come.

2). Grammar

For example :

a. Tenses

- They do not study with me last night.
- She will help her mother in the kitchen soon.

b. Concord

- Mary and I are ...
- We need some more book.

c. Finite verb

- I am 18 years old.
- He is not here.

d. Verb group

- Does your sister get up at 5 o'clock every day ?
- She has thrown away her old book.

e. Articles

- Hinckley shot a president of a United of America.
- Mr. Paul is a rich man, isn't he ?

f. Noun cluster

- book red
- man old

g. Preposition

- in Sunday
- on May

h. Conjunction

- I bought coal with sugar yesterday.
- Although it rained, but he went to the party.

3). Vocabulary

In expressing ideas the students have to possess a lot of English words. To make their composition more meaningful they have to choose words. With good diction they will be able to express their feeling towards something accurately and to describe a certain condition precisely.

Included in the diction the students will have to use idiomatic expression like, for example, beating about the bush. This means that one does not say something straight forwardly.

So far, we have seen that the students have quite a number of problems in language even when they are still in the first semester so that it is not surprising when they need guidance. What is guided composition then? In the following discussion we will try to answer the question.



## II. WHAT IS GUIDED COMPOSITION ?

Guided composition is different from free composition in its real sense. Perhaps the readers will agree that ' a productive generating of sentences '3) plays a part in the process of composition. It is the process when one uses his knowledge of grammar, tenses, spelling, vocabulary and other aspects of language to produce sentences.

Yet, the result of sentence production, however productive it is, is not a composition since a piece of composition must present the author's idea in such a way that the readers will understand it fairly well.

It is said that ' written composition consists of invention ( 'the process whereby a 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' ) and style ( 'effective "manner of discourse", or saying it well with acceptable grammar, diction and syntactic structures' ), 4)

Another definition says that composition is, among others, 'the act, process, or art of inventing and producing a literary, musical, or artistic work or any part thereof'. 5)

Combining the points, then, we may say that written composition is not only a productive generating of sentences but it is the act and process of inventing and arranging ideas stylistically.

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3) Reimes, Ann. 'Composition. Controlled by the Teacher, Free for the students', Forum, vol XIV, p.4

4) - ibid -

5) Funk and Wagnalls. Students' 'Standard' Dictionary of English Language, Funk & Wagnalls Co., New York, 1953, p. 249

Examining some books providing guided composition exercises the writer sees that the students have to manipulate little sentences first, and then they have to manipulate larger pieces until the whole sentences and paragraphs are manipulated. In their further manipulation the students have to deal with the structure of paragraphs and larger units of writing.

So, it is clear that in guided composition the students are not trained to produce sentences productively on their own, nor are they encouraged to invent and organize ideas. All the students do is only manipulating sentences invented and organized by someone else.

In concerns with those points, it is true for Ann Raimes to say that guided composition is not a composition at all. Guided composition does not encourage the students to invent and arrange ideas and it does not discuss style at all while it is one of the important aspects in composition. Thus, 'controlled composition' is a misnomer for 'controlled it is but composition it is not'.<sup>6)</sup>

From those points we can conclude that guided composition is, more or less, an activity where the students are trained to control sentence patterns and paragraphs. In enabling the students to have control over both sentence patterns and paragraphs the instructors have to consider the students' needs aside from his consideration on the fact that the students have to be helped to overcome their various troubles in composition. The following part will discuss the students' needs.

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6) Raimes, Ann. 'Composition. Controlled by the Teacher, Free for the Students', Forum, vol XIV, p. 4

### III. THE STUDENTS' EXPECTATIONS TOWARDS THE INSTRUCTORS

As we have discussed earlier, the students have quite a number of problems to be overcome in composition. They need help. And helping the students to get rid of the problems there is no better way for the instructors than encouraging the students to avoid mistakes by assigning them a lot of exercises that give the assurance of accurate result. Such an encouragement is, we can be sure, much better than correction for, on one hand, the instructors will not spend much time and energy to make the correction and, on the other hand, the students will not be frustrated seeing the correction that may show them that they did badly in the course.

Aside from their needs of a guidance to overcome problems and prevent mistakes, the students need further guidance to lead them bit by bit so that at the end of the course they will be able to write a decent composition, meaning to be able to write a topic, assigned or voluntary, and say something about it in good - meaning grammatically correct - English. Hence, the students need exercises, as the guide, that are arranged in such an order that the students will not only be helped to overcome their troubles from the trivial ones due to their carelessness to the serious ones that are actually defective to their composition texts but also to be encouraged to organize their thoughts in a series of well ordered paragraphs and to invent ideas to be presented well.

If the students and the instructors only work in class, however, the time will not be appropriate for the students to

reach the goal of the composition course. Believing that the more the students are in learning atmosphere the better, the author of this thesis is sure that well controlled homework will give a great help to the instructors to accelerate the learning process the students undergo because, firstly, the students can choose their own time to do the homework so that they can have a full concentration on the work and do it through with no haste. Secondly, they can go through their work again and again to make sure that they have done a good job. And, thirdly, they can discuss difficult home assignment in groups.

We see that the students almost always do exercises in guided composition course. It is, therefore, hard to deny that they may gradually get bored. However, the instructors can apply various techniques of presentation so that the course does not sound so monotonous. There are, at least, eight techniques of presentation namely, supply, correction, imagination, substitution, rewrite, generation, transformation and composition that can be employed to serve the purpose. The next chapter will be dedicated to the discussion on the sequencing of the techniques which is intended to program the students to do exercises to overcome their troubles from the simplest to the most complex ones.

So far, we have agreed that guided composition is an activity where the students are trained to control sentence patterns and paragraphs, and that it is needed by the students because they have a great deal of troubles in composition. Considering that the aim of composition course is '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 ( grammatically correct ) English,<sup>7)</sup> in the next chapter the writer will try to sequence the techniques of presentation in such an order so that, hopefully, the handbook that will be designed in accordance with the sequence will support the instructors in their efforts to help the students to get rid of their linguistic troubles and, at the same time, prepare the students to encounter some composition aspects given in the second semester. The students will be introduced to narrative, descriptive and paragraph writing almost at the end of the courses given in the first semester with the hope that the instructors will already have a sound starting point in the beginning of the second semester.

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7) M.I Indriani Arief, First Year Writing Syllabus ( 1976 )

See Appendix.

## CHAPTER TWO

### THE SEQUENCING OF THE TECHNIQUES OF PRESENTATION

As we have discussed, the instructors are supposed to help the students to overcome their problems in language and prepare the students for narration, description and paragraphing. In addition to that they are also expected to aid the students to invent ideas and present them in a fairly well organization.

To serve the purposes, then, we can point, at least, eight techniques following.

- A. The Supplying Technique
- B. The Correction Technique
- C. The Translation Technique
- D. The Substitution Technique
- E. The Rewriting Technique
- F. The Separation Technique
- G. The Transformation Technique
- H. The Composition Technique

We can use the first three techniques to aid the students to get rid of their linguistic problems and we can use the fourth technique as a transition from language to narration that will be discussed in rewriting, separation, and transformation techniques. The last technique can be employed to prepare the students from descriptive writing, ideas inventing and organizing. As for paragraphing we can intro -



duce it to the students in the last four techniques. Let us now discuss the techniques one by one to put them on the right places in the sequence.

#### A. The Supplying Technique

In the Supplying Technique the students are supposed to supply blanks with the missing words in passages. We know that they used to doing exercises in which they had to supply blanks with the right words when they were in Junior and Senior High Schools. Since so, this technique is familiar to them. Considering the point, we can say that this technique provides the students with the easiest exercises.

We can profit from the supplying technique in ways that the students will always be watchful in applying their knowledge and that the correction is not time consuming if we want to make it by ourselves at home. We can as well as the students to make correction on their friends' work with provided key in class after they have finished the exercises. This immediate result will make the students review their work while it is still warm in their minds.

This technique is best employed to train the students to master punctuation marks, articles, prepositions and conjunctions.

#### a). Punctuation marks

Since languages use this device when written, the students will not get serious difficulties in doing exercises on this matter. Wrong punctuated sentences are often due to the writer's carelessness, and the most important

point in this kind of exercise is to encourage the students to work carefully so that when the time for free composition comes they will not commit silly mistakes in punctuation out of their carelessness.

b). Articles

There is a sound distinction between English indefinite articles with those of Indonesian. In English a is used with subjects or objects beginning with consonant while an is used for those beginning with vocal. The students have to be careful in applying indefinite articles before subjects or objects that are modified by adjectives. They have to see whether the first sound of the adjectives and not the the first sound of the subjects or objects, in applying this kind of articles.

There is no case like that in Indonesia. Indonesian only has a single article to show that a subject or an object is indefinite. This is su- for, in use, su- must be followed by another word that should be in concord with the subject or object. The following is the illustration of the difference.

English

- a bag
- an old bag
  
- an ape
- a mad ape

Indonesian

- sebuah tas
- sebuah tas usang
  
- seekor monyet
- seekor monyet gila



In addition to the distinction, the students have to know that subjects or objects are indefinite when there is no article before them and that English has a definite article, the, as opposed to the Indonesian definite article itu, or tersebut. Considering the differences we may say that exercises on articles are more difficult than those on punctuation marks.

c). Prepositions

We can base our consideration that exercises on preposition are more difficult than those on articles on the fact that there are more prepositions than articles in English and there are more prepositions in English than in Indonesian. More matters bring more troubles, I believe. If one has a car he only needs a garage to keep it. If he has two cars, however, he needs a bigger garage. How big should his garage be if he has one hundred cars then ?

To show just a few difficulties encountered by the students in using English prepositions we can discuss on, at, and in as opposed to di in these following sentences.

- Amat hung the picture .. the wall.
- Mr. Paul lives .. Diponegoro street, number 10.
- They study with me .. my house every evening.

The students will not miss that the translation of the sentences, when completed, is as follows.

- Amat menggantungkan lukisan itu di dinding.
- Pak Paul tinggal di jalan Diponegoro nomor 10.
- Heroka belajar dengan saya di rumah saya tiap petang.

When they have to fill the blanks with the right preposition, however, they are facing the confusion of which is which since, as shown above, they only use di in the three Indonesian sentences whereas they have to decide whether they will fill the first blank with on or at, the second with on, at or in, and although it might be clear to them that on is impossible for the third blank, they will have to consider whether the right preposition for the blank is at or in.

d). Conjunctions

It is not true that the students do not make mistakes in using English conjunctions although most of them like and, although, because, but and or are the accurate translation of the Indonesian conjunctions dan, meskipun, sebab, tetapi and atau respectively.

The students' difficulty is, partly, on the unavoidable task to comprehend the phrases that should be connected, that are probably too long, firstly, and then choose the right conjunction afterward. For example the students have to be sure that two phrases show a cause and effect relation before they decide to choose because as the correct conjunction for the phrases. Such a difficulty will multiply when the students have to supply a paragraph with the right conjunctions.

The instructors can apply the following technique in presenting the supplying technique to the students. They can ask the students to supply the needed articles, prepositions, punctuation marks or conjunctions in a passage by themselves, after a discussion or ask them, in turn, to supply the missing words while reading the passage. So the students supply the needed words orally.

The latter can be varied further like asking them to supply the missing articles, prepositions, punctuation marks or conjunctions in one sentence for one student when the whole passage is already supplied with the right words the instructors can ask a certain student to go through the same passage and fill the blanks with the correct words by himself.

In this case the instructors should be so watchful that there is no student making notes on the first step of this technique, or they will see which student does not make notes and ask him to supply the whole passage with the needed words. This procedure will, aside from the goal of avoiding boredom, make the students attend to the exercise closely.

#### B. The Correction Technique

In putting the Correction Technique on the second place in this sequence the writer does not only mean to say that the students will get more difficult exercises than in the supplying technique in the way that they have to confront their knowledge with the wrong matters placed before them, but also that exercises applied in this technique may dis-

tract their basic knowledge. When one has to correct some one else's work while he is not yet sure of the matter, he will hesitate to do the correction. What is more is that the hesitation may stay in his long after the correction has been done.

The writer is against the application of the technique of underlining and italicizing in the correction technique for the students are familiar to the rule that underline and italic are meant to emphasize the words whereas they are, actually supposed to make correction upon the underlined or italicized words if either techniques is applied in presenting exercises in the correction technique.

The contradiction between the meaning of both techniques and the students' task in the correction technique might add to the students' confusion in confronting their knowledge with wrong matters placed in front of them. Since so, the instructors have to find a way to lessen the interference so that the students can work more comfortably on the correction technique. For the mean time, brackets seem to give a good solution.

The students are as familiar to the rule that brackets do not give more power to words, as to the rule that underline and italic do. In many occasion brackets are meant to show the readers that the writer wants to give more information or comments to a particular idea, fact or news. So, brackets are meant to give something more to the content of the article or passage and thus, the emphasis on certain words caused by underline and italic is not felt here.

