

TEACHING READING
BY FRIES AND WARDHAUGH
AND
TEACHING READING TO SMP-s AND SMA-s

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by
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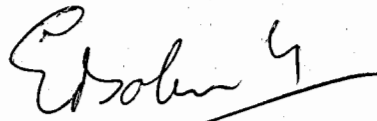
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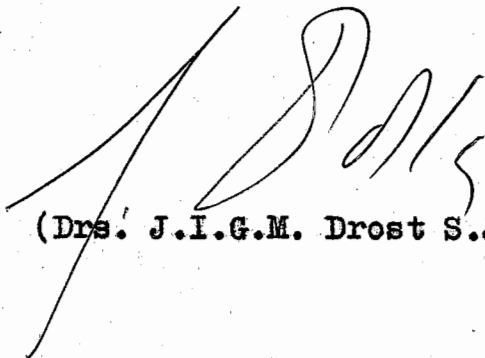
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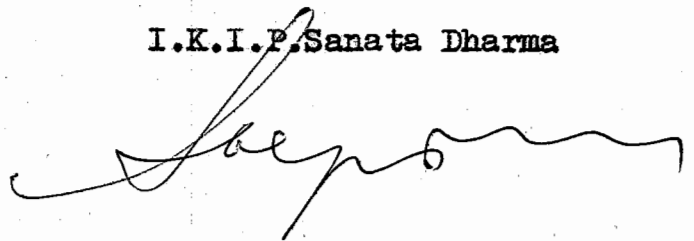
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Chapter I

I N T R O D U C T I O N

1.1. COMPREHENSIVE READING

It is difficult to give a clear-cut definition of reading which can be accepted by everybody. Many definitions have been proposed by experts. Not all of them agree on the same thing.

In 1948 W.S. Gray furnished a condensed summary on his ideas of reading as follows :

.....reading is conceived today as a complex activity of four dimensions : the presentation of words, a clear grasp of meaning, thoughtful reaction, and integration. All four steps are essential in varying combinations if adults are to secure through reading an adequate understanding of the conflicting issues that current life presents, to choose wisely between alternatives, to find valid solutions to the challenging personal and social problems faced, and develop richer and more stable personalities.¹

Apparently Gray gives a broad view of reading. He shows what would happen when a person is reading and what reading would result in life and what could be developed in a person through reading. He also regards it to be so essential to adults that he thought the success in reading would be very closely related to the success in life and to personal and perfect wisdom and personalities. Gray tends to equalize the success in reading with the success in life. So Gray deals largely with comprehension and the activities during the reading process.

¹Fries.C.C. Linguistics and Reading, 1963, pp.116-7.

In 1955 Flesh Rudolph said,

Reading means getting meaning from certain combinations of letters. Teach the child what each letter stands for and he can read. Ah no, you say, it can't be that simple. But it is.²

Flesh tends to regard reading as knowing the correspondence of letters with the speech sounds. Flesh does not say anything about getting or understanding the meaning of the text being read.

From those two definitions and others³ put forward by reading experts, we know that reading is not easy to define. The difficulty lies in the facts that there are various skills involved in reading and that reading activities may have various purposes: one can read for a language practice, for amusement, for new information and so on. Therefore in learning to read one ought to develop various reading skills. However one of the most important goal of reading instruction is possibly comprehension, that is the ability to interpret the printed or written pages in such a thorough way that the reader knows the meaning, the information, or the new ideas contained in them with which the reader can add his knowledge which will lead to the perfection of his wisdom and richer personality in dealing with his environment. However comprehension has gradation. It ranges from that of mature readers to that of beginning readers; and even mature readers may comprehend differently a certain reading material and may still make mistakes in their interpretations.

²Wardhaugh Ronald, Reading : A Linguistic perspective, 1969, p. 4.

³See : Bloomfield Leonard and Barnhart, Let's Read, 1961. Lefevre, Carl A., Linguistics and the Teaching of Reading, 1964. Spach George, Reading in the Elementary School, 1964.

The reader's efforts to comprehend vary : when he reads for amusements or for checking, his efforts are less than when he is to read a scientific book that forces him to be on the alert as he processes in reading to draw conclusions, to modify them and to compare them with his past experiences. However to comprehend is very important : even when the reader is reading for amusements or for checking, or language practice, he cannot amuse himself or check the written material or utter correct intonation and pronunciation if he does not somehow comprehend the material read. He cannot, for instance, utter the right pronunciation of the word 'desert' in the sentences,

They live near the desert.
They want to desert their old house.

if he does not know that in the first sentence 'desert' is a noun and the stress falls on the first syllable and in the second sentence 'desert' is a verb and the stress falls on the last syllable. Reading aloud can be a means to check comprehension. Of course a reader can read aloud letter sequences well even though he does not understand them, if he has been told how to say them. However this kind of reading is meaningless and useless. Even in reading drills the students are supposed to understand the pattern and the meaning and then the drills follow.

It is obvious, therefore, that reading is not synonymous to the ability to utter sequences of letters correctly or just to the ability to associate certain sequences of letters to their phonemes or just to the ability to uncover the meaning of individual words. To read comprehensively does not mean that the readers should

be able to understand any material given to him. Instead it means that the reader is able to understand, to interpret and to draw conclusions out of material of a certain level by using clues like different letter forms and arrangements, commas, fullstops, semi colon, indentation, and so on, of the printed or written pages, and other abilities or skills at his disposition, such as the ability to judge distances, to respond to the significant rather than the non-significant, to move the eyes from the left to the right, because especially in English the letter sequences are read from left to the right, and so on.

The materials for reading are quite unlimited and can deal with any aspects of the universe. Therefore developing the comprehension abilities is also unlimited and can take place at any level of readers.

1.2. THE IMPORTANCE OF COMPREHENSIVE READING IN ENGLISH

Nowadays our busy world has become smaller and smaller by the extension of communication through reading. Millions of books, magazines, bulletins, newspapers and so on dealing with various aspects of universe are available. Knowledge and sciences such as botany, fishery, philosophy, forestry, religion, biology, history, physics and so on can be communicated through space and time by the use of the writing system. It can be said that books magazines, newspapers and so on have become the source of knowledge and sciences, and the public mass media in various fields.

A human being is an eager creature. He is not satisfied with himself : he always wants to develop

his knowledge, his society, his culture, his civilization. He tries to learn from his past and his older generations to make progress in his life. He wants also the coming generations to share his experience, his knowledge, his invention, his discoveries through his writing.

To share the knowledge and sciences from others, mostly one should learn from books. To dig the knowledge for oneself, which can be used to develop human culture, civilization, mental maturity is quite important. Therefore nowadays where everything is progressing and moving fast, reading fast has become essential to man. Through reading one can make contact with sciences invented or discovered before. The more one wants to learn and to progress, the more he should read. This fact urges him to read with comprehension as fast and effective as possible.

✓ At present it is a fact that English has a very important position as a means of communication among peoples in the world. Many books dealing with various sciences and knowledge are written in English. To get contact with those sciences and knowledge people should learn to read English well. This makes reading in English very important especially in Indonesia, where people are still struggling to develop and to modernize their country according to the modern trend of knowledge. Therefore English is included in the curriculum of most Indonesian schools, and the skills of reading has become one of the most important objectives.

1.3. THE CURRENT TEACHING OF ENGLISH IN INDONESIAN SMP/ SMA SCHOOLS

English is the first foreign language taught in Indonesian schools. The students are supposed to learn and to master it as effective as possible. The objectives of teaching English as outlined in the current SMP / SMA schools are as follows,

1.3.1. The SMP Syllabus runs

- 1.3.1a. Memberikan pola dasar bahasa Inggris yang kuat, dengan mengutamakan pola-pola kalimat, sedang perbendaharaan kata dibatasi sampai dengan lebih kurang seribu kata untuk kata-kata yang harus dapat dipakai dalam kalimat-kalimat yang dapat diutjapkan.

(To give firm basic structural patterns of English, chiefly sentence patterns, while the vocabulary is limited to about one thousand words for production level.)

- 1.3.1b. Melengkapi murid-murid dengan suatu working-knowledge dalam bahasa Inggris, yaitu kemahiran memakai bahasa Inggris sederhana dalam semua bidang ketjakapan : reading mengenai hal-hal yang sederhana, writing, listening, speaking.

(to supply the students with working knowledge in English i.e. the ability to use simple English in all skills : reading about simple materials, writing, listening, speaking).⁴

⁴Rentjana Pendidikan SMP, July 1968.

1.3.2. The SMA syllabus runs

1.3.2a. Mendidik murid supaya,

- A. Memiliki sifat teliti, radjin dan sistematis,
- B. dapat menggunakan bahasa Inggris setjara aktif maupun pasip. Penggunaan setjara aktif ditekankan pada bagian sosial-budaja

(to educate the students,

- A. to be careful, diligent and systematic,

- B. to enable them to use English actively as well as passively.

Active mastery of English is stressed in the sosial - budaja classes.

1.3.2b. Peladjaran bahasa Inggeris membantu murid untuk melandjutkan peladjarannja ke-lembaga pendidikan jang lebih tinggi, baik di-fakultas sastra maupun fakultas lain (menangkap dan menulis isi kuliah serta membatja buku-buku dalam bahasa Inggeris: Reading knowledge dilandjutkan)

(English study should help the students to continue their study in higher level of schools, either in the faculty of letters, or in other faculties - to understand and to write lectures in English and to read English books: reading knowledge is continued).

1.3.2c. Memudahkan untuk mengadakan komunikasi baik lisan maupun tulisan antara bangsa.

(to make oral and written communication among nations easy).⁵

⁵Rentjana Pendidikan dan Peladjaran SMA 1969.

The syllabus further suggests that the methods to teach English at the SMP/SMA-s be the Oral Approach or Direct Method.⁶

What happens in class when a teacher is teaching English ?

In many SMP-s the "Salatiga Materials"⁷ (English Student's Book and Teacher's Guide Books) are used. The books have been built with the theory of Aural-Oral Approach as the base. The procedures of teaching are Presentation, Pronunciation Check, Drill and the Comprehension Check. However the teachers of English who are in general poor speakers of English and therefore are poor language models, and who do not get good training in handling the materials and methods of teaching, follow the course blindly and superficially. Soon there comes the time when the class gets bored with drills, and so most students behave like parrots and respond to the drills without understanding either the content of the lessons or the meaning of various kinds of drills.

✓ Other SMP-s and most of the SMA-s are still using the old grammar-translation methods. The teacher stands in front of the class and explains mostly in Indonesian the grammatical terms and rules which are not always adequate.

Concerning reading lessons the procedures of teaching are somehow as follows,

In SMP-s where the Salatiga Materials are used,

⁶Ibid.

⁷A series of English textbooks called "English Student's Book", written by Panitia Penjurusan Bahan Pengajaran Bahasa Inggris Djawatan Pendidikan Umum Departemen P.D. dan K., 1958 - 62, in Salatiga, is now generally known as Salatiga Materials.

first, the teacher reads a certain passage aloud and the students listen. The students read the passage in chorus after the teacher who cuts it into sense-group. Then the teacher asks individual students to read certain parts of the passage. Finally the teacher or individual students read the given questions and the students are told to answer the questions, the answers of which can easily be found in the text. Generally the answers can be given in single words or short phrases, because this conforms to the principle of the Aural-Oral Approach. The following is an example of a passage of reading, which is supposed to be done in the second grade of the SMP:

HELPING MISS LINA

School begins at half past seven. Any went to school early this morning. When she got there she went into the classroom. Miss Lina was in the classroom, writing on the board. She is Any's math teacher.

"Good morning, Miss Lina," Any said.

"Good morning, Any," replied Miss Lina.

Any put her books on her desk and went out of the classroom. She met her friend in front of the classroom.

Just then Miss Lina called, "Any, please come here and help me."

Any went into the classroom and Miss Lina said to her,

"I left my bag in the office. Please go to the office and get it for me."

Any went to the office, got the bag, and brought it back to Miss Lina.

"Is this it?" she asked.

"Yes it is. Thank you. Can you help me again? Please clean the blackboard for me."

Any cleaned the board for Miss Lina. Then she saw some paper on the floor. Any picked it up. She wanted to put it into the basket but it was not there.
.....⁸

The passage is followed by the following questions.

Questions

1. What time does school begin ?

⁸English Student's Book, SMP Second Year, pp.18-9.

2. What did Any do when she got to school ?
3. Where did she put her books ?
4. Where did she go next ?
5. Who did she meet in front of the classroom ?
6. What did Miss Lina leave in the office ?
7. Who got the bag for her ?
8. What did Any clean ?
9. What did she see on the floor ?
10. What did she pick up ?

In teaching reading in the SMA-s and in most SMP-s where the Salatiga Materials are not used, usually the teacher reads a certain passage and the students listen. Then individual students read certain parts of the passage. The teacher explains the difficult words mostly through translation; the individual students are asked to translate certain parts of the passage. Finally he asks some questions which are to be answered by the individual students orally or in writing. For variation, sometimes certain students are told to read the questions before the answering is done.

Often times the reading passage contains words, phrases or structures unfamiliar to the students. The students can translate only with the help of the teacher. Often the teacher provides a long list of words and their Indonesian translation; then he starts translating the passage sentence by sentence. The students are supposed to repeat only or sometimes they translate easier sentences. The questions are often answered by the teacher himself. The students are told to note down the questions and their answers and then to read them aloud. When a passage has been dealt with it is usually not repeated.

✓ The result of teaching English at the SMP/SMA-s is not very satisfying, and even far from reaching the aims stipulated. Many people are complaining about the reading ability of the SMP/SMA graduates. This poor result seems

to arise from various factors, among others

- ✓ 1. the objective of teaching English - the mastery of all language skills : reading, writing, listening, and speaking - to the SMP/SMA-s is unrealistic.
- ✓ 2. textbooks and reference books that are suitable to the situation of Indonesian schools and Indonesian students are not available; and most SMP/SMA do not have any libraries.
3. the students do not have much opportunity to practice using English outside the classroom because they use Indonesian or some regional language for their everyday means of communication; even in English classes
- ✓ the students have very little chance to practice communicating in English - the number of the students is big, the lesson hours per week are only three or four and each lasts only 40 minutes.
4. the economically poor teachers, who are toiling to get money by teaching in various schools, are not able to focus their attention to their profession in teaching English. They are naturally unable to improve their English and their techniques of teaching it.
5. many students, being the children of poor parents, cannot afford to buy English textbooks nor to spend much time to study. They have to help their families to earn their living.
6. The course materials and the methodology of teaching English are not adequate.
7. the teachers prepare the students just in order to pass their English final-examination. Little efforts are taken to prepare the students for their further studies.

Now many people are not satisfied with both the Grammar-Translation method and the Aural-Oral Approach. As far as the teaching of English in our junior and senior high schools is concerned, both the Grammar-Translation method and the Aural-Oral Approach have met with failure. When the Aural-Oral Approach was introduced everybody criticized the Grammar-Translation Method, and now people have been asking for the revision of the Aural-Oral Approach. This means a revision either on the approach of teaching or on the lesson materials used.⁹

1.4. THE PURPOSE OF THIS THESIS

Because of the bad result of teaching English at the SMP/SMA-s as explained above improvements and suggestions are naturally needed to enable the researchers and the teachers of English to formulate or design adequate methods and techniques of teaching English and especially reading in English, and to compile course materials that are suitable to the present situation of our SMP/SMA-s, to attain a better result. This thesis is therefore written with the effort to suggest some improvements to the current situation of teaching English, particularly of the teaching reading in English in the SMP-s and SMA-s. I am taking Fries and Wardhaugh to get some useful and needed suggestions.

⁹See : Drs. Koendjono S.J., Kompas, Nov.7, 1970.
 Drs. E.Bolsius S.J. "Sepuluh Tahun Aural-Oral Approach", Basis, March 1970.
 M. Moelono, "The Case for Modifications to the Oral Approach in Countries Where English Is a Foreign Language", June 1970.

1.5. WHY FRIES AND WARDHAUGH ARE TAKEN

In my efforts to propose some suggestions to the current situation of teaching English, especially of teaching reading in English to the SMP/SMA students I am taking Fries and Wardhaugh's books as the source of suggestions and as the base of analysis because :

1.5.1. Their books are the best I could get access to at this time.

1.5.2. Fries is the most eminent among the structural linguists and can represent one of the leading schools of linguistic opinion i.e. the structural linguistics. The findings of the structural linguists have governed the language learning and teaching for many years and up-to-now their influence is still rooted firmly in many countries. Besides, Fries's findings of how to teach reading has been adopted in compiling the Salatiga Materials, which are still in use at the SMP-s.

Wardhaugh can be regarded to represent the school of the Transformational linguistics, which is the newest school of linguistic opinion at present. The transformational grammarians have their own opinion about the nature of language and also an approach of how to teach a second language.

The two schools of linguistic opinions are prominent, dominant in many countries nowadays. In terms of psychology Fries can be said to belong to the behaviour-

istic school of psychology where as Wardhaugh to the
gestalt. These two schools of psychology are still do-
minant in many countries at present.

Chapter II

TEACHING READING BY FRIES

2.1. THE NATURE OF READING PROCESS

Fries, an influential linguist in the United States, attempted to apply the findings of linguistics to the teaching of reading. In his book "Linguistics and Reading"¹, he sets forth a theory of reading and the teaching as well as learning reading in one's native language especially English. He analyzed the nature of reading process, in the light of the linguistic findings, especially the findings of the structural linguistics.

According to Fries "Language is a code of signals!"² When a person is talking - as he is stimulated by his needs and wants or anything that urges him to talk to someone else - he produces sequences of vocal sounds which travel in the form of sound waves, and contact to the eardrum of the listener, who decodes and then reacts or responds to them. These sequences of vocal sounds will be meaningful to the listener, when they act as signals for certain meanings. To act as signals for certain meanings these sequences of vocal sounds should fit into certain patterns that contrast with each other.

e.g. /tin/³ = tin contrasts with /kin/ = kin
/kaen/ = can contrasts with /taen/ = tan

¹Fries Charles C., Linguistics and Reading, 1963.

²Ibid., p. 99.

³/ / slashes are conventionally used to indicate the forms within them are phonemic.

Fries says that the message sent by the speaker to the listener is not language; the vocal sounds produced by the speaker are not language. He says that the language is "the system of contrastive patterns through which sequences of specific 'speech act',⁴ get the power to function as signals of meanings that constitute the message!"⁵ So the system of contrastive patterns of vocal sounds becomes the language code while the sequences of the significant vocal sounds associated to some meanings become the language signals.

Fries assumes that all vocal sounds produced by human speech organs are never really the same. They are somehow always different. The difference that can be detected between two items, can be said to set a base for contrast. Therefore two different items can also be said to be in contrast with each other. However for a linguistic community not every contrast or difference between two items is significant. Two contrastive items that fit into a single functioning pattern, belong to the same unit, and thus they are functionally the same.

e.g. $[t^h]$ ⁶ aspirated /t/ in $[t^h in]$ = tin
 $[t^0]$ unaspirated /t/ in $[t^0 in]$ = tin
 $[k^h]$ aspirated /k/ in $[k^h in]$ = kin

⁴"Speech act" covers the uttering of the language sounds by the speaker (encoding the message into vocal sounds) and the hearing of these vocal sounds by the listener (who decodes them).

⁵Fries Charles C., *Linguistics and Reading*, 1963, p.102.

⁶brackets are conventionally used to indicate that the forms within them are phonetic (or vocal sounds as accurately recorded as possible).

An asterisk is used conventionally to indicate a form which usually does not happen in normal speech.

The difference between $[t^h]$ and $[t^o]$ in the examples above is not significant because $[t^h]$ and $[t^o]$ do not differentiate meaning; so they are functionally the same. They are of the same phoneme. The difference between $[k^h]$ and $[t^h]$ or $[k^h]$ and $[t^o]$ on the other hand is quite significant, because they differentiate meanings. Therefore, they function differently and belong to two different sound units or phonemes, i.e. /k/ and /t/ respectively.

Fries and other structural linguists use the principle of contrast of sound units to identify and to distinguish phonemes, morphemes or words in a language. They assume that not all items of sounds ^{that} can be pronounced have linguistic significance or functions. Such items have linguistic significance or functions, and therefore can be identified only when they are in contrast with each other.

Fries believes that in a linguistic community two or more different items of sounds or of sequences of sounds that fit into a single functioning pattern, are functionally the same and correlate to the same practical situation in a man's experience, and thus must elicit the same response. For instance, when a person repeats 'Sit down' several times, -each time must somehow be different- and yet it still fits into a single functioning pattern, the expected answer from the person spoken to will be the same. Therefore Fries defines language as "a system of recurring sequences or patterns of "sames" of vocal sounds which correlate with recurring "sames" of stimulus-situation features, and which elicit recurring "sames"

of response features".⁷ Fries says 'system' because the vocal sounds or sound units are arranged in certain patterns that contrast with each other to be linguistically functioning. The sequences are also 'arbitrary' because there should be agreement among speakers of the language society, concerning the sound units and their arrangements to be able to convey meaning or to correlate to the practical situation in a man's experience. However, there is neither logical nor significant connection between the sounds used in language and their meanings.

The writing system according to Fries is just an incomplete representation of the language signals, because in a writing system there are bundles of language signals like stress, pitch, intonation which are not represented or only partially represented. The English writing system according to him is alphabetical in nature. This means that individual graphic shapes called letters of the alphabet can represent separate consonant and vowel phonemes of the English language. Fries believes that the correspondence between the letters and the phonemes is more regular than what most people think it is. He says that

1. Each consonant letter regularly represents single consonant phonemes. Of twenty-one consonant letters thirteen have practically complete regularity in representing single phonemes : B, D, F, K, L, M, N, P, T, V, J, R, Q.⁸

⁷Fries Charles C., *Linguistics and Reading*, 1963, p. 102.

⁸Fries uses the unadorned capital letters to indicate the consonant and vowel letters in learning the letter shapes and in learning reading in the beginning stage.

2. Five consonant letters H, W, Y, S, Z, when occur initially represent single phonemes with practically complete regularity. S may represent /z/ between vowels and at the ends of words after voiced sounds. S and Z sometimes represent /z/. Y regularly represents a vowel phoneme when it is not initial.
3. C and G may represent two phonemes. C represents /k/ in most situations and /s/ in words such as CEDER, CITY CELL. G represents /g/ in most situations and /j/ before / /, /i/, and /ai/.
4. X practically represents the consonant cluster /ks/ and /z/ in XYLOPHONE and XERXES.
5. C, G and S overlap the regular use of other consonant letters. C may represent the same phonemes as K, Q, and S do. G may represent the same phoneme as J does. S may represent the same phoneme as Z does.
6. CH regularly represents /tʃ/ in CHEST, RICH, but often with T as in HATCH, STRETCH.
7. SH regularly represents /ʃ/.
8. DG regularly represents /dʒ/.
9. NG regularly represents /ŋ/.
10. TH may represent /θ/ and /ð/.