Starting from these points just mentioned and that the students have to correct words in the correction technique, we can conclude that, in effect, brackets do not give as serious problem as underline and italic do. Although bracketing is not yet the best way to be applied in the correction technique, the instructors can profit in using this bracketing technique to exercise the students on spelling and verb forms.

In doing exercises on spelling the students will have to refer to their dictionary whenever they feel unsure of the spelling of some words. When they have spotted the words not only the right spelling of the words that will be firmly established in their minds because of the confrontation they make between the wrong and the right spelling of the words, but also the meaning of the words because in seeing the meaning of the words in the dictionary they are recalling the meaning of the words as well.

A similar case happens when the students have to correct verb forms in some exercises. Only we have to bear in mind that it is the verb forms that will be more firmly in the students' mind and not the spelling of the verbs. Let us now discuss spelling and verb forms to put them on the right places in the sequence.

#### a). Spelling

The students often err in spelling partly because of their own carelessness and that English spelling system is different from that of Indonesian. To name just one example we can see that double consonants often operate



in English words like correction, application and success. Since there is no case like this in Indonesian spelling system it is not at all surprising when the students write corection, aplication and sugess or succes instead of the right ones.

Exercises on spelling are easier than those on verb forms because the students use the same alphabet both in Indonesian and in English and they have just to see, consider and check the words, if necessary, in the dictionary before they rewrite the words correctly.

However, the instructors should prevent the students from just correcting the misspelled words without bothering themselves further to see the content of the passage by ordering the students to rewrite the whole passage correctly. It will make the students exercise themselves to write passages carefully and correctly aside from their main task to correct the misspelled words. If the students achieve well, the instructors can give them exercises with no bracketed word at all.

b). Verb-forms

Unlike English verbs, Indonesian verbs do not change whether the action is in the past, present or future. To show the time of action preposition of time is used instead of verb changings like in English. If preposition of time is not employed, then, predicative words like akan for future meaning, sedang for progressive meaning have to be used to show the time of action. For example :

\* Tuti belajar sejarah kemarin.

- Tuti sedang belajar sejarah.
- Tuti akan belajar sejarah.

The three sentences illustrate different time of action. The first sentence uses the word kemarin which is yesterday in English to show that the action took place in the past. The word sedang in the second sentence shows that the action is in progress while the word akan which is will in English in the third sentence is meant to show that the action will take place in the future. Yet, the verb ajar remain unchanged in the three sentences. The prefix da is employed here to show that the subject is active. We can note here that there is no equivalent word in English for the word sedang. This particular word must be translated into English with the use of progressive form of verb.

The students' difficulty is on the changing of the verb when they have to write something in English. As we see English verbs take three forms namely the past participle, preterit and infinitive plus the ing-form to show different time of action. In addition to that, the students are supposed to know that English verbs are divided into two groups namely the regular and irregular verbs. This last point makes English verbs more complicated for the students.

The students were introduced to simple spelled and frequently used English words when they began to learn the language. Since then they always deal with the spelling of words in studying English. Although they may never

question why spelling should use double l instead of just one, they grow more accustomed to spelling than to the changing of verbs because they only deal with verb forms once in a sentence while they have to deal with the spelling of every word they write or read. This point ~~stresses~~ the reason why exercises on verb-forms are more difficult than those on spelling.

In applying this technique the instructors can just distribute the papers on which the exercises are typed to the students and give them a clear direction of how they should do the exercises. In correcting the students' work the instructors can bring the papers home and make the correction by themselves or ask the students to make correction on their friend's work with a given key in class.

In administering exercises on spelling, however, the instructors have to see whether the students spell all words in the passage correctly at home if they ask the students to make the correction on the misspelled words in the exercise. By doing thus they can see whether the students are careful in rewriting the passage or not and they can warn the students not to be careless in doing the next exercises.

It is hoped here that after doing some exercises on both spelling and verb forms the students are much improved so that they are ready to have more complex exercises namely the ones given in the translation technique.

C. The Translation Technique

When the students write a piece of composition they are,



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actually, transferring their ideas into writing form. This is doubled when they write a piece of composition in English. First of all, they have to develop their ideas in Indonesian in their minds and then they have to translate the sentences in their minds into English and write the translation down on a piece of paper. Since there are two tasks worked out in the students' mind, they often lose grip and, as a result, commit errors here and there in their composition.

Wise students will translate their ideas into a piece of Indonesian composition first and then translate the Indonesian composition into English instead of jumping right into writing their composition in English so that they only deal with one problem at a time. Although they may produce better arrangement of thoughts this way, they can be frustrated in the work having to encounter numerous problems because of the translation work they have to do.

The translation technique is meant to give a way for the students to lessen the troubles. In this technique they do not have to invent ideas for one thing. What is more is that they only have to translate Indonesian phrases that are totally connected to the English ones that in themselves are the guidance needed by the students in translating the Indonesian sentences. Since the students know that there is a total relation between the two groups of phrases in the passage they will get the assurance that what they do is right.

In addition to the goal of training the students to use idiomatic expressions and right noun clusters that have not been discussed in the previous part of this thesis, the translation technique can have the students review what they have

learned before. In fact, this approach trains the students to use the right articles, prepositions, conjunctions, spelling, verb-forms, noun clusters and idiomatic expressions at one blow in a passage.

In presenting this technique we can use this procedure. We read the passage, which is in English, once or twice before the class. Then we can ask the students some questions to see whether the students know the content of the passage.

The next step for us is distributing the papers on which the same passage is printed to the students and have them read the passage through. We can then discuss the most important points such as idiomatic expressions, verb-forms and the like. We can make the passage clearer to the pupils if we can spare the time to translate the passage briefly into Indonesian. We can ask some students to do the work orally and give our comments if needed. And when we have finished the discussion the papers should be handed back to us before we distribute the real exercise namely the same passage with some translated phrases in it. When the students have completed their work we can distribute the original passage again so that the students will be able to see what faults they committed in the first exercise. After this we can give exercises and homework without the original passages to the students and they are supposed to translate the Indonesian phrases into English and rewrite the whole passage again in English.

That the students should rewrite the whole passage in English is emphasized here because the translation technique is not only meant to encourage the students to translate in-

Indonesian sentences into English but also need to encourage the students to see various sentence patterns commonly used in English composition.

#### D. The Substitution Technique

So far, we have discussed the techniques to help the students to overcome their troubles in language. The sequencing of the techniques is done in such a way that the students are guided to go deeper into the matter.

In supplying approach the students are encouraged to apply their knowledge on function words in various environments. Further they have to confront their knowledge to wrong things placed before them in the correction technique. The application of their knowledge is more difficult here for the wrong matters that should be corrected may disturb their sincerity.

Later the students are trained to precisely translate idiomatic expressions, use diction, arrange noun clusters and review matters given in the previous exercises provided in the translation technique. They are also encouraged to be more familiar to various sentence patterns in this technique.

Now, as the students have been enough exercises on language they will be trained to manipulate passages in way of substitution. They have to substitute underlined words or phrases with other words or phrases, provided or not, to make the paragraphs or passages appear in different stories but in more or less the same arrangement.

After that the students can be requested to write some



similar stories using the models' arrangement. Since events can take place in the past, present or in the future, the instructors can ask the students to rewrite a present tensed passage in the past or future tense or the way round. This will help the students, mostly, to make themselves more accustomed to verb changings because of the change of the preposition of time.

As we may have seen, the substitution technique trains the students to master sentence patterns after they have been helped to overcome their troubles in language. Yet, the students will not be at ease to write a free composition for overcoming troubles and mastering sentence patterns are not everything to lead them to it. They still have to be trained further in narration, description, paragraphing and inventing and organizing ideas.

#### E. The Rewriting Technique

In the Rewriting Technique the students are trained to comprehend passages and rewrite the stories as close to the original as possible. This way they will attend to the detail of the passages and try to rewrite the stories in their own arrangement. The differing paragraphs should not be considered by the instructors, but the students have to rearrange the stories logically and correctly.

There are four ways that can be applied to perform this technique. The first one is from reading texts, the second is from listening texts, the third is summary and the last one is precis writing. Let us consider them one by one now.



a). After Reading

Between the first two techniques, after reading is easier for the students. This consideration is based on the fact that the students almost always deal with written passages since they began learning the target language in Junior High School. Being accustomed to written passages they will be able to understand what to do.

To begin the first exercise we may discuss the passage briefly with the students after the students' first reading. After the discussion the students are supposed to ~~use the original~~ use of the detail of the passage before they return the papers to us. Without the original in their hands they have to rewrite the passage as closely to the original as possible. The next exercises, then, will be given without any discussion at all.

From this technique of presentation we can profit even from the fact that the students will forget many structures used in the original passage in describing events. Since the rewriting is supposed to be close to the original, the students may use their own choice of structures in describing events that were formerly told in the original passage and this is exactly what we hope them to do in employing this technique. A more difficult task is given to the students in rewriting from listening texts.

b). After Listening

We can use songs and reading passages in this technique and in each of these the students' listening skill is ex -

tensively exercised.

In this technique the possibility of forgetting the structures used in the original passages, not the songs, is greater than in after reading technique. Therefore, they will have to select and apply more structures and words on their attempts to describe events told in the original passages presented in this technique than what they do in after reading technique.

In after listening to songs technique the demands of narration and paragraphing are multiplied because songs are, in some ways, poetic, and poetry often uses uncommon structures. Meaning to say that poetry and songs often employed structures that are not spoken or used in daily life.

The task for the students here is not only writing a story as close to the original as possible but also changing the poetic lines of the songs into lines commonly used in prose. In addition to this particular advantage, exercises presented in after listening technique profit us in the way that we can exercise the students' listening skill.

Since the students are not allowed to refer to the original passages while they work out their rewriting, homework is impossible in this technique. At home they will not be able to control themselves from seeing the passages once, twice or even more. However, we can suggest the students to do some rewriting exercises honestly and faithfully by themselves at home, especially, to do some exercises on after

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listening to songs. There are lots of cassettes that they can choose to serve the purpose.

c). Summary

In contrast with the requirement that should be fulfilled in after listening technique and after reading technique, the students are encouraged to catch the ideas in passage, memorizing the development of the story and then shorten the passage using their own choice of words and structures in the exercises presented in summary technique.

In doing the exercises presented in this particular approach the students may read the passage again and again since the goal of this technique is training them to trace the main idea of each paragraph and then rewrite it shortly in their own words.

In tracing the main idea of the paragraphs in a passage the students will, with a little help from the instructor, realize that the idea of the story is developed in the paragraphs that are bound next to the other as chains are. They can not prevent themselves seeing that devices such as questions, short conversations and others attract the readers' attention to the idea presented in the passage. The devices also make the passage enjoyable.

In applying this technique we have just to distribute the papers on which the passage is printed and make the students understand their task clearly. On the first step of this technique the students may consult us individually in class, or if we prefer to grouping them, the representatives of the groups can consult us.

We can give some more exercises to the students without allowing them to consult us while working. They have to summary as short but as complete as they can. When we are sure that they have grown accustomed to this kind of exercises and that they achieve well, we can request them to summarize a passage in less than a certain amount of words.

d). Precis

By precis it is meant a summary of a passage in less than a certain amount of words and what is written is just the most important points of the passage. It is meant to train the students to take a strong grip to the main idea of the passage and then rewrite the idea shortly and completely in the students' own choice of words and structures.

Since this task is rather hard for the students we can provide the students with a list of key words or even key points of the passage and joining words that are slightly different from the ones used in the passage or we will choose some joining words and provide them with the key points of the passage for the students to write a paragraph that is the precis of the passage. After this step we can give the students exercises with no help at all.

F. The Separation Technique

As we have discussed, the students are trained to catch the main ideas and follow the development of the idea in a passage in the summary technique. As they are supposed to be



capable in doing so, they will be trained to separate two stories mixed in one in the separation technique.

In presenting ideas the students often go staggeringly because some thoughts are twisted in their minds and it is not simple for them to choose which will be written first and which one will be the last. As a result of this condition they often include some irrelevant points in their composition or even miss the main idea of the topic they try to present to their readers. That is why the students are given exercises in this technique.

In fact, a clear organization of thoughts is demanded in a composition. Since so, the students should be helped to overcome their troubles in separating ideas so that they will be able to present their ideas orderly.

Aside from the goal of helping the students to separate ideas we can profit in the way that the students are also forced to put punctuation marks correctly in both stories. It should be noted here that the separation technique gives the students the feeling of satisfaction. They will feel wonderfully satisfied after doing the exercise because it appears to them that they have built two stories out of a confusion of thoughts.

In mixing stories, however, we should be very careful so that we do not choose stories whose main characters are similar in some aspects like, for example, John and Paul, because in each developing paragraphs the pronoun he will be frequently used whereas it is the pronoun for both John and Paul. This will make the students more confused.

In directing the students to do exercises given in this technique it would be better for us to explain the students the way to finish the job. We can tell the students that subjects, verb-forms and preposition of time often play an important part in helping them to separate the stories since the three of them are important factors in stories. Once they get a grip on them the rest of the work will look like common matching exercises though what they are doing is, as a matter of course, much more than that.

#### G. The Transformation Technique

Writers often write things out of their personal experience. Meaning to say that they do not only create events in their minds but they often employ things they saw, heard and felt in the past to make their description alive. It often happens that they listen to people's complaints and then they write a social criticism.

The Transformation Technique provides the students with dialogues to be read, comprehended and then transformed into composition in the form of prose.

When the students narrate the dialogues we can profit in the way that the students are exercised to transform present verb-forms into past verb-forms aside from the fact that transforming a dialogue into prose style is another job for them.

In presentation we can give the students another short dialogue and request them to transform the dialogue into a prose. Later we can give the students longer dialogues to be transformed into prose with no help at all.

II. The Composition Techniques

Aside from employing experiences in composition, writers should also be capable in using their imagination. This is their ability to invent events in their minds. The composition technique exercises the students to develop their imagination with the help of pictures and a few words that are not related to each other.

That composing a story with the help of pictures is easier than composing a story with the help of a few unrelated words can be seen from the fact that pictures give a great help to the students to develop their imagination. Some techniques can be applied to make composition via pictures more challenging to the students to use their imagination in the process of writing the composition. Let us then consider the techniques one by one.

a). Composition via Pictures

In this technique some pictures are arranged in such a way looking at them once the students can make out what the pictures are all about. We can help the students by providing key words to the series of pictures. To force the students to use more imagination in their composition we can give them a picture each and their task is not composing a story but describing the situation prevailed in the picture.

In doing the latter the students will not only develop their imagination but they will include their feelings,

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whether they like or dislike the object, in their composition. As to stimulate the students' imagination and reaction we can lead them outside the class to describe places, buildings or even people. This will be exciting for the students.

b). Composition via Words

In this technique the students are trained to compose stories out of unrelated words. It is meant to aid them to use their imagination, experience, and language mastery at the same time.

At home we should prepare the tool needed to run the class. We have to cut the words from an English - Indonesian dictionary and then thicken the pieces of paper with plastic isolator to make them easy to be picked but will not easily be blown by the wind.

We will put the thickened papers containing English words and their translation into a box and bring the box with us to the class. Then we can ask the students to a certain amount of papers and see the words and the meaning of them.

The task for the students is arranging the words that are key points to the story they are going to write, in such a way that a story can be developed from the arrangement.

It can be seen that while arranging the words, the students are inventing the idea of the story and at the same time planning the plot of the story. Then in developing the plot they will use almost all aspects given

in the previous exercises. Hence, in doing this kind of exercises the students are not far from free composition.

So far, we have discussed things that are commonly expected by the students in written composition courses and that we have discussed the way to help them to overcome their troubles they encounter in composition and, at the same time, to satisfy them with exercises that are arranged not only to help them to overcome their troubles but also to help them to be able to invent ideas and develop them in a good arrangement of paragraphs and most of all in good English.

The following chapter is the exercises mean to be presented to the students. It is hoped that the students get enough guidance to overcome their troubles in language and that the instructors get enough support to help the students to overcome their linguistic problems and to prepare them for written composition given in the second semester.



## CHAPTER THREE

### HANDBOOK

#### I. EXERCISES ON LANGUAGE

##### A. The Supplying Technique

##### 1. Punctuation Marks

First, glance through the passage to get the general idea of the content. Then, copy the passage and supply the needed punctuation marks and capital letters. You can change the paragraphs but make no other change. Copy in your best handwriting.

- a. A large boat is certainly an advantage laughed mr evans as he stashed first a tin of petrol and then the luggage neatly into the rocky boat although this was a business trip for him the whole family was setting off together the loneliness of the countryside of this time of year appealing strongly to mrs evans the twins happiness shining from their eyes were travelling with their parents for the first thousand miles before being left with their aunt and uncle on a sheep station jan who had been studying for her examinations was simply looking forward to day of laziness and complete rest.
- b. What an awful moment it was for passengers on the seven forty train last wednesday when they were thrown suddenly from their seats our neighbour who travels to sydney said that it was noticeable how controlled everyone remained although of course all were concerned to know what happened

and whether the driver and travellers in front were un-  
harmed news was soon received that a train bound to mel  
bourne had become derailed when the driver of the city  
bound train turned a sharp bend he knew at once what  
had happened and it was necessary for him to apply the  
brakes without losing a second evening papers printed  
the following it is believed that the drivers quick  
thinking and calm behaviour prevented what might have  
been a dreadful accident.

e). There's a holiday next week and i cant decide what to do  
i have lots of work to do at home and this would be a  
good chance to do it but id rather not spend the holiday  
that way i can work a t home for the rest of the year  
last year i went north to the mountains everything was  
beautiful but its too cold this time of year and its real  
ly too far to go for a shor holiday ive decided that it  
is not a good time to go to the mountains but i do want  
to go to the beach i like to go for walks along the sea-  
shore in the warm sunshine and watch the water its only  
about eighty miles and i could get there in about two  
hours after thinking it over im sure that it is better for  
me to go to the seashore than to the mountains i guess ill  
plan to go to the beach next week oh heres a letter from  
jim he says he is going to his house in the mountains for  
the holiday and he wants me to go with him after giving it  
some more thoughts it wasnt really too cold last year and  
perhaps it might rain at the seashore and then i wouldnt  
enjoy it at all the mountains are only 300 miles away i

think ill write jim right now and toll him ill go with him in hoping to have a beautiful days with jim.

d). im a student as washington university im very busy with my studies but i always find time to write several letters every week i like to receive mail and you have to write letters if you want to hear from your friends i was quite disappointed this morning the post man delivered five letters a package and two postcards but i didnt get the letter i wait for later in the day the mailman delivered a special delivery letter i was very happy to receive it and i think youll understand why when i let you read this letter heres the letter dear jim

this is your first year at the university and the first time youve been away from home on your birthday your mother and i miss you very much we often talk about how quickly youve grown up we know youre very busy at the university but were glad youre able to write to us so frequently both your mother and i are fine and your younger brothers are in good health too they asked us to wish you a happy birthday for them im enclosing some money as a gift for your birthday you can buy whatever you wish with it write to us whenever you can we would enjoy seeing some photographs of you and the university.

love

dad



## 2. Articles

Rewrite the following passages and supply the blanks with the correct articles ( the, a or an ).

a). ... weather was nice yesterday so I went for ... walk. ... main street of our town is not big, but it is interesting. There are many shops of different kinds with interesting things for sale. ... first thing I did was to go into ... book shop. There are many book shops in my town but that is ... best book shop. I am interested in books about history. There is ... wide variety of books in ... shop and in it there is ... place to sit in ... history section. While I look at books I can sit on ... seat.

I didn't buy anything because I didn't have any money. After I was tired of looking at books I went to ... post office to mail ... letter. ... post office is on ... main street. First I had to go to ... window where stamps are sold and I bought ... twenty-five cents stamp. Then I dropped my letter into ... mail box.

As I was going out ... door I met ... good friend of mine. He was mailing some letters too. He decided to go to ... restaurant near ... post office and have ... cup of coffee.

b). Everyday we take three meals, namely breakfast, lunch, and dinner. In ... morning, before we go to school, we have breakfast. Then we eat bread. With ... bread knife mother cut slices of bread for us. I butter my slices of bread. Sometimes we have ... eggs. With our breakfast we

take ... cup of tea. In ... tea we get sugar and milk. Sugar makes ... tea sweet.

At half past twelve or at one o'clock we have lunch. Then we also take bread. Not with tea this time, but with ... cup of coffee or ... glass of milk. Pupils who live far from school cannot go home for lunch between twelve and half past one. They bring their lunches and stay at school.

At six o'clock or at half past six we have dinner. Sometimes we first have ... plate of soup. Soup is eaten with ... spoon. ... dinner consists of potatoes, meat and vegetables. We cut ... meat on ... plate with ... knife. With ... fork we put ... meat, ... potatoes and ... vegetables in our mouths.

After this we often have ... sweet, for instance pudding or custard, and fruit. Then Dad likes to smoke ... cigarette after dinner.

I'm going to stop now. I am sure you are hungry after this talk about meals. Well, before long it will be six o'clock, and then you say to others, 'Enjoy your dinner!'

c). At Ellis Island, where immigrants to ... United States of America are received, I met for ... first time those true angels, ... ladies of Travellers Aid Society. I spoke Armenian, Turkish, French and Russian, but there wasn't ... word we could use that both of us knew. In spite of that, I discovered that they spoke ... language that I and all ... other immigrants understand - ... universal language of kindness.

"We have some things for you," their faces and manner said. It was my train ticket to San Francisco and 25 dollars more from my brother Arshag.

They also gave me some sandwiches and ... box of fruit and pressed my hand to wish me good luck. "You are safe now," their smiles were saying. ... man from ... railroad hung ... card on my coat. It had my name on it and ... city where I was going, San Francisco.

For my meals and expenses on ... eight-day train trip, I had Arshag's twenty dollars, but I spent very little. In ... restaurants of stations where we stopped, I saw ... curious sight - grown ups eating ice cream. In Europe, ice cream was for children. ... only item on ... menu that I could read was 'potato salad', which is 'patates salata' in Armenian. I didn't have ... courage to ask for anything else. Morning, noon and night I ordered potato salad. I promised myself that someday I would invent ... better potato salad than they served in railroad-station restaurants in America. <sup>8)</sup>

d). Fools town is ... place where its men are all fools and cannot think alone. They always believe their wives, who can think all well.

Once ... city man who knew ... name Fools Town came to see it. He soon learned that it was really ... town of fools. Near ... town he met four men who sat under ... tree near ... river. They went there to find ... dry

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8) Mardikian, George H. Song of America, Pocket Books, Inc. New York, 1959, p 5 - 6

place for it rained. Although there was no rainnow they did not want to go away.

... man asked ... four men, whose legs were all entwined, why they were there and that it was dry and so why they did not want to work in their fields. ... fools answered that he was wrong and that they did not know and could not find their legs because they were altogether in ... middle. ... man said that he could help them if they paid him. They agreed and would give him a lot of money.

He then cut ... long branch from ... small tree which he found and hit ... men's legs with ... branch. ... four men shouted because their legs hurt and they jumped up. They said that they were not angry because they could go to work again.

### 3. Prepositions

Rewrite the following passage and supply the blanks with the correct prepositions.

- a). When Mr Finch's retired, he bought a small cottage ... a seaside village. The cottage had been built ... 1588, but was ... very good condition. Mr Finch was looking forward to a quiet life, but ... the summer holidays he got a shock. Hundreds of tourists came to the seaside village. Mr Finch's cotege was the most interesting building ... the village and many of the tourists came to see it. From morning till night there were tourists outside of the cotage. They kept looking through windows and many of them

even went into Mr Finch's garden. This was too much for Mr Finch. He decided to drive the unwelcome visitors away, so he put a notice ... window. The notice said : "If you want to satisfy your curiosity, come and look round. Price : ten pence". Mr Finch was sure that visitors would stop coming. But he was wrong. The number of visitors increased and Mr Finch spent every day showing them round his cottage. "I came here to retire, not to work as a guide", he complained. ... the end, he sold the cottage and bought a small, modern house. It is an uninteresting house and no one wants to see it, but it is certainly quiet and peaceful.

b). December is the finest month ... winter. The sixth ... December is the birthday ... the good old bishop. Santa Claus is two hundred and eighty seven years old. So he cannot do all the work himself.

That's why he has a great many servants. They come ... North Afrika, but all ... them have learned Dutch, and all ... they are called Black Peter. It is strange that only their hands and faces are black. I think it is because the sun cannot shine ... the rest ... their bodies.

Santa Claus does not go ... England. First ... all because he is not a good sailor. That means he is very soon sea sick. Secondly because he is afraid that his mitre and his beard will be blown overboard when he is ... sea.

That's why a colleague ... his, Father Christmas, comes ... the English children three weeks afterward. Father Christmas is a young man, compared with Santa Claus. He



is only one hundred and twenty seven, and he has not got such a tall mitre.

As we grow older, our parents try to tell us that they give us all the presents. But it is not true. They only say that to make us grateful ... them, and of course also because they want to get presents from us in their turns.

In summer Santa Claus lives ... Spain, without a beard and a mitre. Then he and his servants make the millions ... presents ... his next birthday. Be good, work hard and you shall have yours.

①. When they arrived ... Mason's house, Jack opened the gate for Mr Smith and told him that they always kept the gate closed. It was because they were afraid whether Tommy, their dog, run into the street and get run over. Their father did not like its being ... the garden because it used to damaging flowers and the shrubs spoil the green. That was the reason why Tommy was not allowed to run loose ly ... the garden.