Vowel letters A, I, O, E, U, are more of a problem than of consonant letters. They do not have the regularity, which the consonant letters have. The vowel letters have a lot overlappings in their use. The letter I may represent /i:/, /i/, /ai/, while /i:/ may also be represented by EA, EE, IE, I.

e.g. I may represent /i/ as in FIT, SIT, KISS,
 /i:/ as in MACHINE,
 /ai/ as in FINE, DINE,

/i/ may be represented by

I as in BIT, THIN,

E as in EXAMPLE, EXAMINATION,

/i:/ may be represented by

EA as in BEAT, SEAT, MEAT,

EE as in MEET, KEEP,

IE as in BELIEVE,

EI as in RECEIVE,

I as in MACHINE.

Therefore they must be identified as representing vowel phonemes within words associated to the words of speech.

Fries claims that the letters, which represent the language signals as the speech sounds do, are also arranged into arbitrary sequences that contrast with each other. Therefore for both "reading" and "talking", the message (the meaning) is the same, the language code (the contrastive patterns of speech sounds) is the same, and the language signals (significant vocal sounds) are the same.⁹ The essential difference is that in "talking" the listener responds to the language signals represented by vocal sounds that stimulate his nervous system through the ear, while in reading the reader responds to the same language signals represented by sequences of graphic shapes that stimulate his nervous system through the eye.

So Fries regards reading as just a new visual task where the reader is to associate his visual responses to the graphic shapes with previously discriminated responses, which have been learned through talk. One can read well, when he is able to make visual responses to the

⁹Fries Charles C, *Linguistics and Reading*, 1963, p. 119.

language signals at high speed and even automatically.

To conclude the process of reading according to Fries is to transfer the sequences of graphic shapes to the previously learned sequences of speech sounds that correlate to the same human experience. This transferring activity should be made a habit so that the reader can respond to the sequences of graphic shapes without appealing to or recalling the speech sounds any more. When the reader can perform this transferring activity so automatically that he becomes aware of the meaning simultaneously when he sees the sequences of the graphic shapes, he is supposed to have achieved the reading skills and his reading is supposed to be perfect.

2.2. THE APPROACH

The method of teaching and learning reading developed by Fries is meant for those who are quite illiterate: and for that purpose he takes a six-year-old child or an adult who is totally illiterate. He believes that before a child learns to read he should have developed the ability to hear and to speak the language in which he wants to learn to read, or he should have language control of some kind. In other words, he should be able to respond correctly to the language signals through talk and to communicate orally meanings in the language.

Fries claims that the failures in teaching reading are mainly the result of the fact that reading researchers and teachers are not familiar with the "modern" findings of linguistics. He believes that linguistics can be applied to teach reading effectively and efficiently. Therefore reading researchers and teachers should appeal to

linguistics to find the right method of teaching reading.

In the process of teaching and learning to read Fries differentiates the reading performance, which is supposed to be the aims of teaching and learning to read, and the abilities that may be developed through reading . He says,

Learning to read is learning to do something. Progress and achievement in learning to read must be evaluated in the terms of completeness and efficiency of performance.¹⁰

He also stresses that learning to read is not learning "new" meanings, words, or grammatical structures, because he assumes that they have been learned by the child when he learns to talk. Learning to read is just forming new habits of recognizing and responding to the language signals which are represented by the graphic shapes or letters, and it must start from the learner's language control. The major part of learning to read must consist of habit-forming practice. He insists that the learner should form the habits of identifying the letter shapes and then the habits of identifying the spelling patterns as word patterns of speech. In forming the habits of identifying Fries claims 100% accuracy with high-speed recognition, because he believes that insufficient mastery of identification will cause delay and confusion later in learning to read.

It is obvious that Fries regards reading as just a new type of linguistic response to the language signals that make their contact to the nervous system through the light vibration through the eye in the form of well-

¹⁰Ibid., p. 186.

arranged, contrastive graphic shapes. For this reason Fries assumes that learning to read is learning to identify the letter shapes in contrast with each other, and then to associate them to certain sound units within minimal pairs of especially monosyllabic words which are connected to some meaning.

Fries asserts that "learning to read" involves three stages of activities, that can help to form the habits of recognition response to the graphic shapes and their sequences.

2.2.1. The Beginning : "The "Transfer" Stage

This is the first stage of learning to read developed by Fries. It is called the "transfer" stage because Fries wants to stress the simple distinguishing features of the reading process he himself develops, and because at this stage the student learns to transfer from responding to the language signals represented by vocal sounds to responding to the same language signals represented by graphic shapes. For that purpose the student should learn (1) to recognize and to respond to the graphic shapes, and (2) to recognize and to respond to the spelling patterns of letters within minimal pairs of words especially monosyllabic ones, as identifying word patterns of speech.

Learning to recognize and to identify the graphic shapes Fries insists on learning the unadorned capital letters A, B, C, D, E, F, G, and so on in order to minimize the complication in identifying. The letter shapes are learned in the following sequence (1) the "stroke" letters : I, T, L, F, H, A, N, M, K, Z, V, W, X,

Y, (2) the "stroke" and parts of "circle" letters : D, B, P, R, U, J, and then (3) the "circle" letters : Q, O, G, C, S.¹¹ The student need not name the letters in identifying, instead he should be able to recognize and to respond whether two given letter-shapes or letter sequences are the same or different.

In developing the habits of recognition response to the letter shapes, Fries excludes developing the writing skills and learning the numeral figures such as 1, 2, 3, 5, 8, and so on because they are not alphabetical but logographic. There should be no attempt to associate the letters with certain sounds. The student may learn the names of the letters, but this only serves as a check to the student's recognition-response accuracy.

When the habits of recognition-response to the letter shapes have been established, the student then learns to recognize the letter shapes in contrast with each other within minimal pairs of words, which are associated to spoken word-patterns.

e.g. SIT	/sit/	-	BIT	/bit/
TIN	/tin/	-	SIN	/sin/
MAN	/maen/	-	MEAN	/mi:n/
SIT	/sit/	-	SEAT	/si:t/

Therefore minimal pairs are very important as reading materials which should be read aloud at this stage. By this procedure the learner learns the letter shapes and the sounds they make in contrast. He is also supposed by this procedure to be able to recognize and to realize that words of speech consist of separate individual sounds which are represented by letters in writing. So this

¹¹Ibid., pp. 191-2.

procedure treats words as wholes, but identifies them in contrast so that the difference in spelling can be seen clearly as the difference in sound patterns.

2.2.2. The Stage of "Productive" Reading

This is the second stage of learning to read developed by Fries. This stage starts when within his linguistic experience the student is able to recognize and to respond to the spelling patterns of letters that contrast with each other in form and sequences as fast and accurately as to the auditory patterns of sound units and sequences which the spelling patterns represent.

According to Fries the writing system represents the language signals less than the vocal sounds do. In the first stage the student should have developed the recognition response to the bundles of graphic shapes, but this recognition response still demands conscious attention. In the second stage the student's recognition response should be developed into a habit and should become so automatic not only that "the contrastive features of these bundles of graphic shapes themselves sink below the threshold of attention, leaving only consciousness of the body of meaning as it develops" but also "that the cumulative understanding of this body of meaning enables the student to supply, to produce for the materials read 'at sight', those portions of language signals, the appropriate patterns of intonation and stress that are not represented or only partially represented in the graphic materials given for the eye".¹² To be conscious of the meaning the reader should read the materials in such

¹²Ibid., p. 208.



way as if he were hearing them spoken to him. This conforms Fries's statements, "I was 'hearing' as I wrote"¹³ and that the reader should be able to produce those portions of language signals (intonation, stress, pitch) which are ^{not} represented or only partially represented in the writing system, if he wants the reading materials function to him as a reader as they function to him as a listener. Because of that explanation Fries calls this stage "productive". Developing the process of recognition response according to Fries, coincides with the normal progress in learning to read, and demands a tremendous amount of practice on reading materials. However Fries himself does not show a procedure of how the materials for reading at this stage should be composed and arranged. He only claims that the materials must be adequately programmed and streamlined in steps so that they lead the reader in learning through all important sets of spelling patterns of letters so that he can identify them easily at high-speed, and then to make him conscious and able to produce the range of language signals that are not represented or only partially represented in the writing systems.

However we may conclude that the reading materials proposed by Fries must consist first of minimal ^{pairs} of words or sentences, and then of simple passages that contain words and grammatical structures within the student's language control, - such materials conform Fries's procedures of teaching reading. The materials should be designed in such a way that they are suitable for reading aloud.

¹³Ibid., p. 206.

It seems that Fries does not give any special significance to the type of teaching reading dealing with sophisticated reports, analysis, and other scientific materials. Anyhow developing the ability to read such materials is likely to be included in this stage, because they still deal with facts and not with "vivid imaginative realization," the reading ability of which is to be developed in stage three. Therefore such materials seem to be dealt ^{with} in the second stage.

2.2.3. The Stage of "Vivid Imaginative Realization"

This is the last stage of learning to read developed by Fries. It is called "Vivid Imaginative Realization" because the reading materials at this stage consist of artistic reading i.e. poetry, which do not communicate facts or information, instead they communicate "Vivid Imaginative Realization" of action, of emotion and of value. Fries says, "Reading at this level stimulates a vivid imaginative realization of vicarious experience."¹⁴

Fries refers to language as "the storehouse of all human knowledge and understanding that experience of man has accumulated."¹⁵ This knowledge and understanding are distinguished into two types, (1) "the great collection of information, the knowledge of the physical properties of all that has been explored, and (2) the great body of literature."¹⁶

Learning to read at this stage is learning to respond to the linguistic signals for "literary" purposes,

¹⁴Ibid., p. 208.

¹⁵Ibid., p. 208.

¹⁶Ibid., p. 209.

and it starts when the student as a reader can recognize and respond to the language signals represented by the graphic shapes as effective and automatic as he as a listener responds to the same language signals represented by vocal sounds. The student should develop the ability not only to respond automatically to the graphic shapes and produce the language signals, which are not represented or only partially represented in writing, but also to respond to the other signals of meanings specifically communicated and used by a "literary" artist. These signals of meaning are various, such as the regular and irregular distribution of lexical items (forms) - words, phrases, sentences that may have various meanings like social cultural, denotive, conotive, emotive, expressive¹⁷ - the metaphoric use of the lexical forms, the line structure, all of which may contribute to a number of artistic effects, rhythm and rhyme that mark the line structure and that also arouse artistic significance and so on. Those factors according to Fries contribute a lot to achieving and getting "vivid imaginative realization" of "literary" reading.

Fries does not formulate the procedure of how to compile or to design the reading materials for the learning of the mentioned signals of meaning communicated and especially employed by a "literary" artist. However Fries is likely to suggest that the reading materials at this stage should be that which have "literary" value, namely poetry, and the teaching procedure seems to be showing to the student how the mentioned signals are employed and should be interpreted to get what the artist wants to com-

¹⁷Fries says that meanings are classified under those terms. Fries Charles C., *Linguistics and Reading*, 1963, p. 94.

municate.

Apparently Fries says little about comprehension and about how a reader gets the message out of the printed or written pages. Fries seems to be satisfied when a reading learner can read aloud with good pronunciation, stresses, pitches, and intonation, because comprehension, to him, is likely to be a by-product of the ability to perform reading correctly, i.e. to respond automatically to the graphic shapes as representation of the speech sounds. This conforms his concept and assumption that meaning in one's native language has been learned when he learns to talk. Therefore in the process of learning to read especially in Stage I and II, there is no question of interpreting or comprehending the reading material.