Mr Smith believed it, but ... the same time he saw the dog was ... the garden and asked them to see it. Looking ... the dog, Betty exclaimed what a naughty dog it was, called it to be quiet. She thought it was better for her to pick the dog up and carry it because she was afraid ... father being angry if he knew Tommy was ... the garden. Since Betty could not reach the button, she asked Mr. Smith to ring the bell.

Mr Smith was ready to do it with pleasure and he would

like to know how they got ... . They told him that they had to go round the kitchen ... the back. The kitchen door was always open but the front door was kept shut. After a while, Mr Smith asked Betty to give Tommy to Jack and he would lift her up until he could manage. Now Betty pressed the button.

While they were waiting for the answer, Mr Smith asked them who would answer the bell. They told him that Lucy, their maid, used to do it. Lucy did ~~the~~ cleaning and sweeping and cooking ... their house but they dislike her because she was too talkative.

4). Can you live without sunshine ? I bet nobody can. How would the world look like if suddenly the sun would not shine anymore ? Would it not be a dark and dismal world ? You would not like it, would you ?

We are lucky to know such a thing as sunshine. Appreciate it therefore, enjoy it as much as you can. Powder your face with sunshine.

It would be lamented if there were people who would not have the opportunity to enjoy sunrise or sunset. And yet, there are such people. They go to work before the sun rises ... the East and return home when it is already dark. They work deep down ... the earth where it is always dark and stuffy. Everything is black, the walls are black, their hands are black and their faces are black too, black with coal and dust. There are mine workers. It is not a pleasant job, but it is a job for all that. " For

men must work .... "

I am glad that I am allowed to live ... the surface .. the earth, and ... a country where the sun always shines and where it is always summer. I have got so used to it that an occasional rainy day can make me feel gloomy and miserable.

The sun has a great influence ... our temper. ... a bright morning I feel light and gay, I sing one merry tune after another when taking a shower. I am ... excellent spirit. Instead of going to the office I should like to roam about and powder my face with sunshine.

Take advantage ... your weekend. Go ... the open spaces and take long walks. Swim, and take sunbaths and let the sunshine penetrate your skin. It's good, it's healthy.

#### 4. Conjunctions

Supply the blanks in the following passage with the right conjunctions.

- a). My uncle is a keen sportsman. He often goes shooting during the week-end ... usually comes home ... a bag of birds. Last Sunday evening he came home earlier than usual. He didn't say anything when he came in. He threw his bag on the table ... sat by the fire. He looked tired ... cross. "Didn't you have a good day, dear?" his wife asked. "What do you think?" he answered crossly ... pointed at the bag. "Look at this bag! There's only one bird in it ... it cost me a lot of money!" "Weren't there any bird?" my aunt asked kindly.



"Hundreds of them !" my uncle said, " but I spent the whole day arguing ... a farmer".

"What happened, dear ?" she asked.

"I shot my first bird at five o'clock this morning. Soon afterwards I aimed at another one ... fired, but I don't what happened. I think I slipped ... I didn't shoot the bird, I hit a cow ... killed it. The farmer who owned it got very annoyed with me. I argued ... him for hours ..., in the end, I had to agree to pay him £ 100 !"

b). In 1957 the first journey ever was made in space by the Russian Sputnik. The first man to go into space was a Russian, Joeri Gagarin. The other Russian, Titov, stayed a whole day in space. The first American to make an orbit around the earth was John Glenn. His flight in 1962 is remembered very well, ... for the first time people around the earth could follow everything through their radios, .. hear Glenn's voice.

Since ..., all attempts in Russia ... well ... in America, were directed towards bringing a man on the moon. In 1968 the Russians sent up a spacecraft in space, three astronauts were in the craft, and the American in 1965 with two men. The Russians tried to bring together ... 3 spacecrafts in space, ... prepare for a space station. The Americans followed a different line. They tried to develop a better rocket. The result of their efforts was ~~the~~their Appolo spacecraft succeeded in bringing the first man on the moon on July 20, 1969. Millions of people all over the world saw him on TV put on. "One step for a man" that was

"a giant leap for mankind". ... him there were a number of American astronauts ... explored the moon, ... the Apollo project was finished in 1972.

How does an Apollo-flight go? When it starts, the giant spacecraft has three rockets. The first ... the second rocket serve only to get the spacecraft through the atmosphere, ... are soon thrown away. The third rocket brings the whole spacecraft into orbit about the earth about 11 minutes after take off, ... all parts are checked the third rocket is fired again to bring the spacecraft out of the earth's gravitation, on its way to the moon. Now the lunar module, the landingscraft for the moon, must be taken from the third rocket. It had been kept there during take off ... not to be harmed. The Apollo spacecraft frees itself from the third rocket, ... continues its way to the moon. When the Apollo spacecraft has arrived at the moon, its engine acts ... a brake. The moon's gravitation ... pulls it into orbit around the moon. ... some orbits the lunar module frees itself from the main craft. The engine of the lunar module serves ... a brake. The nearer to the moon, the slower it speed, ... a soft landing is possible on the moon's surface. The two astronauts in the lunar module ... climb down ... set foot on the moon. The third astronaut stays in the main spacecraft, orbiting around the moon. On the way back both the lunar module ... the last rocket are thrown away. Only the command module returns to earth.

c). Anne Sullivan could not teach Helen Keller to speak ...

some other things had been learned. The little girl had to learn to control her actions ... feelings. She had to learn ... she could not always do ... she wished to do. She ... always been able to get ... she wanted by using force. The teacher had to change such habits without breaking the child's spirit.

Miss Sullivan's battle began. Sometimes, there was real fighting between the wild child ... the strong, young teacher. At last, ..., the battle was won by Miss Sullivan, ... succeeded in showing Helen ... she loved her. The child ... her teacher became friends. They continued to be friends ... the teacher's death, fifty years later.

The day on ... Helen finally accepted Miss Sullivan as her friend ... teacher was a great day in Helen's life, ... that, the teacher could begin to teach the child language.

Miss Sullivan had to find a way to teach Helen Keller ... language is. Helen had to learn ... words are used for naming things. ... the child had never learned ... seen a word, teaching her is almost impossible.

The teacher began with a system of spelling ... uses the senses of touch. In his system, the person ... is spelling a word touches the student's hand very quickly, tapping the student's hand in different ways to give the idea of the different letters.

Several times each day, Miss Sullivan would tap the letters of a word into Helen's hand. ... she would put into the child's hand the thing ... was named by the word.

The first word that Helen learned was 'doll'. She had become interested in her teacher's finger play, ... had tried to copy it. ... she finally succeeded in making the letters, she ran to her mother ... showed her ... she could make the letters for 'doll'. ... she still did not understand ... she was spelling a word. She did not know ... words are names for things.

Many books had described the experience ... first taught Helen Keller ... words have meanings. It is a story worth telling many times. One morning the blind child ... her teacher walked through the garden to a small building ... contains her family's well. There they stopped beside the pump ... took water out of the well, ... Miss Sullivan pumped some of the water over one of Helen's hands.

the cool stream flowed over the hand, the teacher spelled 'water' into the child's other hand, first slowly, ... quickly. Helen stood still; her mind was fixed upon the motions of Miss Sullivan's finger ... they tapped the letters, again ... again ... again. Suddenly the child seemed to remember something she had forgotten. It was like the return of a lost, remembered thought.

... Helen later explained, "I knew ... that water meant the cool something ... was flowing over my hand. That living word awakened my soul, gave it light, hope, joy set it free".

... she understood how language works in human life.

... soon ... Helen Keller had learned how words work,



she began to master the language. Within a few weeks, she knew more ... a hundred words. She had learnt not only their spellings ... also their meanings. She quickly mastered not only the tap letters for words ... also braille. Finally, with Anne Sullivan's help, she even learned to talk, ... many sounds were difficult for her to make. ... her voice seemed strange to listeners. ... soon ... Helen learned to put thoughts into words people discovered she had a fine mind. She had a strong character too. She decided to do many things ... seemed impossible. She learned to do them well.

She learned not only to swim and to sail, ... also to enjoy music by feeling the waves of sound in the air. She went to school ... to college, ... Miss Sullivan sat beside her in class, tapping the professor's words into her hand.

After graduating from the college with honours, Miss Helen gave her time ... strength to helping other blind people everywhere in the world. She was honoured by universities ... governments, kings ... presidents became her friends. All this happened ... a young teacher had reached a child's mind ... set it free.

## B. The Correction Technique

### 1. Spelling

The words in brackets are misspelled. Rewrite the passage with the correct spellings of the words in the brackets.



a). Education is not an end but a means to an end. In other words we do not educate ( children ) only for the purpose of educating them; our purpose is to fit them for life. As soon as we ( realize ) this fact, we will understand that it is very important to choose a system of education that will really ( prepare ) children for life. It is not enough just to choose the first system of education one finds or to continue with one's old system of education without ( examining ) it to see ( whether ) it is in fact suitable or not.

In many modern countries it has for sometime been ( fashionable ) to think that, by free education for all - whether rich or poor, clever or stupid - one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough; we find in such countries a far larger number of people with university degrees than there are jobs for them to fill. Because the ( degrees ) they refuse to do what they think 'low' work; and, in fact, work with the hands is ( thought ) to be dirty and ( shameful ) in such countries.

But we have only to think a moment to understand that the work of a completely educated farmer is far more important than that of a professor; We can live without education, but we die if we have no food. If no one cleaned our streets and took the rubbish away from our houses we should get ( terrible ) diseases in our towns. In countries where there are no servants because everyone is ashamed to do such work, the professors have to waste



much of their time doing ( housework ).

In fact, when we say that all of us must be educated to fit for life, it means that we must be educated in such a way that, firstly, each of us can do whatever job is suited to his brain and ability, and secondly, that we can realize that all jobs are ( necessary ) to ( society ) , and that it is very bad to be ashamed of one's work, or to scorn someone else's. Only such a type of education can be called valuable to society.

b). To be a good teacher, you need some of the gift of a good actor; you must be able to hold the ( attention ) and the ( interest ) of your ( audience ); you must be a clear speaker, with a good, strong, pleasing voice, which is fully under your control; and you must be able to act what you are teaching, in order to make its meaning clear.

( Watch ) a good teacher, and you will see that he does not sit ( motionlessly ) before his class. He stands the whole time he is teaching. He ( moves ) about, using his arms, hands and fingers to help him in his ( explanation ), and his face to express his feeling. Listen to him, and you will hear the loudness, the quality and the musical note of his always changing ( according ) to what he is talking about.

The fact that a good teacher has some of the gifts of a good actor doesn't mean that he will indeed be able to act as well on the stage; for there are very ( important ) differences between the teacher's work and the actor's. The actor has to speak words that he has learnt by heart ; he

has to repeat ( exactly ) the same words each time he plays a certain part ; even his movements and the ways in ( which ) he uses his voice are ( usually ) fixed before. What he has to do is to make all these ( carefully ) learnt words and actions seem natural on the stage.

The good teachers work in ( quiet ) a ( different ) way. His audience takes an active part in his play; they ask and answer ( questions ), they obey ( orders ) and if they do not ( understand ) something, they say so. The teacher therefore, has to suit his act to the needs of his audience, which is his class. He cannot learn his part by heart, but must invent it as he goes along.

I've known many teachers who were fine actors in class but were unable to take part in a stage-play because their brains would not keep ( disciplines ); they could not keep ( strictly ) to what another had written.

There are misspelled words in these following passages. Rewrite the passages with the correct spelling of every word.

c). When Alcock and Brown took off, their bomber was very haevy. Several times it almost chressed into some trees. But somehow it cined above them. Then it turned and flew out ofer the cold Atlantic.

Half an hour later the two men flew into thick fog which made it impossible to navigate. Soon night fel but they flew on. They could not even see the stars. He guessed that they were too far to the south. Then the whether became worse. The wind drove snow past the plane like bullets.

Ice began to form. At one point it formed on an important instrument outside the open pilot's cabin. Brown had to climb out of the cabin and knock the ice away. But then the ice formed on the wings and it became impossible to control the plane. It dived down towards the sea. Somehow Alcock was able to pull out of the dive. But when they did so, they were flying upside down just above the waves.

Fifteen hours after take-off dawn broke. In the cold morning light they saw the coast of Ireland below. Alcock brought the plane down in the field. It was all soft mud and the plane fell toward on its nose. The two men were tired, frozen and deaf from the sound of the engines. "It's a wonder we're here at all," Alcock said.

- 6). The electric motor is undoubtedly one of the most helpful modern inventions. It is used in factories to drive machinery, for electric trains, for trolley-busses and to power such everyday things as food mixers, pliers, vacuum cleaners, record players, drills, sewing machines and electric razors.