When asked how a sentence gets its meaning Fries as a structuralist might explain the intonation contours, because the difference in intonation will cause the difference in meaning. He might also turn to the distinction between the lexical and grammatical words, because he believes that lexical words refer to the "real" world and that the structural words generally provide the framework or structures for the lexical words. He might also refer to various characteristics of sentences like predication, complementation, subordination, modification and so on because according to the structuralists to come to the understanding of meaning, one must avoid using meaning in their analytical processes in order to avoid the circularity that would result if they use meaning in their procedures. Instead they use the differential meaning in their analysis. They try to come to the meaning by analyzing the forms of the language. They pay serious

attention to the linguistic concepts such as the form classes of words, possible word orders and the constituent structures of sentences to understand meaning.

To conclude Fries and other structuralists try to describe meaning out of the surface structure of sentences and they pay little attention to the creativity and the contribution of the reader in interpreting the reading materials. It seems that only in reading the "literary" works the reader contributes to the configuration or to make the meaningful interpretation of what is being read.

Chapter III

TEACHING READING BY

RONALD WARDHAUGH

3.1. THE NATURE OF READING PROCESS

Ronald Wardhaugh assumes that "every living organism must learn to deal with its environments if it is to survive, and it must learn to react to a variety of external stimuli".¹ He characterizes this process in the term of "information processing signals, noise, channel, code, message and so on."² When one reads, he is also performing a kind of "information processing" which is unique to reading, where the reader is attempting to comprehend what is being read by using the visual clues of spelling. "Complete comprehension occurs when the recipient of the message (the reader) becomes aware of the total content of the message",³ ... intended by the writer.

Wardhaugh claims that eventhough the writing system is the representation of speech, the material for reading is more edited, more complex and less redundant than speech. Consequently in reading the reader must learn to process message and use perceptual skills which are different from those in listening. However both listener and reader should contribute to the meaningful

¹Wardhaugh Ronald, Reading: A Linguistic Perspective, 1969, p. 52.

²Ibid., p. 52.

³Ibid., p. 65.

interpretation of the speech and writing. In other words listening and reading require comprehension on the part of the listener or reader.

To comprehend a certain English sentence the reader is supposed to carry out graphological, (which is also phonological), syntactical and semantic processing and to use various abilities he has acquired, such as to move the eye from left-to-right direction - because especially in English there is a basic left-to-right ordering of orthographic, grammatical and lexical information, - to react to the significant rather than to the non-significant, to associate the graphic shapes with certain sound units or phonemes, to use both short - and long- memories effectively during the reading process, to use his knowledge of probabilities, and so on.

In order to be able to process the graphemes the reader should have the knowledge of the writing system. Wardhaugh believes that the writing system especially English is alphabetical. However, "the alphabetic system were probably never intended to represent phonological contrast alone, ignoring information from the semantic and syntactic parts of language."⁴ He assumes that the writing system is intended for those who have already learnt to speak the language. He seems to agree too that "... a writing system should represent morphophonemic contrasts in a language rather than the phonemic ones."⁵ Consequently it does not have to have the phonetic basis. To give an example : the plural 's' may be pronounced s and z as in cats and dogs. The different pronunciations of 's' need not be symbolized in an efficient writ-

³Ibid., p. 65.

⁴Ibid., p. 107.

ing system, because an English native speaker pronounces 's' differently in eats and dogs almost spontaneously. In pronouncing them he applies "the phonological rules"⁶; which the native speaker knows intuitively or that he has internalized. These rules determine how the native speaker pronounces what he recognizes in the spelling system. The different pronunciations of 's' indicates nothing else but the pluralization of the two words. However sip and zip have an s - z contrast. In this case the different pronunciations must be symbolized differently in the writing system because the different choice of s and z indicates different meaning.

From the above discussion we can conclude that the writing system, especially English, is better regarded as representing the morphophonemic contrasts, and that the English spelling system is designed without ignoring the syntactic and semantic information of the language.

Wardhaugh assumes that while the reader processes the graphemes, which are associated to speech sounds, he should also process the meaning of the lexical items and the grammatical structures, because especially in English the lexical items are not structured in a simple horizontal linearity as blocks are arranged one after another. Instead they are structured in such a way that very often the "dependencies" of the lexical items in a sentence are distant. For instance : "My friend, whom you met here before you left for Djakarta, has been ill for a long time." The relation of friend and has been is

⁶Ibid., p. 114. "phonological rules" are transformational rules that transform the deep phonemes (systematic phonemes) into surface phonemes.

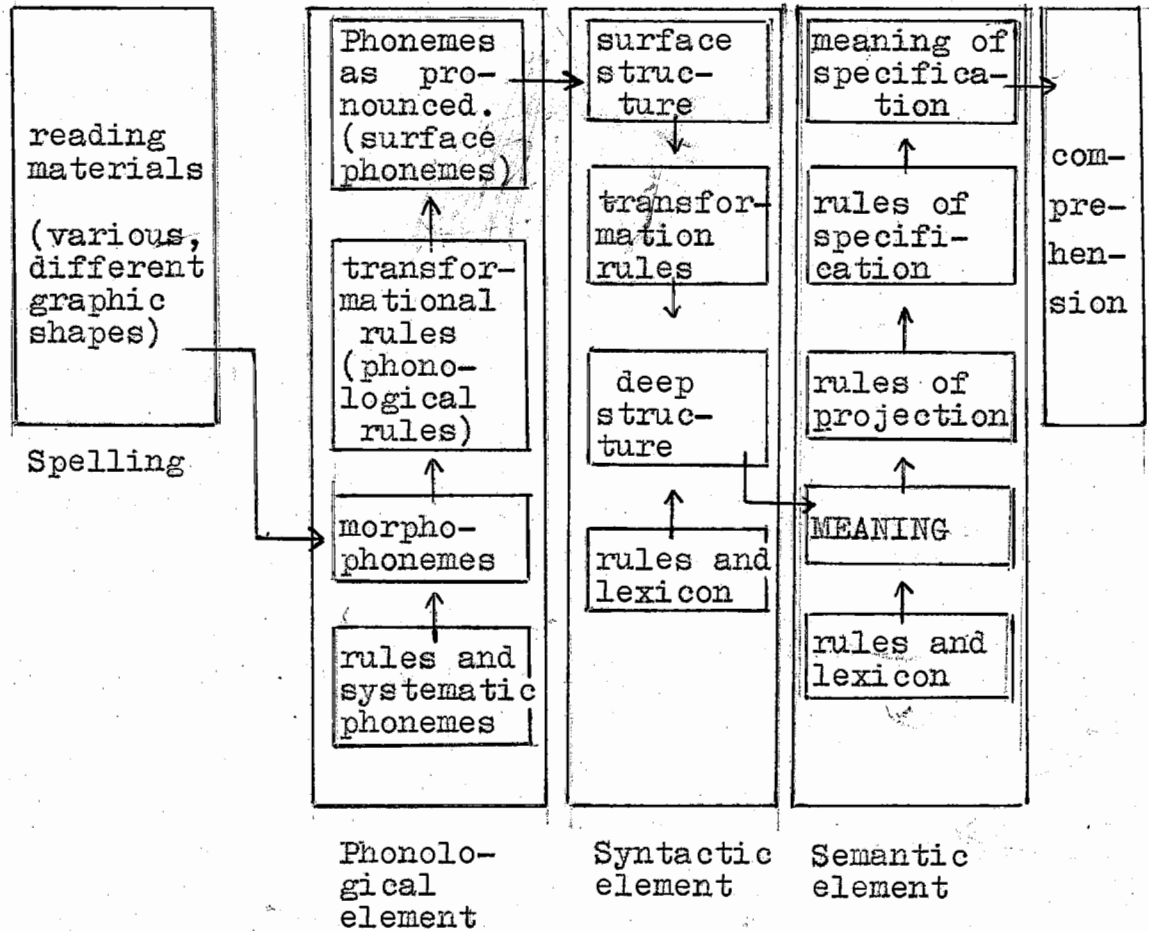
closer than the relation of friend and you, for instance, even though the positions of friend and you are closer. Therefore the lexical items are not interpreted individually, but as a whole in connection with each other in the grammatical structures.

To enable a reader to comprehend a reading material he must have the knowledge of the language in the meaning of "competence"⁷; the sound system, the syntax, and the semantics. These three elements of the language are the three important components that make the grammar of the language. This grammar is a grammar of competence, because it describes what a native speaker knows about his language.

When a person reads he always uses his linguistic knowledge in interpreting the material read. The process of comprehending can be described in the following way.⁸

⁷ "Competence" is the speaker-hearer's knowledge of his language. see: Noam Chomsky, Aspects of the Theory of Syntax, 1965, p.8.

⁸ We drew this diagram as our conclusion after reading Wardhaugh Ronald, Reading : A Linguistic Perspective, 1969.



The writing system consists of various, different graphic shapes or graphemes, which are to represent the morphophonemic contrasts that have phonological element. This phonological element consists of rules and serves as the underlying phonological units called "systematic phonemes".⁹ These systematic phonemes assign a set of "phonological rules",¹⁰ which determine how these underlying phonemes are pronounced in speech. The transformation of the underlying phonemes to the forms produced in speech is related to the interpretation of the lexical items because of the inherent phonological properties of the lexical items. It also connected to the syntactic structures because the lexical items are organized into

⁹Wardhaugh Ronald, Reading : A Linguistic Perspective, 1969, p. 114.

¹⁰Ibid.p.114.

syntactic structures. In short the phonological element is the important part that operates within the syntactic and semantic levels. Therefore the phonological element becomes a component of the grammar.

The syntactic component contains a set of rules and lexicon that set the base of "the deep structures".¹¹ These deep structures characterize the syntactic knowledge that an ideal speaker of the language might be said to exhibit in an ideal set of situation; so it is the syntactic competence. The deep structures are transformed by applying a set of rules into "the surface structures"¹² that characterize "the performance".¹³

The semantic component contains a set of rules and a lexicon. This set of rules "must characterize some sort of norm, the kind of semantic knowledge that an ideal speaker of the language might be said to exhibit in an ideal set of circumstance"¹⁴ In short it characterizes the semantic competence. The rules set the facts about semantics that all speakers of a language have internalized and can draw upon in interpreting words in a novel combination.¹⁵

Wardhaugh postulates that semantics assigns rules

¹¹"deep structure" is the abstract structure postulated as underlying a sentence. It contains all the necessary information for the semantic interpretation of that sentence.

see : Chomsky Noam, Aspects of the Theory of Syntax, 1965.

¹²"surface structure" is the relationships among the words of an actually observed sentence.

see : Chomsky Noam, Aspects of the Theory of Syntax, 1965.

¹³"performance" is the actual use of language in concrete situation.

see : Chomsky Noam, Aspects of the Theory of Syntax, 1965

¹⁴Wardhaugh Ronald, Reading: A Linguistic Perspective, 1969, p.90.

¹⁵Ibid., p. 90.

to set off the inherent semantic properties of the lexical items, and other rules called "projection rules"¹⁶ that relate these semantic properties to each other to convey the structured properties of the meanings of individual words and of the meanings of the sets of words that are used in sentences.