What makes this sort of motor so popular? One reason is its efficiency. Figures show that it is much more efficient than steam engines, or petrol engines. It is simple to work; it does not shake; it is fairly silent; it has few moving parts, and therefore gets little wear and tear. It can be easily started, speeded up, slowed down and stopped. In fact, for most purposes it is ideal.

The electric motor has one great disadvantage; it has to be supplied with electricity. It must either be connected

to an electric supply line or to a very heavy battery. This is why the electric motor is unstable for cars, or at any rate they can be attached to a power point. For these machines the electric motor can be used.

## 2. Verbs

The bracketed verbs are wrong. Your task is copying the text and giving the correct forms of the verbs in the brackets.

a). In Chinese tradition, grandsons and granddaughters should ( go ) to their grandparents' house with their parents every New Year. There the parents will ( kneel ) in front of the grandfather and grandmother and ( congratulate ) them for the New Year, and ( follow ) by the grandchildren.

This ( be ) the story of my uncle when he ( is ) still a young boy of about six years old. Once in new year the family ( go ) to my grand-grandparents' house. My uncle ( kneel ) in front of his grandfather and ( pronounce ) the words 'O-hoong ... O'hoong'. To his surprise, my grandfather, that ( was ) my uncle's father, ( becoming ) furious and ( asks ) my uncle who had ( teach ) him to say so. My uncle, still ignorant to the situation, ( answering ) that the youngest brother of my grandfather ( have saying ) to him the day before, "Hey, you say 'O-hoong ... O-hoong' to grandfather when you're ( kneel ) in front of him tomorrow, ( would ) you ? Surely he will ( gave ) you a pack of candles".

You may be confused by this story unless I ( tells ) you that the words 'O-hoong ... O'hoong', whose meaning I my-

self do not really ( knew ), ( were ) words that should only be ( utters ) in front of a coffin towards the dead.

b). Once upon a time there ( live ) a merry, but rather stupid people, the Phrygians, in Asia minor. Their king, Midas, ( be ) very fond of gold; fonder than anything else in the whole world.

One day the Greek God Dionysus ( be ) travelling with his attendants through Phrygia. His best friend Silenus ( be ) with him. The latter ( be ) rather drunk and very sleepy. So he ( lay ) down in a garden which ( happen ) to be Midas' garden. King Midas ( have ) always loved flowers, and his palace ( be ) surrounded by roses. He ( do ) not see their splendour anymore, he only ( think ) of gold. Suddenly he ( see ) something between the shrubs and rising from his seat, he ( go ) to see what this strange object ( be ). That is how he ( find ) Silenus . He ( wake ) him up, ( give ) him food and some wine, and ( take ) him back to the God of wine.

Dionysus ( be ) so pleased to see his comrade, whom he loved and ( have ) missed very much, that he ( tell ) the king that he ( can ) choose any reward he ( like ) to ask. Midas ( do ) not think twice.

"Grant me this, then," he ( cry ), "that whatever I touch may turn to gold !"

"Are you quite sure that it is what you wish ?" Dionysus ( ask ).

"I ( ask ) nothing else to make me happy," Midas ( reply ).

"Be it so, then," the God ( say ) laughing, and ( go )



away. Midas ( be ) very impatient to test his new power, and as he ( walk ) through the woods he ( tear ) off a twig, and look, when he touched it, it ( turn ) to yellow gold. He ( pick ) up stones from the path and they, too, ( become ) pure gold; he touched a lump of earth, and it ( change ) into glittering nugget.

Even his robe ( have become ) gold, and it (be) rather heavy. So he ( went ) to ride home, but when he ( mount ) his horse, the animal (turn) yellow and (stand) lifeless that the king ( do ) not think this very pleasant, for now he ( have ) to walk all the way home. However, when he ( come ) near his palace, his fatigue almost (disappear) when he ( see ) that the door ( turn ) to gold as soon as he ( have touch ) it. He ( be ) very hungry and he ( ask ) for food. His servants ( make ) haste to spread a table, and he ( sit ) down to eat, smiling when he ( see ) how his palates and bottles ( change ) to gold. But he ( do ) not smile anymore when he ( see ) that all his food, all his drinks ( become ) gold the moment he ( touch ) them with his lips. He ( be ) tormented by his hunger and thirst, and with a sigh he ( sink ) upon a soft couch that at once ( grow ) hard and cold. Desperately he ( run ) out of his palace in order to find Dionysus. Fortunately the latter ( have not go ) very far and poor Midas earnestly ( beseech ) him to take back his gift.

"So you see how unwise your wish ( be )," ( say ) the God. "I hope that you are wiser now than you ( be ). Tell me, do you really desire to rid yourself of your power ?"



"I hate it," the king ( exclaim ).

"Listen to me, then," Dionysus ( go ) on "seek out the source of the Pactolus, and by bathing in its pure water you will get rid yourself of your power spelled upon you".

Without thinking his Nidas ( run ) away to search for the river, panting and driven on by hunger. When he reached the Pactolus he ( hurl ) his body into the clear water, which ( be ) immediately ( stain ) as if by gold, and people say that this metal may still be ( find ) in this river. No sooner ( have ) his head ( plung ) beneath the water, than his fatal gift ( be wash ) away and Nidas ( come ) out, able to eat and drink like other men.

- e). One morning Ali, a naughty four year old boy ( come ) home from a neighbour's house crying. The neighbour (be) Mr. Sastro. His mother ( be ) a bit surprised ( find ) Ali ( cry ) because he rarely ( crying ). She ( ask ) him why he cried. Then Ali ( telling ) his mother that he ( is ) afraid that an orange seed which he had (swallow) by chance would ( grew ) in his stomach and ( becomes ) an orange tree that of course ( will tore ) open his fat stomach. ( Tried ) to ( soothed ) him, his mother (saying), "O, come on, dear ! ( Don't so foolish ) !. You know, Mr. Sastro just ( tells ) you a lie. Why should you (believe) his nonsensical story ? Come on, stop ( cry ) and let us ( had ) a lunch !" But Ali ( go ) on ( cried ). It seemed that Ali ( have ) really ( taking ) in Mr. Sastro's logic, otherwise he ( will had stop ) crying.

Then his mother ( find ) a good way to ( stopping ) Ali's

( cries ). He ( go ) to her father's house which ( be ) only a few hundred metres north of her own house and ( ask ) her father to ( soothe ) his grandson.

"Hey, boy, what ( happen )?", ( say ) the grandfather as he ( entering ) the house. Then he ( begins ) his trick to ( stopping ) Ali ( cry ). He ( say ), "Now, close your eyes, boy. I will pick that seed out of your stomach!" Ali ( closes ) his eye and his grandfather then ( make ) complicated hand movements on his stomach ( pretend ) to take out the seed. One or two minutes after that he ( saying ), ( shows ) an orange seed in his palm which he ( have ) before. "Okay? ( Opened ) your eyes baby! Here ( was ) the troublesome seed. It will not grow in your stomach but in your garden. Now, stop ( cries ) and let's ( had ) a lunch together".

The grandfather ( be ) successful with the trick for Ali ( began ) to stop ( cries ).

### C. The Translation Technique

The following passage is the original of number 2 that the instructor can use to start the exercises given in this particular technique.

I got off the bus before it stopped and began walking down the street. As I came early, I decided to look at the shop window before going home. The idea made me quite happy, but at the same time I had the unpleasant feeling that I had forgotten something. I stopped in the middle of the pavement and began searching my pockets. All of a sudden I realized that I

was without my briefcase. I had left it on the bus and it was full of important papers. The thought was enough to make me start running down the street, though, by now, the bus had not been anywhere.

Translate the Indonesian phrases in the following texts into English and copy the texts in your best handwriting.

a). I turun dari the bus before it berhenti and mulai walking down the street. As I datang early, I memutuskan to look at the shop windows before going home. The idea membuatku quite happy, but at the same time I mempunyai the unpleasant feeling that I telah melupakan something. I berhenti in the middle of the pavement and mulai searching my pockets. All of a sudden I menyadari that I was without my briefcase. I telah meninggalkannya on the bus and it was penuh dengan important papers. The thought cukup membuat me start lari down the street, walaupun, by now, the bus sudah tidak kelihatan lagi.

b). The diver could hanya see gelap near dekat the rocks. He went lebih dekat and sesudah turning on his lamp-center, he was dapat to make out the remains of an the kapal. It was tertutup oleh mud dan shells. Fish even melaini a lubang besar in its side. The diver went through the lubang and came to what had once been the engine room. In the sinar lamp center it looked hampa and ghostly. Serangga seemed to tumbuh out of the ship's mesin so that they took bentuk-bentuk aneh. As he looked around him, the diver found it hard untuk percaya that men had once worked disini.

c). Until a few years ago, hanya anak laki-laki dapat menjadi mahasiswa at the university of Saritanio. Then the university memutuskan untuk memperbolehkan anak perempuan masuk. Tetapi satu dari para dosen, Dr Coller, sama sekali tidak senang. He had not wanted to let girl students in.

Dr Coller selalu biasa mulai kuliahnya with the word "Gentlemen!". What would he do now? Well, ketika mahasiswa datang kekuliahnya untuk pertama kalinya, he terus to mulai dengan kata "Gentlemen!". For him the girls were just not di sana.

Then pada suatu hari hanya ada satu mahasiswa in kelas nya among the girls. For a moment, Dr Coller tak tahu apa to do. Kemudian ia mulai, "Sir!"

Akhirnya a terrible day tiba waktu tidak ada anak laki laki dalam kelasnya. Ia masuk ruangan, melihat pada the seat of girls, said, "Oh, nobody's here hari ini", turned and keluar tanpa memberikan his lecture.

d). Pada suatu waktu ada a young man yang hidup di a small boat. During waktu bulan purnama, he berjalan-jalan sepanjang a river memainkan a flute and singing songs. His played begitu indahnya dan suaranya so sweet that the daughter of the raja spent hampir setiap malam mendengar kan 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 menunggu pemuda itu. From her balcony ia

dapat melihat perahu kecilnya on the river tepat di bawah istana raja. As the boat semakin lama semakin mendekati nya, ke 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 serta berwajah tampan. But he sangat buruk. Therefore, pertemuan mereka yang pertama adalah juga pertemuan mereka yang terakhir. Dan sejak saat itu his voice tidak terdengar di 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 very small boat yang membawa seorang laki laki yang sedang memainkan sebuah seruling dan bergerak perlahan-lahan dengan sedihnya around. She diberi tahu that sometime setelah menjumpainya di istana, the boatman mati in a small village. Tubuhnya dibakar sebelum dikuburkan. Tak satupun dari tubuhnya yang tersisa except his heart. Orang-orang desa itu said that oleh karena cintanya kepada puteri itu the man's heart tidak hancur oleh api. Hati itu berubah menjadi crystal digunakan untuk membuat cangkir bagi the princess.

Ketika ia mendengar cerita itu, Ny Huang mulai menangis and her tears jatuh ke dalam the cup and berubah menjadi asap hijau which disappeared into the udara. Tak lama kemudian she also died.



e). A rich man was travelling on horseback to a distant town to buy merchandise. He had started very early in the morning, so that he could reach his destination before the day had become so hot. Tucked under his saddle was a bag full of money. His faithful dog followed him at a little distance.

The merchant carried a pistol, for the time was not yet late at night. It was still very dark and very quiet on the road.

All of a sudden the dog ran past the horse, barking loudly. He placed himself in front of the horse, blocking the way, as if trying to stop it. The merchant pulled the reins and brought his horse to a stand-still. He looked around but did not see anything unusual. "What's the matter, Pon?" The dog kept barking and running up and down the road. The merchant jumped out of his saddle, took his pistol and looked around with great care to discover the reason of his dog's excitement. But everything was quiet. So after a little while, he got back onto the saddle and urged his horse to move on. The dog, however, did not move and kept blocking the way, barking very loudly. "There must be something wrong with the dog", the merchant thought with a sigh. He touched the horse with the end of the reins and it moved on again. Now the dog jumped on the merchant's leg, as if trying to bite him. This made the merchant really afraid. He had heard stories-



ra if people bitten by a mad dog, who later died a terrible death. In great panic the merchant mencaabut pistol - nya dan menembak anjing itu.

Write apset by apa yang telah ia perbuat the merchant dug his spurs deep into the sides of his horse, yang langsung melompat kedepan and continued running at a fast speed. After half an hour, dengan gelisah he ran his hand under his saddle; the bag of money tidak ada lagi. Then he menaiki kudanya kembali in the direction from where ia telah datang. Half an hour went by dan masih belum ada tanda of the lost money. The merchant was on the point of giving of the search, when something caught his eyes. He brought his horse to a halt and melompat dari pelanannya. There, di tengah jalan, lay his dog curled up over his bag of money. The poor animal telah mati. He telah mencoba mengingatkan tuannya of his lot but he had been sadly misunderstood.