To comprehend a reading material the reader should use his linguistic competence. He must combine the reading of the deep structures of the sentences with a reading of meaning of the various lexical items and a projection of the reading of these lexical items to other. So understanding or getting the meaning of the reading materials can only be in the light of the deep structures that assign the lexical items as parts. Wardhaugh says ,

Meaning is almost entirely a property of the deep structures of sentences and of lexical items in the deep structures.¹⁷

Therefore to understand the message of a reading material the reader has to know the meaning of the lexical items with their various semantic properties in connection with each other in a structure, and he must be aware, while reading, of the syntactic and semantic collocation in the sentences.

On the other hand the surface structures that assign the inherent sequences of graphemes and phonemes are very important because they

.... provide listeners and readers with the substance from which underlying forms are to be processed and they definitely have an important role to play in

¹⁶Ibid., p. 92.

¹⁷Ibid., p. 48.

helping listeners and readers reconstruct the deep structures that underline them. But it is at the level of deep structure that sentences actually must be interpreted¹⁸

From the above discussion we know that reading is an active process, where the reader should be able to use his linguistic competence to interpret the text, to draw conclusions and to associate them with his past experience in some way and to make hypotheses and to modify them if they are inadequate. He must concurrently perceive the letter shapes, combine them into words, combine words into grammatical structures and deal with semantic collocation which makes sense in general context of the material being read. However his interpretation must project into the deep structures to get the right interpretation.

According to Wardhaugh in reading the reader plays a different linguistic performance from listening, because the written language is different in content and structures from the spoken language. This fact demands the reader to process different messages and to use different perceptual skills that are not required for listening.

He further assumes that while reading the reader adopts processing strategies, because there are different purposes of reading such as reading for meaning, critical reading, proof reading and so on. These processing strategies allow the reader to ignore or to overlook data that do not conform to the reader's hypotheses. The result is that he may make mistake or errors in interpreting or drawing conclusions. However these errors or

¹⁸Ibid., pp. 66 - 7.

mistakes are generally the result of applying inappropriate rules.

Wardhaugh refers to Goodman¹⁹ when he says that children reading unfamiliar and difficult textual material are forced to play what he calls "a psycholinguistic guessing game". He found out that in reading such a material the children always try to apply their linguistic knowledge and rules to interpret and to draw conclusions. Their responses always show that they use their linguistic competence and apply rules. Wardhaugh concludes, therefore, that in reading a reader applies rules he has internalized about language and that reading competence depends on the maturity of the linguistic competence of the reader.

3.2. THE APPROACH AND PROPOSALS FOR A READING METHOD

Wardhaugh does not suggest a step-by-step technique of how to teach reading, but he proposes a theory that is intended to underlie the principle of teaching reading. He says in his preface :

..... The material in this book, therefore, provides a perspective on the teaching of reading, not a method for teaching reading. If, as a result of reading this book, they (reading researchers and teachers) can confront these problems (problems faced in teaching reading, some of which are not linguistics in nature) with fruitful hypotheses based on a growing body of sound information, the book will have achieved its goal ...²⁰

It is obvious that Wardhaugh's book is meant to provide the reading researchers and teachers with sound information for teaching reading from different facets of linguistics. The book is supposed to stimulate them to

¹⁹Ibid., p. 138.

²⁰Ibid (preface) pp. vii - viii.

discover a sound reading method and to teach reading based on the information put forward in the book.

Ronald Wardhaugh believes that linguistics is a way of studying about languages and may provide postulations and hypotheses concerning languages. Therefore it may also be able to suggest to reading researchers and teachers something that will result in the forming or formulating of a sound method and techniques for teaching reading. However mere linguistics cannot be used as the principle of teaching reading. Psychological and pedagogical factors must also be consulted. Psychology and pedagogy contribute a lot to sound methods of teaching reading.

In the beginning of reading instruction, especially in English, Wardhaugh claims that the student is taught the letter shapes by making him identify the discriminating attributes of the letters. He is also taught the association of the orthography with the sound system on a basis which takes into account what he already knows about the sounds, grammatical structures and the lexicon of the language. He believes that the problem for a six-year-old child, who is supposed to be a good speaker, seems to be "... in learning the association between a level of the written symbols and a level of the surface phonology rather than between a level of written symbols and a level of deep phonology ...²¹ According to him learning the graphic symbols which have significant and non-significant characteristics, and learning to associate them with the surface phonology has to do with the student's perception, the problems of which are usually discussed by psychological experts in terms of recognition ,

²¹Ibid., p. 116.

matching, categorization and so on. These psychological phenomena in the perception of graphic shapes which are essential in processing the letter sequences in reading, need profound research and realization in the actual teaching of reading. Very often in learning the association of the graphic shapes with surface phonology the student has to make intelligent guesses at what any particular letter-sequence may represent.

The teaching of the association of the orthography with the sound system should not be the center of attention, because in interpreting a given reading passage the reader should also have underlying competence in the language, i.e. the semantic and syntactic competence. Wardhaugh says, that "the teaching of reading should take place within the total language program, in which reading instruction plays an important part."²² So teaching reading should not be separated from the teaching of language, because the reading materials contain lexical items and structures, the collocations of which are various. Reading can develop and enrich the language skills of the reader. On the other hand through reading one gets contact with new collocations and combination of lexical items and sentence structures, and perhaps with "new" words, which one has to learn and even to guess in interpreting the text. We may conclude that through reading one can learn language, and through learning grammar, and lexical items one can also develop the reading abilities.

According to Wardhaugh the total language program should be based on the analysis of the real language, or

²²Ibid., p. 140.

of how language is used by native speakers. In other words it is based on the discovery approach of language, and not by giving rules followed by "rote". Wardhaugh says,

This total program should emphasize the discovery of how language is used, rather than prescribe how language should be used.²³

Wardhaugh gives two reasons for this (1) the discovery approach conforms better to good linguistic, psychological, and pedagogical principles than prescribe approach, (2) understanding a process is likely to lead to better use of that process, but only if that understanding has been arrived at in a meaningful way rather than by rote. Anyhow the program should be prepared in such a way that the student is able to make generalizations on the language.

In designing the method and techniques for teaching reading, the teacher's experience also plays an important role. Wardhaugh says,

..... The best teaching of reading seems to be based not so much on research findings, but on experience. The good reading teacher seems to have learned what to do and what not to do by teaching reading, not by digesting studies,²⁴

As the reading teacher performs his task repeatedly in class, it can be concluded that he has experience in the actual teaching-reading task. He is supposed to have faced the actual problems which he and his students have to overcome to achieve effective and efficient results of teaching and learning reading, particularly in the classroom. He often has to modify his teaching to different

²³Ibid., pp. 140-1.

²⁴Ibid., p. 11.

situations. Hence the pedagogical role in teaching reading. On the other hand the students must also learn reading from their experience in their task, because in real life language is diverse. And this experience enables the students to draw conclusions and rules about language, which they are supposed to apply again in their novel reading task, and so on.

Wardhaugh insists on the fact that the student does not learn reading by learning rules; instead he learns to read by being given help with his reading task. He may learn rules used in reading; however, it is better if he learns them by experience and not by always being told about them. In this case he can internalize them. His reading performance will indicate whether he has internalized the rules or not. The function of the teacher is thus to help the student to internalize the rules. It is not necessary that the student can verbalize them. It is sufficient if he knows how to apply them even unconsciously.

According to Wardhaugh in oral reading there appears to be more performance variables than in silent reading, because in oral reading there is the sounding out of the printed or written pages. However both in oral and silent reading the reader is required to get meaning. Therefore comprehension is very important. In order to find whether the process of comprehension has been completed several methods can be used, such as to read the passage aloud with correct intonation and pronunciation, to answer questions, to perform actions and so on. So Wardhaugh claims that it is important to check whether the student understands the text he is asked to read, and

that caution must be taken so that the student can indicate exactly that he really understands the text. Wardhaugh implies that teaching reading must be accompanied by well-formulized tests in order to be able to evaluate the comprehension of the student. This testing may actually help the student to digest the contents of the passage read.

The teaching of reading should also be clearly distinguished from the teaching of speaking. The focus of the teaching of reading is on the learner's ability to comprehend, not on the ability to utter the words or sentences according to the standard dialect. As long as the student is able to demonstrate that he understands exactly the message sent by the writer, reading is successful. Ideally, of course, the student is able to speak the standard dialect. However dialectal variations should not be considered bad or unsatisfactory comprehension.

The last chapter of his book is devoted to the concrete proposals for teaching reading and for planning teaching reading programs. He says that if his ideas can be accepted there should be changes in the way of the tasks of teaching reading and of studying the teaching-process, particularly for the research in reading, teacher's training, course construction, text writing, curriculum planning, the understanding of reading skills, reading textbooks and so on.

Wardhaugh says that,

- up to now the results of the scientific approach to problems in reading have been rather disappointing;
- the sound methodology of reading research at present has a less sound content, because of the investigators'

unawareness of the basic facts about sound-symbol relationship, about English grammar, and about the source of children language development;

- the findings of linguistics, even the generative transformationalists, have resulted into confusion at present, and do not give the way-out to the problems faced by reading teachers;
- in professional books dealing with reading, in reading journals, and at meetings of reading teachers, there is little evidence that they make use of the knowledge of linguistics, and therefore linguistics has given little contribution to the reading teachers;
- the notion of the competence-performance distinction and how the reading competence is mirrored in reading performance requires further research;
- there should be more exploration concerning the phoneme-grapheme correspondences, morphophonemic-graphemic correspondences and the psychological reality of the morphophonemes, the importance of silent speech, the mediational role of "internalized" speech, the regularities and irregularities in English orthography, why and how the irregularities must be controlled, and what type of print is better used in the beginning of reading instruction;
- research should also be done on dialects, so that children who do not speak the standard dialect and who show a different reading-performance from those who speak the standard dialect, are not considered to be deficient in listening and speaking skills, in vocabulary or even in interest, because, may be, the only difference they have from other children is that they speak different dialects;
- there is a need to investigate the ability of a reader to adjust himself to various kinds of reading;

- Child(ren)'s language deserves further investigation , particularly, on aspects relating to the acquisition and development of linguistic competence, because Wardhaugh suspects that the development of the child's language -acquisition has a significant bearing on the development of reading ability;
- beginning reading materials should be made to conform to what is known about children's language and language in general;
- there should be a further study of the relationship between the writing skills and speaking skills; some people think that there is a close relationship between those skills, but Wardhaugh assumes that no such close relationship exists;
- reading teachers should be interested in the varieties of linguistic behaviour in their surroundings because their task of teaching reading is a variety of linguistic behaviour.

Wardhaugh believes that when the research has been done efficiently and effectively in the mentioned fields the problems of teaching reading can be solved and the sound method of teaching reading can be realized.

At last Wardhaugh puts forward four rules that good materials and methods for teaching reading must observe :

1. They must be based on sound linguistic theory and the best available description of the language;
2. They must be based on a thorough understanding of how children acquire their language, as this knowledge reveals itself in what they can do in their language, rather than in what they can verbalize about their language;

3. They must differentiate between descriptive and pre-scriptive; that means the teaching of reading should not be used as teaching the standard dialect;
4. They must recognize the important, active contribution the learner makes in reading, both in trying to make sense of the orthographic patterns of English and in trying to make sense out of sentences.

Chapter IV

PERSPECTIVE OF TEACHING READING IN ENGLISH TO SMP-s AND SMA-s

4.1. THE AIM

At present there are conflicting ideas concerning the aims of the teaching of English to Indonesian students. Some say that the objective of teaching English specially to Indonesian SMP-s and SMA-s should be the mastery of speaking, some think the mastery of writing, some others prefer the mastery of reading, and still more others believe the mastery of all skills of the English language.