## II. EXERCISES

### The Substitution Technique

1. Substitute the words below in the underlined words in the passage and you will find another story. Rewrite the new story in your best handwriting.

a). Joice is a secretary. She works in an office. Her working hours are 8 a.m - 4 p.m. She earns £ 20 a week. She has been working there for a year and she likes her job very

such, Her manager is very kind and every one 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 station across her house. She always leaves her house at 6.45 a.m. She never comes late to the office.

Lucia - shop attendant - old shop - 7.30 - 4.30 - \$ 21.00  
- five months - strict - difficult - motorcycle - although  
- near - unfortunately her motorcycle does not always  
works well - sometimes - 7 a.m - often - shop

b). On holidays, I like visiting my uncle who lives in Su-  
rabaya. He is a well-known doctor in his town. In the  
morning he works in a hospital and in the afternoon he  
receives patients at home. His wife is a very understand  
ing woman. She understands her husband's duty as a doc-  
tor. She takes care of her family well, and manages her  
household dutifully.

He has three children, two daughters and a son. The  
eldest daughter is fifteen years old. The second child  
is a boy. He is twelve years old and the youngest child  
is a girl of eight years old. Everyone in the family  
likes sports especially tennis. It is very amusing watch  
ing them practice tennis in the tennis court behind their  
house.

aunt - Semarang - teacher - teaches - university - private  
students - Her husband - man - wife's - teacher - loves -

very much - supervises - two sons - daughter - son - 15  
- girl - eleven - boy - music - country music - listen  
ing to - singing and playing the guitar

2. Here is short description of Solo street on a Sunday.  
Rewrite it, changing the underlined words so that it becomes  
a description of Solo on Monday morning.

Solo street 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 some prayer  
books. The policemen on duty has little to do for there  
are few cars passing through. It is difficult to believe  
that the same street as the one which was so noisy on  
Saturday.

3. Write a composition by substituting the underlined words  
with the words give below.

Main street is two miles long. It begins at the square  
and ends at the park. There are houses on both sides, and  
a school at a point one half of the way long. Where Green  
Road crosses it there is a pedestrian crossing, and where  
another road joins it there is a letter box. It is very  
quiet street, and pleasant to live in.

Grange Road - three and a half miles long - the coach  
station - village-fields - a farm - two third of the way  
long - the railway line - level - a large oak tree -

winding - interesting to walk along

Adopting the above plan, describe the following in about the same lines :

- a). Malliboro Street
- b). Solo Street or
- c). any street in your town or other towns that you know very well.

4. If your birthday were today, you might write :

"Today is my birthday. I am 18 years old. Mother has given me a pen, and Father has bought me a book. I have a cake with eighteen candles on it, and my friends are coming to my birthday party. Before I go to bed we will have lots of fun and games."

Now rewrite the above passage as if your birthday took place yesterday. Begin : Yesterday was my birthday.

### III. EXERCISES ON NARRATION AND PARAGRAPHING

#### A. The Rewriting Technique

##### 1. After Reading

Read the passage carefully and then rewrite it without looking at the passage. Your rewriting should be as close to the original as possible.

- a). An old man walked along a street on a cold, wet day .  
He saw a little boy standing in front of a door of a house. The poor little boy tried to ring the bell, but he could not do that because he was too short.

The kind old man went to him and said, "Dear son, do you want to ring the bell?" The little boy looked up and answered, "Yes, sir". So the old man rang the bell for the boy.

When the boy heard the bell ringing inside the house he looked at the old man and said, "Well, we must run away now". And he ran away.

The old man was very surprised. The servant of the house ran out. She looked very angry. "Did you help that naughty boy to ring the bell? Go away and don't do that again," the servant said and slammed the door.

b). Mrs. Brown old grandfather lived with her and her husband. Every morning he went for a walk in the park and came home at half past twelve for his lunch. But

But one morning a police car stopped outside Mrs. Brown's house at twelve o'clock, and two policemen helped Mr. Brown to get out. One of them said to Mrs. Brown, "The poor old gentleman lost his way in the park and telephoned to us for help, so we sent a car to bring him home". Mrs. Brown was very surprised, but she thanked the policemen and they left.

"But grandfather", she then said. "You have been to that park nearly everyday for twenty years. How did you lose your way there?"

The old man smiled, closed one eye and said, "I didn't quite lose my way. I just got tired and I didn't want to walk home!" 9)

c). George is a house painter. Last Thursday he worked for Mr. Bloggs, the builder. In the morning Mr. Bloggs said, "George, this is Maurice. He will work with you".

"Yes, Mr. Bloggs". George answered politely.

In the afternoon Maurice put down his brush and said, "It's hot today. I don't want to work. I'm going to the garden".

"Yes," George said, "But ...."

"Come on. The boss won't come now. It's hot and he came here this morning", Maurice argued. "We can sleep under that tree".

"Oh, all right". They went to the garden leaving the work unfinished.

Mr. Bloggs was in his office. "Will they finish tomorrow?"

His secretary asked him.

"I didn't ask them", he said. Then he returned to the house.

"George ! Maurice !" he called out. "Where are you ?"

"They haven't finished the work but they have gone home already. It isn't half past five yet". Mr. Bloggs grumbled to himself. Then he went to the garden and found them asleep under the tree. He fired them at once.

d). Some time ago athletes from all over the world met in a small country of Finland. They had come to that country only for the Olympic games. You have probably heard of the Olympic games before. They are held every four years. These games are very old. They were first held many hundred of years B.C. They took place in Greece in a valley called Olympia.



The Greek people liked sports. They knew that sports helped persons to become strong and healthy. Sports taught the athletes fair play. They held their plays for many years. Then, about 400 years after Christ, an emperor ordered the games to be stopped. For 1500 years there were no Olympic games. Then, about fifty years ago, they began again in Greece. This time, however, not only Greeks, but athletes from all over the world took part.<sup>10)</sup>

## 2. After Listening

Listen to the passage attentively and then rewrite it as close to the original as possible in your best handwriting.

a). A poor old man and his wife lived in a poor old house near a river. They had many children and had troubles to get enough food for them. They had to work very hard all day. During the rainy season the river's current was very strong. As it went down the mountain it carried away stones, pieces of wood, branches and even trees sometimes. Then the poor man and his wife went out in their old boat to the middle of the river. They picked up the pieces of wood. They sold the wood and with the money they bought rice for their children.

One day the weather was very bad. The waves and the wind were very strong. They turned their boat over and the water carried the poor man and his wife. They tried to swim towards the bank of the river. But the current was very

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10) From : Ready

by H. HUGO

strong so that the woman soon felt tired. Her husband told her to put her arms around his neck. After a few minutes she noticed that he swam more slowly. She knew that he became tired soon if she held him. Then she thought of her children. She said to her husband, "If you help me you get tired soon and both of us will die. You must live for our children".

When she finished speaking, she stopped holding his neck. The river carried her away farther and farther from her husband. He could hear her cry, "You must live. Good bye". He called her name but could not see her anymore. He swam towards the land. When he reached his house the children were waiting for him. They were hungry and cold. He bent down his head and cried.

b). Once there was a rich man who had a clever cook. One day the man called his cook and said, "You cook many kinds of food for me. I like them very much. Today I want to taste the most pleasant thing in the world. Please buy it and cook it for me".

The cook went to the market. But he could not decide what the most pleasant thing in the world was. He thought very hard for a few minutes. Then he smiled. He went to the meat shop quickly, bought the tongue of a pig and went back to the house.

After cooking the tongue he brought it to the man and said "Sir, you asked me to cook the most pleasant thing in the world. Here it is".

The man was very surprised when he saw the tongue of a pig. He asked the cook why he thought that the tongue was the most pleasant thing in the world. The cook answered

quickly, "Sir, when people love each other, their tongue say the most pleasant things to each other. Is the tongue not the most pleasant thing in the world?"

The man thought that the cook's answer was right. A few days later, he called his cook again and said, "Now I want to taste the most unpleasant thing in the world. Please buy it and cook it for me".

The cook went to the market quickly. He did not have to think very hard this time. He went straight to the market's meat shop and again bought the tongue of a pig. He went home, cooked it and brought it to the rich man and said, "Sir, this is the most unpleasant thing in the world".

The man was more surprised than before when he saw the tongue of a pig again. He asked the cook why he thought the tongue was the most unpleasant thing in the world this time. The cook answered cleverly, "Sir, when people hate each other, their tongue say the most unpleasant things to each other. Is the tongue not the most unpleasant thing in the whole world?"

e).

My Sentimental Friend

Sung by Herman Hermits

On the floor the people dance around  
moving close together  
But there all alone in the corner  
There's a girl I once knew who broke me in two

Refr.

So won't you please play a song a sentimental song  
for my sentimental friend over there  
We've been so long apart, make it go right through  
her heart of my sentimental friend over there  
Bring the tears to her eyes, help to make her realize  
that love we had was just beyond compare  
Maybe the time is right  
maybe I want her tied  
My sentimental friend over there

I recall the way she used to be  
When we heard sad songs  
the tear drops would fall and she hold me  
and tell me she'd be forever with me

( back to the Refr. )

d).

Leaving on a Jet Plane

Sung by Peter, Paul and Mary

All my bags are packed I am ready to go  
I'm standing here outside your door  
I hate to wake you up to say goodbye

But the dawn is breaking, it's early morning  
The taxi's waiting, he's blowing his horn  
already I'm so lonesome I could cry

Refr.

So kiss me and smile for me  
Tell me that you'll wait for me  
Hold me like you'll never let me go

I'm leaving on a jet plane  
I don't know when I'll be back again  
oh babe, I hate to go

There's so many times I've let you down  
so many times I've played around  
I tell you now they don't mean a thing  
Every place I go, I'll think of you  
Every song I sing I'll sing for you  
When I come back, I'll wear your wedding ring

( Refr. )

Now the time has come to leave you  
One more time let me kiss you  
Then close your eyes, I'll be on my way

Dream about the days to come  
When I won't have to leave alone  
About the time I won't have to say

( back to Refr. again )

3. Summary





Read the passages carefully and then make a summary of each of them briefly but completely in your own words.

a). In learning, there is no real beginning, and no end. We do not know the day and the moment a child learns to walk. We do not know the day and the moment he learns to speak, nor the day and the moment we become adults. What we think we know and what we think we believe are subjects to constant change as they relate to different circumstances.

Thus, the teacher himself is a learner. What we have said about teaching are only suggestions of what might be said. The hope is that other thoughts will be stirred and a more widespread search for truth and wisdom begun.

The main point of this book is not that every teacher must be a great teacher or a great person. The main idea is that the teacher must be growing toward excellence in every aspect of his life that relates to teaching. An increasingly clear vision of the goal and a steady growth toward it do not seem beyond reasonable hope.

b). It was growing dark in the city. Upon a wooden doorstep of a dark and unwholesome looking house sat a little girl with her unshod feet resting on the cold bricks. It was a chilly evening in November, and a light fall of snow had only ~~added~~ to make the narrow streets dark lanes dirtier and more cheerless than usual.

The little girl was scantily clad in garments of the poorest description. Her hair was long and thick, but un-

combed and unbecoming; her features were thin and sharp. She had fine dark eyes; but so unnaturally large did they seem, in contrast with her thin, puny face, that they only increased the peculiarity of it, without enhancing its beauty.

A dozen times a day her foster mother told her that she was the worst looking child in the world; and what was more, the worst behaved. No one loved her, and she loved no one. She was but eight years old, and alone in the world.

c). Mark Twain, a famous American author, once said, "Every one talks about the weather, but no one does anything about it. This is true about the weather, and it is true about many other things. We talk about aspects that we do not like about our towns, about our schools, about other people and about our daily lives, but very often we do not do anything about these things.

You might ask, What can I do about my town or about my school? There are lots of ways that we can be effective workers in making things around us better. The first thing to do is to get all the facts about the problem. If the problem is seeing dirty streets in your town, for instance, you must first examine the situation. Are the streets really dirty? Do we truly want to do something about this? Why are the streets dirty? Once you answer these questions you are well on the way to doing something about the problem.

Such a problem was solved in the United States, for instance, by children in the schools. They began to campaign against 'littering', that is, throwing of paper or garbage at will

on the street. They wrote letters to their representative in the Congress ( Parliament and Senate ) and asked them to create anti littering laws. And they did.

The children went to their city officials to ask that baskets be placed along the streets so that people would have somewhere to throw their 'rubbish'. Then, they made posters to put all over town to help people to remember not to throw rubbish on the ground. The last they did was to pick up rubbish that people had dropped in the streets, and asked them to use baskets. They succeeded in many cities, in having the streets made nice for everyone's use.

This is a good example of people not just talking about a problem, but also doing something about it.

Can you do this ?

d). There was once a shoemaker. From no fault of his own he became very poor. At last he had nothing left but just enough leather for one pair of shoes.

In the evening he cut the leather, he meant to make a pair of shoes in the morning. Then he lay down quietly to sleep.

In the morning he said his prayers. Then he sat down to work. But, behold, The pair of shoes were already made. And they stood there, upon his wooden board.

The poor man was amazed. He knew not what to think. He took the shoes into his hand to look at them closely. They were so neatly worked that not a stitch was wrong. They looked just as if they had been made for a prize.

Presently a customer came in. The shoes pleased him very much. So he paid down more than was done before. He paid so much that the shoemaker was able to buy, with the money, leather for two pairs.

By the evening he had got the leather shaped out. When he got up the next morning he felt happy. He prepared for work. But there was no need - for the shoes stood all perfect on his board.

He did not wait long for customers. Two came in and paid him well for the shoes. Now he bought leather for four pairs of shoes. These, also, when he awoke next morning, he found already made. And so it went on. He cut out the leather in the evening. Next morning he found the neatest shoes had been made. This went on till he felt really happy. He was no longer a poor shoemaker.

One evening - not long before Christmas - he had cut out the usual amount of leather. He said to his wife before going to bed, "What do you say to stopping up this night? Step up to see who it is that helps us so kindly".

His wife was pleased to do this. They fastened up a light. Then they hid themselves in the corner of the room. They sat down behind some clothes hanging on a line.

As soon as it was midnight, in came two little menikins. They sat down on the board, and took up the pieces of leather. Then they set to work with their little fingers. They cut stitching, and sewing, and hammering. They did all this swiftly and lightly, that shoemaker could not take his eyes off them. He was astonished at what he saw.

They did not stop until all was finished. The shoes stood ready on the table. Then they sprang quickly away.

The following morning the wife said, "The little men have made us rich. We must show our thanks to them. They must feel cold at night. I will make a little shirt, coat, waistcoat, trousers and stockings for each of them and you make a pair of shoes for each".

The husband agreed. One evening, when all was ready, they laid present, instead of the usual work, on the board. Then they hid themselves to see what would happen.

At midnight the Elves came. They jumped about, and soon prepared to work. They saw no leather. Then they saw the lovely clothes and soon showed their glee. They put on their little coats, buttoned them up and sang, "Smart and clever boys we; Cobblers we'll no longer be".

So they went on hopping and jumping over the stools and chairs. At last they ran out of the door.

After that evening they did not come again. But the shoemaker now did well in all his work, and lived happily to the end of his days.

#### 4. Precis

Read the passages carefully two or three times. Make yourselves sure that you understand the passages.

Under the title **POINTS** you will find the most important points in the passages and under the title **CONNECTIONS** you will find two sets of joining words.



- Using the first CONNECTIONS, join the points to make sentences. All your sentences should make a paragraph.
- Read your paragraph and you will find that it is the precis of the passage.
- Use the second CONNECTIONS to join the points again and you will find another precis that is differently arranged.

a). An odd thing happened to me last Sunday. It was such a beautiful day that I decided to go for a leisurely drive in the country. On the way back home my motor stopped. I was out of gasoline on a lonely road far from a town. I decided to walk until I found someone who could sell me a gallon or two of gasoline. I had walked almost a mile before I finally found a big house near the road. I was glad to see it because it was starting to get dark.

I knocked on the door and a little old lady with long white hair answered. She said, "I have been waiting for you for a long time. Come in. Tea is almost ready".

"But I only come for some gasoline," I answered. I could not imagine what she was talking about.

"Oh, Rudy ! Gasoline ? You used to prefer tea", I quickly explained that my car was out of gasoline but she did not seem to hear me. She just kept calling me Rudy and talking about how long it had been since she had

seen me. She was behaving very strangely and I was anxious to leave. As soon as she went to get tea I went out of the house as fast as I could.

Fortunately, there was another house down the road, and I was able to buy several gallons of gasoline. When I told the man about my experience, he said, "Oh, that is Miss Sutz. She lives by herself in that house. She is peculiar but she wouldn't hurt anyone. She is still waiting for the man she was supposed to marry thirty years ago. The day before the wedding he went away and never came back".

CONNECTIONS	POINTS	CONNECTIONS
because	1. The writer's motor stopped - gasoline	on the way home
and	2. had to walk - gasoline	as
finally	3. found a house near the road	and
when	4. knocked the door - met old lady	after knocking
but	5. asked for gasoline - offered tea	but
and	6. found another house - several	fortunately
after having	gallons - gasoline	
	7. he told the man - experience	and

CONNECTIONS	POINTS	CONNECTIONS
then	8. the man told - old lady	
	9. the lady - peculiar	that
because	10. her fiance left her - wedding	for

b). I used to travel by air a great deal when I was a boy. My parents used to live in South America and I used to fly there from Europe in the holidays. An air hostess would take charge of me and I never had an unpleasant experience. I am used to travelling by air and only on one occasion have I felt frightened. After taking off, we were flying over the city and slowly gaining height, when the plane suddenly turned round and flew back to the airport. While we were waiting to land, an air hostess told us to keep calm and to get off the plane as soon as it touched down. Everybody on board was worried and we were curious to find out what had happened. Later we learned that there was an important person on board. The police had been told that a bomb had been planted on the plane. After we had landed, the plane was searched thoroughly. Fortunately, nothing was found and five hours later we were able to take off again.

CONNECTIONS	POINTS	CONNECTIONS
	1. plane took off	after having

CONNECTIONS	POINTS	CONNECTIONS
and	2. flew low - city	
when	3. gaining height	although
	4. had to return - airport	
meanwhile	5. told to keep calm	during this time
after	6. disembarked	until
	7. learnt - important person	
someone had told	8. police - bomb	because
but though	9. searched	
	10. found nothing	however
	11. five hours later	so
	- took off	

c). Now write a precis of the following passages in not more than eighty (80) words each.

After reading an article entitled 'Cigarette Smoking and Your Health', I lit a cigarette to calm my nerves. I smoked with concentration and pleasure as I was sure that this would be my last cigarette. For a whole week I did not smoke at all and during this time my wife suffered terribly. I had all the symptoms of someone giving up smoking, a bad temper and an enormous appetite. My friends kept on offering me cigarettes and cigars. They made no effort to hide their amusements whenever I produced a packet of sweets from my pocket. After seven days of this,

I went to a party. Everybody round me was smoking and I felt extremely uncomfortable. When my old friend Brian urged me to accept a cigarette, it was more than I could bear. I took one guiltily and lit it and smoked it with satisfaction. My wife was delighted that things had returned to normal once more. Anyway, as Brian pointed out, it is the easiest thing in the world to give up smoking. He himself has done it lots of time.

d). Newspapers provide guidance for their readers in many ways. They tell the readers which news is the most important. They give information which includes both sides of questions and problems. There always a number of events happening at the same time in any one place, and no newspaper has time or space to report each of them completely. The editors must decide whether the local garden display, which is happening in the town, or meeting of political groups choose the man it will support for election as the next president, is more important to the readers, and exactly how important each of these events is. What they decide is based on other news in the same area and also on the interests of the readers. Some small town newspapers print very little nation-wide and foreign news for they believe their readers get this information from large city newspapers and from radio and television.

#### B. The Separation Technique

The following passages contain two stories each. Read the



passages carefully first, then rewrite the stories separately.

a). A coconut peanuts grows grow on a tall tree under the ground. A coconut peanuts has have a thick shell thin shells. Peanuts a coconut are is easy to break hard to break. It they has have no water water inside. The outside parts outside part of a coconut of peanuts is used are pressed to make boards to make rope. When a coconut when peanuts are ripe is ripe it they are dug falls from the tree of the ground.

b). The plane in which I was flying one argument against Concorde was almost completely full is that Europe needs the money for other things. Thousands of new schools and hospitals I could have been built was sitting next to a window and could see with the same amount of money one of the wings clearly. So a second altitude argument against Concorde had just taken off and were gaining wrong type of plane for Europe. To my horror I Europe now needs black smoke and flames an air bus that can carry a number of moment, the plane is turned sharply and began to lose a completely opposite type altitude again. Very few people I can ever use looked at Concorde because the fares are so high one of the stewardesses. Only rich businessmen in a hurry she needs was trying to look calm and was even smiling this sort of plane. Even tho, if the other passengers is already possible to fly did not know from Paris to New York in

about six hours what was happening three hours a voice over the loudspeaker. Is the different between six hours and three hours it was a man's voice so important? If it he is so told us calmly that we were returning to London Airport because of a technical problem who will responsible for the risk then?

c). For many years Raden Ajeng Kartini people was born believed that in 1789 the cleverest animal after man her father were was the regent of Jepara chimpanzees. Now however there is he was proof that an educated man and dolphins sent may be all his sons and daughters even to a dutch school cleverer than these big apes. At school Kartini although began to think of dolphin what many girls of her age lived missed in the sea they it could not is not go to school a fish since and it had to stay is at home a mammal until they married Kartini it realized is therefore that women in Indonesia in many ways were not like free a human being and she wanted dolphin to improve have the situation a simple language But they her elder brother are able to talk did not agree with to one another her and it she may be could not do possible for men very much to learn until how to talk to she married dolphins the regent of Rembang But this he will not be easy allowed her to set up because dolphins cannot hear a housekeeping course the sound men can make for the women in his regency If man Kartini wants to talk to know that dolphins this therefore he will have to make was only the

beginning of the third language education for which both he and the dolphins women but she can could not understand do more. She dolphins are always had been also very kind very weak towards man and she they died often follow ships when she there was are only 25 years old many stories of dolphins thanks to dolphins her guiding women in Indonesia now ships through have difficult and dangerous and equal position in waters society to man.

6). When Helen when we were still goes to work schoolboys, my brother and I she always takes often used some food to go with her to the pictures. We she used to see is especially fond of a lot of travel films confectionary and fruit, and you because usually find her my family eating something had always been in her free time keen travellers. We in summer time particularly like see tropical sceneries usually goes out because our own surroundings into the garden were rather dull and taste. Then when she I like was eighteen years old to kinds of food I went to the university particularly cherries and met a student who had lived in the tropics and bananas and discovered that his family were our neighbours. I Helen though has been working that one of the best job for me when I left the university since she left school three years ago. She would he has worked to teach abroad, in the several departments of the office, and this student and in each department whose name was Jim,

she had has been a lot of useful information very popular, because and advice she is always to give me a high spirit. He I took me home have known one weekend, quite a lot and I met of fat girls, and I have found his twenty two year sister that all these girls are optimist. She if people asked Helen had just come back why she is always happy, from New Guinea, she just laughs where her husband was a lecturer but now Guinea there are has two people in our office a university of its own now, who and her husband do not like Helen work there. Their names are both she and her husband were Dorra and Emily very happy there. Neither Dorra nor Emily it was the second time over smiles, that they they had come home disapproved on leave of those who dance and drink, and they were eager to get back again and they always look at everything from its worse side. I asked but wether they are there were very useful, a lot of students, because they look after at the university of New Guinea, all the office furniture and equipments and she said with wonderful care, there were not many yet which is rare thing nowadays but the number was growing. There are they have been some in this students office who do really for some time now, excellent work, she went on. 'My husband but you never see sometimes has to give the marks Helen and then for the examinations, speak to each other, with another lecturer, and although he is always surprised they meet lots of times everyday at the result'.

C. The Transformation Technique

Read the following dialogues carefully and then transform each of them into a prose. Mind the use of Past Tense in narrating a story !

a). Paul : A friend of mine took a trip to California by car.

John : That's a long trip. How long did it take him ?

Paul : About six weeks. He wanted to see as much as possible.

John : What route did he take ?

Paul : He went to California by southern route, and came back by the northern route.

John : Where did he cross the Mississippi ?

Paul : He crossed it the first time at New Orleans. He spent three days in New Orleans. Then he visited the Gulf coast.

John : I supposed he visited the Grand Canyon.

Paul : Of course. He saw several national parks on the way.

John : California is a wonderful state. I spent three months there once.

Paul : Yes, it seems that California has everything.

John : It does not have New York City. There's no place exactly like New York.

b). Mary : (Knocking at the door)

It's me, Mother. Quick, open the door.

Mother : (Opening the door)

What in the world is the matter ? you look so pale.

Mary : Oh, Mother, There were thieves in the house last night.

Mother : Thieves ? Are you sure ?

Mary : Quite sure. Come with me, I'll show you. Look, that window is damaged and the back door is open. Everything's gone.

Mother : Dear, dear ! How dreadful ! And to think that not one of us heard them.

Father : (Sleepy)

What's going on here ?

Mary : Look yourself, Father. Thieves broke in and took all our things. My bicycle is gone. All my best clothes are gone. They have taken even my hair-brushes and hand mirror.

Father : You must have left the back door unlocked.

Mary : It is impossible, Father. Look, that window is broken.

Father : Then it's clear that the thieves must have come in through the window. You didn't hear anything during the night ?

Mary : Not a thing ! I was fast asleep. Then suddenly I woke up. But even now I don't know what woke me up.