✓ To attempt to have an oral mastery of English as being done in some SMP-s and SMA-s has proved to be inadequate to the current situation of the SMP-s and SMA-s. The application of the Aural-Oral Approach and the use of the "Salatiga Materials" emphasizing the mastery of oral skills of English has resulted in a disappointment. Many people believe that the result of our present SMP-s and SMA-s is even worse than in the pre-Aural-Oral Method, and it will perhaps continue to be so unless people change the objective and the method of teaching.

✓ If we insist on the teaching of English in order to enable the students to speak it, the lesson hours should be increased so that the students have enough time to have the oral practice, more competent teachers should be employed to give better models of the spoken English, more books and modern facilities that conform to the Aural-Oral method should be provided. To add more

lessen hours means, to change the present curriculum, to train the present English teachers to enable them to be better models of the spoken English, and to compose new and adequate books in conformity with the Aural - Oral method need a lot of time, money and energy. English laboratory, electronic equipments such as tape -recorder, linguaphones, and so on are also necessary for the Aural-Oral Approach. However, at present we simply cannot afford these luxuries. It can be concluded, therefore, that to teach English to enable the students to speak it is beyond our reach, and is not attainable at present.

Actually we do not see any strong reason why SMP and SMA students should be taught to speak English. It is not practical, because they will never use English in their every-day oral-communication; they are not to live in English-speaking environments. Only a handful of tourist guides, English teachers, interpreters and the like may need to talk in English, the Indonesians in general and the students of the SMP-s and SMA-s in particular can do without speaking English, what is important for them is that they can read in English in order to get contact with the English scientific books, magazines, newspapers, bulletins and so on.

Teaching and learning English in the SMP-s and SMA-s in order to speak it is not efficient and takes more time than, for instance, the teaching and learning to read it. In order to speak well one has to learn and to acquire an automatic aural-oral habit of English speech sounds, the syntax and the lexical items. One should learn them not only that one should be able to perceive and to discriminate when one hears them used in speech,

but also that one is able to produce them correctly. One must achieve the language competence and accurate production-performance which a native speaker has acquired. To attain this competence certainly takes a lot of time and energy. However the time and facilities allotted for English in the SMP-s and SMA-s are not enough to produce students who are capable of speaking English.

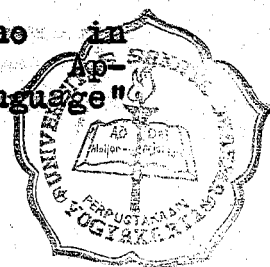
To teach English to the SMP-s and SMA-s in order to enable the students to write good English is even more inadequate at present. I do not see the immediate benefit or the practical need of this. Besides writing is a very difficult thing to achieve. It involves the mastery of many language skills including the mastery of syntax and lexicon. Writing itself is an art, which demands special attention even by a very competent native speaker.

Teaching English to the SMP and SMA students so that the mastery of all skills of the English language as recommended and stipulated by the Ministry of Education to enable the SMA graduates to speak, to listen, to read, and to write in English is, therefore, unrealistic. We cannot achieve it in the short period provided by SMP-s and SMA-s.¹

A realistic goal of teaching English to the SMP-s and SMA-s at present is, I think, to establish the skills of reading. It is practical, useful and attainable in the present curriculum of our SMP-s and SMA-s. Furthermore, it is advantageous, for from reading skills one can develop an active oral mastery, if necessary.

Most people still believe that SMP-s and SMA-s are

¹See the "simple" statistics given by Moelono in his article "The Case for Modification to the Oral Proach in Countries Where English Is a Foreign Language" RELC Journal, June 1970, p. 116.



general schools. This means that SMP- and SMA- graduates are supposed to continue their studies in the higher level schools, such as Universities, Academies, Colleges and so on. This means they have to read books, many of which are written in English. So English, in fact, for them is a means to further their studies and not a means for oral communication in their daily lives. Therefore the mastery of reading skills in English is more practical and useful for them than the mastery of oral skills.

Limiting ourselves to such an aim as the mastery of reading skills is realistic and attainable. It is a fact that the present English teachers especially in the SMP-s and SMA-s are poor speakers of English. They are mostly Indonesians who have got B.I or PGSLP - courses.² They read English well enough, but most of them are not competent to teach spoken English. Even those who have completed their English courses at the Teacher Training Colleges, IKIP-s, at the English Departments, are not always competent to teach spoken English. Those who are able to speak English well when they leave colleges often gradually lose their speaking ability,³ because in their daily lives they do not use English for communication. However, even though they are not good models for spoken English, they are capable to teach English Structures, vocabulary and idioms, and the writing system, which are

²B.I. is a one-year crash course for teachers to enable them to teach in the SMA-s. PGISMP (Pendidikan Guru Latihan Sekolah Menengah Pertama) is a one year crash course for teachers to enable them to teach in the SMP-s.

³See the very interesting article by Drs. Koendjono Th. SJ., "Sekali lagi tentang Masalah Peladjaran Bahasa Inggris di-Sekolah Menengah", Kompas, November 7, 1970, which supports this idea.

needed in reading. Furthermore, the students themselves have already been able to discriminate the written forms, because both English and Indonesian use the same Latin alphabet. And Indonesian student can easily read the differences between the two following sentences,

The sun's rays meet.

The sons raise meat.

or the following pairs of words, some of which are minimal pairs and some are homophones,

pail	-	pale	eat	-	it
sheep	-	ship	see	-	sea
kiss	-	keys	thin	-	sin
fine	-	vine	shine	-	sign etc.

So he need not learn to discriminate the letter forms when he learns to read English. This is one factor that makes reading easier.

Learning to read in many aspects is easier than learning the oral skills and to comprehend the spoken language. (A) In reading the reader can comprehend more intensively because he can reread the text as many times as needed, (B) There are many features of ease in reading as compared to speech. William E. Norris lists the features as follows,

1. Written forms often differentiate homophones (seed - cede), inflections (miss time - missed time), and word junctures (a nice house - an ice house) that are obscured in speech.
2. Dialectal variations in spelling (labor - labour) and syntax (does not have - has not got) are few and minor. Nor is it necessary for the reader to know the pronunciation in order to understand a new word.
3. Expository writing makes use of a more limited range of sentence types than speech. Statements predominate; questions are rarer, especially the Yes-No types; and short answers and reduced forms

are uncommon. Further, the sentence fragments, redundancies, false starts, gaps, and hesitations so common in informal speech are almost entirely lacking. In other words, edited written English is more regular and "correct", employs complete and well-formed sentences, and is free of grammatical errors and misspellings.

4. Writing is permanent, not transient in time. Hence the reader can proceed at his own pace, pausing to puzzle out word formations and syntactical constructions, to consult his dictionary, to re-scan and re-read.
5. Written English provides more background information than does informal speech; good expository writing, especially technical writing, does not require that we "read between the lines" to find the meaning.
6. Finally, in contrast to oral dialogue, writing does not distract the reader by requiring him to formulate a verbal response. He can devote all his efforts to understanding what he reads.⁴

Many SMA graduates can read a simple text in English with some understanding, even though they cannot speak the language. This may prove that under the present conditions of our SMP-s and SMA-s reading skills can be taught to and learned by the students. What is necessary is how to get the maximum result of the teaching within the present conditions. I believe that under the guidance of more qualified teachers than we have now and with more adequate teaching facility, reading skills can be learned better by the students.

It has been claimed that the shortest way to the mastery of reading is through the mastery of speech, because writing is only a partial representation of the spoken language, and because a child learns to speak before he learns to read. Native children, of course, learn to speak before they learn to read. However "second-language learners" are not native speakers. Besides most

⁴William E. Norris, "Advanced Reading: Goals, Techniques, Procedures", E.L.T., Sept.-Oct. 1971, p. 8.

Indonesian students studying English have learned the Latin alphabet before learning English and they do not learn it as a means of oral communication in every - day life. I believe that one can learn to read eventhough he cannot speak the language. Ronald Wardhaugh in his book shows that those who do not speak a language or the standard dialect for various reasons, can learn to read eventhough their task might be more difficult.⁵ He also says :

Reading requires certain perceptual skills that are not required for spoken language and, conversely, does not require certain perceptual skills required for spoken language.

and,

Reading is a different kind of linguistic performance from listening, just as listening from speaking.....⁶

It can be concluded that one can learn to read without speaking the language. Besides the ability to speak does not guarantee the ability to read, because the reading matter is different in content, structure and vocabulary from the spoken matter.⁷

I talked to many Indonesian students of various departments like the students of the faculty of medicine, economics, engineering, law, political science, and so on, who were assigned to read some English books to find some information, or data, for their papers, or theses. They said they were able to read some English text but when they were asked if they could speak English, they

⁵Wardhaugh Ronald, Reading : A Linguistic Perspective, 1969, Chapters seven, eight, and nine.

⁶Ibid., pp. 136 - 7.

⁷Ibid., Chapter Four.

said that they could not. In fact, many students of the English Department can read English but still find it difficult to speak it themselves.

We also have proofs in our daily lives that people can read something in a foreign language without mastering the speech beforehand. In Indonesia many people can read English, German, or Dutch without being able to speak one of these languages. Catholic priests read Latin eventhough most of them do not speak it. They generally learn it through the Grammar translation method.

Besides, oral mastery of language can be developed through the mastery of reading. When one can read the language well, usually he can easily learn the spoken language afterwards. Many teachers of Training Teacher Colleges, IKIP, nowadays only learned the active oral skills after they had acquired a good reading skills. They were taught English with the Grammar-Translation method or Direct method in High Schools.

From the above discussion we can conclude that learning a foreign language does not only mean learning to speak it. The objective of a foreign language learning can also be reading. One can learn and master the reading skills well although he does not speak the language beforehand. The mastery of reading skills is a realistic, practical and adequate objective of teaching English to the SMP and SMA students, and can be achieved and intensified under the present condition of our SMP-s and SMA-s. However this does not mean that I exclude or downgrade the teaching of spoken English and other skills. I want to suggest that reading should be the first thing to aim at for our Indonesian students. Therefore we should

not indulge ourselves teaching the spoken language, because I think it is not urgent in Indonesia. Therefore the method of teaching English should be reading oriented, and the materials for teaching for the greatest part should consist of reading matters.⁸ However as far as the SMP and SMA students are concerned the reading skills and the reading materials taught should be limited to a certain type only, because the number of words and the type of syntactic constructions that can be achieved within the time allotted by the SMP-s and SMA-s is also limited.

4.2. THE APPROACH

4.2.1. TYPES OF READING SKILLS

The types of possible reading skills taught in the SMP-s and SMA-s should be limited to (1) Initial reading, (2) Intensive Reading, (3) Extensive Reading and (4) Fast and Efficient Reading.

Beginning Reading is one of the first and most important activities of learning a foreign language through the written symbols. One of the purposes of Beginning Reading is to make the students accustomed to the letter sequences and their sound association and to the sentence intonation. Therefore the students should read the reading materials aloud. Many people believe that it is better to practice good pronunciation and intonation from the very beginning lessons. The reading materials of the Beginning Reading should be easy and consist of simple sentences with simple individual words. The words should be factual and concern those that can be understood easily.

⁸See : Note 3.

Intensive Reading is a kind of reading that emphasizes thorough comprehension. It is obvious that teaching Intensive Reading tends to be slow, because what is important is the understanding of the whole material even to every detail. Therefore during the Intensive Reading the linguistic elements are explained at large so that the students understand everything clearly and comprehend what the passage is about. In a language program Intensive Reading can become a means to learn and to master the written language. Therefore the purpose of Intensive Reading is twofold to learn the linguistic elements and to understand the passage. The materials of Intensive Reading should challenge the students to think. They should, therefore, always contain some "new" items and constructions. Such materials urge the students to be active and to be on the alert of "new" items to learn and so to improve their linguistic mastery.