Mother : Let's look in the other rooms. I'm afraid the



worst is still to come.

Father : Thank goodness, the dining room is not touched.

Mother : My God ! Look dear, they seem to have taken everything. Look, the drawers are all opened and empty. Not a single knife or spoon is left. Those thieves ! How can we replace these things?

Father : I'd better report it to the police station.

Probably they will be able to recover our things.

Mother : By all means go. The sooner the better.

c). John : Funny meeting you here. What brings you to this part of the town ?

George : I'm looking for a house, you know.

John : Looking for a house ?

George : Yes, I've been looking for 5 months. No luck yet.

John : Have you been living at a hotel all this time ?

George : No, I can't afford living at a hotel. It would be very expensive with six children.

John : Then where do you live ?

George : Not in the open air anyway, and not under a bridge either. We actually live in a garage.

John : In a garage with your wife and six children ?  
How dreadful ! You have my sympathy. I lived in a garage once. I still remember how uncomfortable it was.

George : But there were only two of you. We're eight.  
It's really crowded.

John : There are enough houses to rent.

George : Yes, but who has the key-money ? The other day a man offered me a house. At first I was delighted.

John : And..... ?

George : Let me finish my story. When he told me how much key-money I had to pay I almost fainted.

John : One million rupiahs, I bet !

George : Much more than that. He asked me for two million rupiahs.

John : Heavens !

George : Isn't that shocking ? I can never save such a sum, not even in my life time.

John : Have you applied to the local housing office ?

George : Yes, I've been waiting for three years. I wonder how much longer I'll have to wait ?

John : The supply of houses can't possibly keep up with the increase in population. That's really the root of the problem. But anyway, don't lose hope. I'll see what I can do for you.

George : Very kind of you. Thanks. Good bye !

John : Good bye !

d). Ricardo : Hello !

Teresa : Hello.

Ricardo : Juliet ?

Teresa : Sir

Ricardo : Sorry

Teresa : Stranger

Ricardo : ( nod )

Teresa : Staying ?

Ricardo : Nam't

Teresa : How ?

Ricardo : Certainly !

Teresa : Why ?

Ricardo : Beauty ...

Teresa : Whose ?

Ricardo : Yours

Teresa : Flatterer

Ricardo : Alone ?

Teresa : Almost

Ricardo : How ?

Teresa : Aggressive

Ricardo : Um .. Um .. Shy

Teresa : Really ?

Ricardo : Married ?

Teresa : Um .. Um ..

Ricardo : Engaged ?

Teresa : No ?

Ricardo : Good !

Teresa : What ?

( Teresa stands and walks right; Ricardo follows - offers  
card )

Ricardo : Here

Teresa : What ?

Ricardo : Card  
Teresa : Ricardo ?  
Ricardo : Yes  
Teresa : Um .. nice  
Ricardo : Yours ?  
Teresa : Teresa  
Ricardo : Charming !  
Teresa : Flatterer  
Ricardo : Friends ?  
Teresa : All right  
( Shake hand )  
Ricardo : Walk ?  
Teresa : Where ?  
Ricardo : Park  
Teresa : Can't  
Ricardo : Why ?  
Teresa : Father  
Ricardo : Brother  
Teresa : Absolutely  
Ricardo : Ride ?  
Teresa : When ?  
Ricardo : Now  
Teresa : Night ?  
Ricardo : Yes  
Teresa : Can't  
Ricardo : Why ?  
Teresa : Mother  
Ricardo : What ?

Teresa : Objects ?

Ricardo : Old fashioned

Teresa : No

Ricardo : No ?

Teresa : Experienced

Ricardo : I'm .....

Teresa : What ?

Ricardo : Different !

Teresa : Impossible

Ricardo : Why ?

Teresa : Men !

Ricardo : Take .....

Teresa : What ?

Ricardo : Chance ?

Teresa : Daren't

Ricardo : Why ?

Teresa : Bitten

Ricardo : You ?

Teresa : Yes .....

Ricardo : Once ?

Teresa : Twice

Ricardo : How

Teresa : Walked

Ricardo : Far ?

Teresa : Miles .....

Ricardo : Two ?

Teresa : More

Ricardo : Five ?

Teresa : Twenty !

Ricardo : Beast !

Teresa : Worse

Ricardo : How ?

Teresa : Scoundrel.

Ricardo : Sorry !

Teresa : Let's ...

Ricardo : What ?

Teresa : Forget ?

Ricardo : Sure

( Teresa walks right )

Ricardo : Snake ?

Teresa : Sometimes

Ricardo : What ?

Teresa : Anything

Ricardo : Good

( Ricardo offers cigarette )

Teresa : Regular ?

Ricardo : King Size !

( Ricardo stares at her forgets to light cigarette )

Teresa : Light ?

Ricardo : Sorry

( Ricardo watches her until match burns his fingers )

Ricardo : Ouch !

Teresa : Hurt ?

Ricardo : Um ...

Teresa : Here !

( Teresa offers cigarette )



Ricardo : Thanks \*\*\*\*

( Teresa sits )

Teresa : Work ?

Ricardo : Uh + Uh !

Teresa : What ?

Ricardo : ( fingers )

Teresa : Typing ?

Ricardo : No

Teresa : What ?

Ricardo : ( fingers )

Teresa : Messour !

Ricardo : ( fingers )

No !

Teresa : Well ?

Ricardo : Piano \*\*\*\*\*

Teresa : Tuner !

Ricardo : Virtuoso !

Teresa : Night Club ?

Ricardo : Horrors !

Teresa : Why ?

Ricardo : Detest

Teresa : Object

Ricardo : Delightful

( Soft music comes in )

Ricardo : Listen

Teresa : What ?

Ricardo : Music

Teresa : Where ?

Ricardo : Fairies

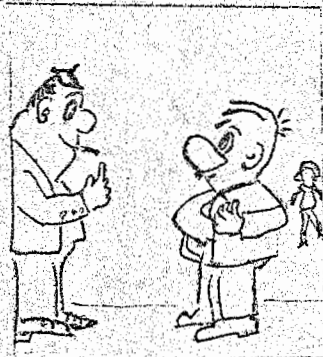
Teresa : Phonograph.

IV. EXERCISES ON DESCRIPTION, IDEAS INVENTING AND ORGANIZING

The Composition Technique

1. Composition via Pictures

a). When a man asks you for a favour, he will then thank you for what you do for him. In this following series, however, you will see a quite different and funny scene; a man chases another whom he asks a favour to. Tell me what the pictures are all about. You may follow the points provided below each picture.



- forgets his matches - meets a man - asks for light -



- lighting his light - seeing a beautiful young lady -

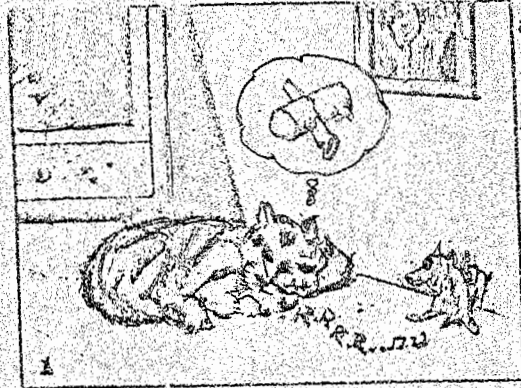


- unintentionally burns his nose - gets furious - chases the man

Your story will be more alive if you do not forget to tell me what the young lady is doing and what role she plays in the story.



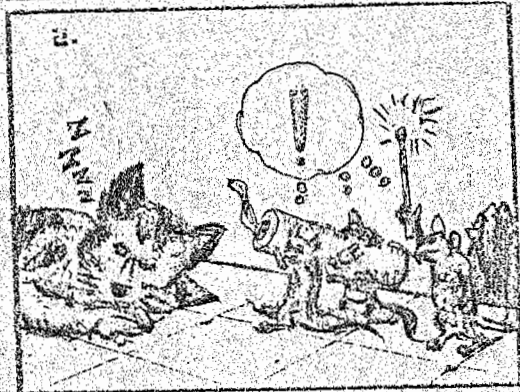
b). In this following series you will find a story of three mice and a cat. Though such a story can never happen in real life you laugh when you examine the pictures, don't you? Now, write down the story of the series of pictures. Try to make your readers laugh after reading your story.



Key words:

- sleeping soundly

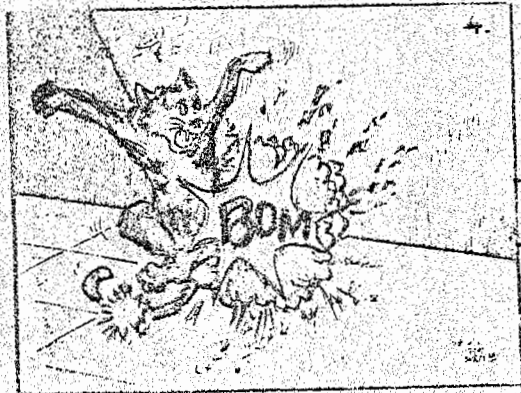
- creeps silently



- firework



- lit the fuse



- blow

- terrified





c). Here is another series containing a different story of the cat and the three mice. Write a complete story of the series !



Key words :

- chase
- miss
- grope
- shock
- twist





d). Before you is a typical scene of Thamrin Street, Jakarta during the rush hours. Describe the situation as much as you can. You may connect your description to the fact that the engineer of the bridge you see almost at the bottom of this picture committed fatal faults in planning the bridge so that it broke in two.



## 2. Composition via Words

( See Composition via words on page )

## CHAPTER FOUR

### CONCLUSION

To sum up, I would like to state again briefly the ideas that have been discussed in this thesis.

Entering the first division of the English Department of I.K.I.P Santa Barbara the students have, at least, some basic knowledge of English. But this basic knowledge might not be firmly established in the students' minds. It is one of the considerations that we should take in teaching the students.

Another consideration is that the students' previous schools are not the same in quality so that leveling the students' knowledge only by seeing their final marks will not be relevant.

Yet, a generalization can be drawn in concerns with the troubles the students have in composition since they have, more or less, the same linguistic background.

It has been agreed that actually the students have three major troubles in composition namely problems in language, rhetoric and format. Yet, since the aim of the thesis is providing the instructors with a handbook for the teaching of written composition in the first semester, the discussion has been concentrated on the first major namely linguistic problems which usually include spelling, grammar and vocabulary.



It has been emphasized that guided composition is different from free composition. The former is an activity where students are trained to control sentence patterns and paragraphs while the latter is the act and process of inventing and arranging ideas stylistically. The first year students in the English Department of I.K.I.P Sanata Dharma are given guided composition because they will be so overwhelmed by troubles that they will be frustrated if they jump right into free composition. The students need guidance to overcome their troubles and guided composition is intended to be the guide in question.

Since the students almost always do exercises in guided composition courses, they may get bored. To prevent boredom we can apply these following techniques of presentation.

- A. The Supplying Technique
- B. The Correction Technique
- C. The Translation Technique
- D. The Substitution Technique
- E. The Rewriting Technique
- F. The Separation Technique
- G. The Transformation Technique
- H. The Composition Technique

In concerns with the aim of composition course - enable the students to write a decent composition - the techniques have been organized as such that using the handbook designed in accordance with the sequence of the techniques of presentation the instructors will be able to help the students to

overcome their troubles and prepare a starting point for the second semester by training the students in, specifically, narration, description and paragraph writing.

Chapter three has been devoted to the handbook consisting of numerous exercises that have been divided into four groups namely exercises on language, exercises as transition from language to narration, exercises on narration and paragraphing and, the last group, exercises on description, ideas inventing and organizing.

The exercises have been selected from some books, magazines and novels. Some of them are simplified with the intention of eliminating more troubles for the students such as the difficulty of comprehending long and complicated sentences.

So simple are the exercises presented in this particular handbook that providing the key to the exercises will appear as a disbelief to the instructors' capability in doing such exercises.

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APPENDIX

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

Semester II :

1. Finishing a paragraph
  - (emphasis on CONTENT how to develop the ideal logically)
  2. Narrative Writing
  3. Descriptive Writing
  4. Paragraph Writing
- Topic Sentences :
- beginning
  - middle
  - ending

Handbooks :

1. Anderson, Straub, Gibson : WORD FINDER  
second edition
2. Dona Byrne : PROGRESSIVE PICTURE COMPOSITIONS
3. D.H. Spencer : GUIDED COMPOSITION EXERCISES
4. L.G. Alexander : ESSAY AND LETTER WRITING
5. Frank Chaplen : PARAGRAPH WRITING

Procedure :

1. explaining a new material ( item I ), about 10 minutes
2. giving exercises on the item just explained
3. discussing the work of the students ( their mistakes in structure, expressions, spelling, tense etc. )
4. giving homework
5. discussing the homework which is already corrected by the teacher
6. other items are given in the same procedure