Extensive Reading is an outside reading. Since the nature of the materials is long, Extensive Reading is given as home assignments to the students. The purpose of the Extensive Reading is to help the students to widen their linguistic experience-back-ground, which is necessary for them to understand novel texts, to reinforce reading habits, to have the students experience the English language at their own speed, interest, ability, to make them familiar with the cultural and social back-ground of the English language. Since the materials are relatively long, the Extensive Reading is very good to train the students' "long term memories".⁹ It is also a very good way of practicing and retaining in minds

⁹Wardhaugh Ronald, Reading : A Linguistic Perspective, 1969, p. 133.

↑
 ✓ vocabulary and a lot of structural patterns, which they have learned during the Intensive Reading. The materials for Extensive Reading, therefore, should be within the linguistic knowledge of the students. New items should not be introduced in the Extensive Reading, because this may become a nuisance for the students to read outside and may kill their interest to read. The materials should be read with ease and pleasure.

Fast and Efficient Reading is a kind of reading where the students are stimulated to read fast with reasonable comprehension. Some people say that if you have 70% comprehension that is good enough. Unlike Intensive Reading, Fast and Efficient Reading deals with understanding the materials within the shortest time possible. The focus of Fast and Efficient Reading is to understand the text fast though not thoroughly. The teacher need not explain the linguistic items. In this reading the teacher should try to remedy the students' bad reading-habits such as, move their lips while reading, point to the letters, sound the words, read each sentence or phrase several times, have eye fixation on individual words and move slowly from the first word of the line up to the last. Therefore the materials of this reading should be easy, and be within the linguistic knowledge of the students.

4.2.2. In term of general curriculum

✓ As the assumed goal of teaching English to the SMP- and SMA-students is the mastery of reading skills, I believe that within the total language program reading instruction should take the greatest and the most important part. It should be introduced from the very begin-

ning and not delayed until a certain other skill is introduced or mastered. I do not think that the principle of delaying reading as practiced by the "Salatiga Materials" bears a good result here in Indonesia. However Michael West is too extreme when he says,

..... The initial stage of learning a foreign language should, we believe, be to learn to read it - even in the case of the student who aims at complete mastery (of reading, writing, and speech).¹⁰

The method of teaching the written language through reading, which I suppose to be the main and most important objective of learning and teaching English to Indonesian SMP-s and SMA-s, is more efficient and effective, because through reading the students can learn the syntax, the lexical items with their semantic propensities, graphic system and their sound association repeatedly and because through reading they can train both their visual and auditory perception at the same time. This makes the students retain those linguistic elements longer and better. Meanwhile this procedure will prevent the students from wasting time in learning the spoken language.

To achieve the assumed objective the program of teaching should be planned in accordance with the time allotted by the present curriculum of the SMP-s and SMA-s. Therefore it is necessary to see how many times a week English is taught in each class of SMP-s and SMA-s. The English class sessions of the first and the second classes of SMP-s are four times a week, and of the third class are three times a week : each class session lasts for 40 or 45 minutes. In the SMA-s the first class, and

¹⁰ Mac Millan M., Efficiency in Reading, 1965, p.20.

the second and the third classes of "Pas-Pal"¹¹ have three class sessions each week, while the second and the third classes of "Sos-Bud"¹¹ have four class sessions : each lasts for 40 or 45 minutes.

To meet the time allotted with the assumed aim of teaching English I suggest that early classes of the first year of SMP-s are devoted to Initial Reading. This may last for about half a year in order to enable the students to get some ideas of English spelling, pronunciation, vocabulary and sentence patterns. A half - a - year period is enough for that purpose, because during that period the students have gained enough knowledge of English spelling, pronunciation, vocabulary and sentence patterns, upon which the foundation of Intensive Reading has to be set up.

Intensive Reading comes directly after the Initial Reading to the first year students of SMP-s and goes on to the last classes of the SMA-s. The Intensive Reading should take the greatest parts of the reading program. I suggest two thirds of the allotted time to be devoted to Intensive Reading. Thus, three class sessions of the first and the second years and two class sessions of the third year of the SMP-s should be devoted to Intensive Reading. Two class sessions of the first year, and of the second and the third years of "Pas-Pal", and three class sessions of the second and of the third years of "Sos-

¹¹ Pas-Pal (=Pasti dan Pasti Alam). It is a division of the second and the third classes of SMA-s, where mathematics and physics are the main subjects to learn. Sos-Bud (= Sosial dan Budaja) It is the other division of the second and the third classes of SMA-s, where language, economics, history are the main subjects to learn.

Bad" of SMA-s should be devoted to Intensive Reading.

Teaching written English does not mean that English speech sounds are not taught at all. On the contrary the speech sounds are taught at the same time as the written language is introduced. The procedure of teaching the language, therefore, is to introduce the written language and its sound correspondence from the beginning at the same time. This procedure will enable the students have a unified idea about the grapheme-phonology correspondence, which enables them to draw and then to internalize the rules of the grapheme-phonology correspondence.

Teaching pronunciation must not take the whole one class period, because it will be too long and will make the students bored. In fact, it should accompany the reading program, mainly Intensive Reading, because pronunciation is taught only when the students cannot read aloud the reading materials or when they are not able to repeat reading after the teacher properly.

The rest of the allotted time can be devoted to the teaching of grammar or syntax, to checking the students' comprehension of the Extensive Reading, and to teaching of Fast and Efficient Reading. I think checking the result of the Extensive Reading once in two weeks is enough to allow the students finish reading and allow them to read the material assigned with ease and pleasure. Fast and Efficient Reading once in two weeks is suitable. This gives time enough for the students to learn "new" words and grammatical structures which they have been taught during the Intensive Reading, so that they can really focus their attention on the comprehension of the material

of the Fast and Efficient Reading. In fast and efficient reading the students are more involved in comprehension and understanding the passage read, by using or manipulating all linguistic elements they have learned before hand.

The teaching of grammar or syntax is also very important. In general, it should accompany the teaching of the Intensive Reading, because the grammatical items taught is taken from the Intensive-Reading material. Once a week one or two items are explained and taught to the students. When a certain grammatical item is crucial and needs a long time to explain, the teacher may devote one class period to it.

Extensive Reading is done by the students outside the classroom as home assignment. It is an easy reading but rather long. In higher classes one assignment may consist of a story written in a booklet. Extensive Reading can be started in the second term of the second year of SMP-s, when the students have learned at least 500 words. If Intensive Reading is taught efficiently and effectively the students of the second class of SMP-s have mastered basic patterns and more than 600 words of the written language. So the first stage of Pleasant Books in Easy English, or the stage one of the Longmans' Structural Readers, or the New Method Supplementary Readers series,¹² which contain about 450 word vocabulary, can be assigned to be read outside the classroom by the second year students of SMP-s. The other stages of the book series can be assigned to be read by the students of higher classes. Extensive Reading will be continued in the SMA classes. The higher the class of the students the

¹²Longmans, Way to English, 1968, pp. 74-79.

more words that can be found in their Extensive Reading materials, so that in the last term of the third year of SMA-s the students can be assigned to read at least one unsimplified story book.

Fast and Efficient Reading should probably be started at half-way of SMA-s, i.e. when the students have acquired the basic knowledge of English. Before they are familiar with basic written language, and know enough words, master the base sentence patterns, and know certain simple styles of writing in English, Fast and Efficient Reading cannot be taught, Extensive Reading takes place at least once in two weeks.

4.2.3. Methods

In accordance with the assumed objective of teaching English to Indonesian SMP-s and SMA-s the written materials and their speech sound correspondence are presented to the students from the start. This can be done because (1) the students have been acquainted with the letter forms : both English and Indonesian use the same alphabet, (2) the students know from their own language that the written language have some kind of sound correspondence which is correlated to some meaning, and (3) they know from their experience in their language that the written language must be arranged in a certain system to convey meaning. What is necessary, therefore, is to learn what speech sounds a certain combination of letters represent. It is not necessary to teach the students the names of each letter of the alphabet in English, because this does not add anything as far as reading ability is concerned, and will perhaps make the students confused

when they have to pronounce a certain combination of letters which represent the words. It is enough to tell the students that English uses a different system of writing system from Indonesian. Therefore they should always pay attention to how the teacher pronounces the combination of the letter forms.

In the Initial Reading the students are presented words with their transcription, which then are used in simple sentences. It is necessary to show the students the phonetic transcription of speech sounds to enable the students "to internalize the phonological rules"¹³ of English. The importance of presenting words is to have the students able to pronounce the English speech sounds in a meaningful combination, while the importance of using the words in sentences is to teach the students the meaning of the words or the lexical items in a context and to make the students catch the patterns of the simple sentences. This procedure enables the students to learn the word stress, pitch and the intonation from the beginning.

Learning the correspondence of speech sounds and the writing system within single words has some advantages. First words are of suitable size containing several speech sounds which can be read aloud without much difficulty and still have meaning. Less than a word the combination is meaningless, while longer than a word some other difficulty is involved like assimilation, juncture and so on. Second, words have stresses, which also contribute to the meaning. Third, words contain enough

¹³ Wardhaugh Ronald, *Reading: A Linguistic Perspective*, 1969, pp. 48-49, 114, 127, 130-1.

sound units to remember, because a word forms a complete unit.

Presenting the meaning of individual words in simple sentences has some advantages. First, it has been proved that learning the meaning of a word can be remembered and retained longer if it is learned in a context. Second, the meaning of the same word sometimes differs in different sentences. Third, a sentence has intonation which also contributes to the meaning of individual words in the sentence. Fourth, the context helps define the right meaning of a word.

The syntactic structures of the sentences should be simple, and easy. In the Beginning Reading the patterns of the sentences should be those that are similar to the Indonesian ones, so that the students can focus their attention to the meaning. Preferably the sentences forms a story line. There are some advantages of this. First, a story can draw the interest of the students. Second, the story line can easily be remembered so that when the students remember the story line, they can also recollect the meaning of the sentences.

After some lessons there may appear some syntactic structures which are not similar to those of Indonesian. The teacher should explain them to the students. The explanation should be clear, short and exact, and should be able to help the students to draw and finally "internalize 'the syntactic rules'"¹⁴ for themselves.

As Intensive Reading is really the main means of teaching the "new" items of linguistic elements, the

¹⁴Soenardi J.D., An Application of Transformational Grammar in the Teaching of English as a Foreign Language, 1971, p. 13.

reading materials should be planned carefully. They must consist of lexical items and sentence patterns, which the students have learned previously, and "new" ones that have to be studied. Intensive Reading is dealt with in class. The teacher should decide the aims of each class session before the class starts. The aim may include the introducing of some pronunciation items, morphological items, syntactic items, or new vocabulary. The teacher should choose a limited aim at a time so that the attention of the students is really focused to it. The students may be asked to mark the item or the items unfamiliar to them. The purpose is to draw the attention of the students to the items or problems the teacher is going to teach or explain, and to make the students active and alert from the beginning of the lesson. After the teacher and the students read the passage, the teacher should explain and solve the problems or items new to the students. When finished the students may be asked to read the passage once more. Then the teacher gives or administers the verifying exercises to the students. The exercises can be done in class or sometimes at home by the students as their home assignments.

If the teacher asks the students to detect the "new" speech sounds he must explain the quality of the sounds and how they are formed, so that the students may have some idea of the sounds and so are able to draw and then "internalize 'the phonological rules'". If the teacher asks the students to note the "new" lexical items, then after individual students are given turns to read the passage, the teacher describes or explains the meaning in the context, so that the students may draw and then "inter-

nalize 'the rules of the semantic properties'"¹⁵ of the lexical items or words. If he asks the students to pay attention to the syntactic structures, the teacher should explain them to the students so that they are able to draw and "internalize 'the syntactic rules'".

There are some ways to enable the students to pronounce or at least to draw and "internalize 'the phonological rules'"; (1) the teacher repeatedly pronounces the words containing the difficult sound and asks the students to repeat after him in chorus, then in groups and then in individuals, (2) the teacher may also write, and read aloud several words containing the concerned sound, and tells the students to repeat after him in chorus, then in individuals, (3) he may also write on the board and read aloud minimal pairs in which the difficult sound contrasts, and tells the students to repeat reading after him, (4) he may also explain by using pictures or by demonstration how to form and to pronounce the difficult sound so that the students can pronounce it correctly.

Teaching the students the correspondence of the speech sound and the writing system is very important to make them aware of the fact, that in learning English they should learn the speech sound system and the spelling system which are different from their own language. If the students are taught this in an interesting way, it may arouse their eagerness and interest to learn the language and may remedy their tendency to transfer the sound system and the spelling system of their native tongue to English.

When the students are able to read aloud the words and the sentences in which the words are used, the teacher

¹⁵Wardhaugh Ronald, *Reading: A Linguistic Perspective*, 1969, pp. 91-94, and p. 96.

starts to explain the meaning. In explaining the meaning to the students the teacher should concern himself with the meaning of individual lexical items and their relation with each other in the sentence.

The meaning of the lexical meaning can be explained in some ways, (1) by demonstration, or by using aids like pictures, charts, objects and so on, (2) by translating or giving the equivalents in the students' native language, (3) by asking the students to guess intelligently through the context, (4) by defining or describing the meaning in the students' native language or in the English language.

To make the meaning retained and remembered longer by the students the teacher should use exercises, (1) the teacher uses the "new" lexical items in simple sentences; in more advanced classes of SMA-s the teacher may ask the students to use the items in their own sentences, (2) the teacher writes the passage on the board and leaves out the newly - learned lexical items, and then asks the students to read the passage aloud, filling in the missing words, (this may be done in advanced classes of SMA-s) (3) the teacher gives the definition of the newly-learned lexical items and the students are told to give the right words that stand for the definition, (4) the teacher may give the equivalents of the newly-learned lexical items in the students' mother tongue, and the students should translate in English. Through the exercises the students are supposed to be able gradually to draw and then "internalize a set of rules for semantic knowledge"¹⁶ of the newly learned lexical items.

In explaining "the projected meaning"¹⁷ of a

¹⁶Ibid., pp. 61-62, 89 - 96.

¹⁷Ibid., p. 93.

lexical item or a word in a sentence, the teacher should explain it concurrently with explaining the grammatical structures of the sentences. The teacher should explain it clearly, shortly, exactly and to the point. Some of the ways to explain this are (1) the teacher may write the sentence and other sentences having similar grammatical points and compare them with the grammatical points in the sentences learned previously, (the grammatical points compared should be those that have some difference in form and meaning, but are still of the same function in the structure) (2) the teacher may compare the grammatical points with those that have or express the same sense in the native language of the students, (3) he may describe the forms and meanings of the "new" grammatical points. In comparing the grammatical points and in describing the characteristics of the forms of the "new" grammatical points, the teacher should use enough sentences to enable the students to draw and then "internalize the 'syntactic rules'" for themselves.

To make the students remember, retain, and master the grammatical points and the projected meaning of the words, so that the students will be able to manipulate them in interpreting the new reading materials, the teacher has to give some exercises to the students either as assignments for their home work or as exercises they have to do in the classroom with the help of the teacher.

The teacher should give enough exercises wither as classroom practice or home assignments, to make the students learn them. The following are types of grammatical exercises that may be given to the students :

1. Substitution exercises : a constituent of a structure is substituted by an item of the same construction of

the original constituent,

e.g. He works fast.

She works fast.

He can study here.

He can work here.

2. Addition exercises : a new item is added to a construction.

e.g. They study English.

They can study here.

They go to the movies

They rarely go to the

on Saturday evening.

movies on Saturday evening

3. Transformation exercises : a construction is transformed into another.

- a. negative transformation exercises : the students are supposed to transform a positive construction into a negative,

e.g. He is a student - He is not a student.

He goes to school - He does not go to school.

- b. Yes-No question transformation : the students are asked to transform a statement into a yes-no question,

e.g. He is a student - Is he a student ?

He goes to school - Does he go to school ?

- c. Question word question transformation : the students are instructed to transform a statement into a question by using a question word.

e.g. He bought a book. - What did he buy ?

He is there. - Where is he ?

- d. Form transformation exercises : the students are asked to transform the form of an item into another,

e.g. He is ill - He was ill.

He studies English - He studied English.

4. Arrangement exercises : The students are instructed to arrange some items into a correct construction,

e.g. worked - in the garden - he. -- He worked in the garden.

a book - he - yesterday - bought. -- He bought a book yesterday.

5. Form exercises : the students are asked to give the right form of items in a construction

e.g. (lion) are fierce animals. -- Lions are fierce animals.

I (see) him yesterday. -- I saw him yesterday.

In real exercises very often a combination of operation is involved. This depends on the instruction of the exercises.

For instance : Instruction : Substitute the underlined words with the given words in brackets.

I go to school every day (he)

-- He goes to school every day.

I go to school every day (yesterday)

-- I went to school yesterday.

From the examples we see that in substitution exercises there may occur some form transformation. So the exercises are a combination of two or more classifications of the exercises.

From the above discussion I conclude that in teaching the linguistic elements - be it a pronunciation, syntactic, or vocabulary items, there are three main kinds of activities :

(1) Presentation. It is of two kinds. First, the teacher presents the element or the item which is going to be taught in the context of a reading material. Second, the element or item is put forward and made clear, when the teacher focuses the attention of the students

to it and gives some more sentences as examples containing that element. The examples should be adequate in number to allow the students to understand and to draw the rules before internalizing.

- (2) Explication. It provides the explanation about the problematic element which is going to be taught to the students, introduced in presentation. The explanation can be in English or in the native language of the students. It should be able to make the students check the rules they have drawn in presentation, and internalize them so that they really master them.
- (3) Verification. The teacher gives exercises which are of various kinds. These exercises will enable the students to remember and retain longer the element or the item just explained and the rules internalized, so that they are able to manipulate them in interpreting the new reading material.

When Extensive Reading is assigned as outside reading, the material should not contain "new" linguistic elements, so that it can be read easily and with pleasure by the students. It should be easier than the materials of Intensive Reading. However, there should be a big quantity of materials.

The students should read the assigned reading material at home. The teacher may provide the students with questions about the reading. In class session the teacher checks the comprehension of the students and asks some questions about the story. In higher classes of SMA-s he may ask some simple evaluation about the story.

Fast and Efficient Reading is administered in the classroom. The teacher gives the students a certain pas-

sage which is adequate in length and within the linguistic knowledge of the students. The students should read silently as fast as possible, with reasonable understanding. The teacher should fix the time, and when the time is up, the teacher asks the students to put aside the story and gives the students questions about the story and the students' comprehension about the story. The questions may also be done within a limited period of time. The students' answers may be oral or written. Then the teacher should evaluate the students' answers. This will urge the students to read fast and efficiently.

While the students are reading the teacher should be active to detect the students' wrong habits of reading slowly which are likely to retard the students' reading speed. Later, the teacher may give extra exercises which he think can remedy the individual students' wrong habits, or he may tell the students how they should read faster.

4.2.4. The procedure

I. The Initial Reading

1. The students are supposed to have books of their own. The teacher gives instruction in the students' native language to open their books in the first lesson.
2. He tells the students that English is not the same as Indonesian. Therefore they must not read English as they read Indonesian, because, eventhough English and Indonesian use the same alphabet the pronunciation of English speech sounds is different from that of Indonesian. So they must pay attention to and pronounce and even imitate the way of the teacher when he reads

and pronounces the English language. If they pay attention and imitate the teacher the students will be able to read and to pronounce English correctly.

The above explanation is necessary to make the students careful in learning English and to make the students always pay attention to the pronunciation. It may also arouse the students' curiosity and interest, and may lessen the students' tendency of reading English as Indonesian.

3. The teacher reads the list of the words with correct pronunciation and stress. The teacher presents the written item and their speech sound correspondence at the same time, so that the students can infer the rules of spelling speech sound correspondence for themselves. This is more efficient than teaching the students the speech sounds first and then their spelling correspondence.

As all human beings are eager creatures, the students are generally eager to read the list of the words. The teacher should manipulate this promptly.

4. The teacher asks the students to repeat reading after him in chorus several times. He may also ask certain groups of the students to repeat reading, and then individual students are asked to read after him. The students are supposed to imitate the teacher's pronunciation as closely as possible.

The purpose of asking the students to repeat reading in chorus is to encourage shy students to read aloud. While the purpose of asking individual students to read aloud is to enable the teacher to detect the individual students' mis-pronunciation.

5. When he detects that there are still some students who cannot read or pronounce the words correctly, he may give some demonstration of how to read and to pronounce, or an explanation, or he may draw some pictures of "sami" showing the way of the correct pronunciation.

The demonstration, and the explanation will help the students, who cannot yet control the pronunciation, to infer and internalize the "phonological rules". This will help them to practice reading aloud at home.

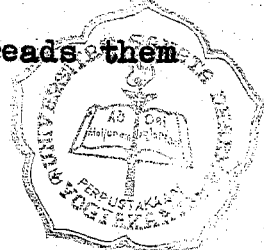
6. The teacher may ask the individual students to read the list of words aloud. He makes some necessary corrections to the students' wrong pronunciation.

Individual reading will make the students retain and remember longer the right pronunciation of the words so that they are still able to pronounce or to read them aloud in their reading later on.

7. The teacher then introduces the sentences in which the words just learned are used in constructions. He reads the sentences aloud one by one slowly. The students listen while their eyes following the text.

8. He asks the students in chorus to repeat reading the sentences after him. He should try to reinforce the right pronunciation and intonation to the students.

9. When there are students who cannot read with correct pronunciation and intonation he may give some explanation and exercises. He can explain the pronunciation by demonstration, or pictures. The intonation can be described by using an intonation diagram on the board. The teacher gives more sentences of the same intonation as exercises to the students. He reads them



aloud and the students repeat reading after him, so that later on they are able to read with correct intonation. Pronunciation exercises can be seen further in 4.2.3.

10. The teacher explains the meaning in the context. In early classes, the teacher may just give the equivalents of the words in the native language of the students, because the sentences are supposed to be similar to Indonesian patterns so that there is no problem in grammar. In further classes, where sentence patterns are not always similar to Indonesian ones, and the lexical items do not have one to one equivalents in both languages the teacher has to explain the meaning and give exercises as discussed in 4.2.3.

11. The teacher may ask the students to memorize the sentences at home and recite them in the next class session. This will enable the students to completely master and retain longer the pronunciation, the meaning and the pattern of the sentences, so that they still remember them if they come across them in their new reading. Such exercises can be given to the students in early classes, because they are still eager to express what they have just learned in the foreign language, so that such an exercise may arouse their interest and motivation in learning the language.

II. Intensive Reading

The Intensive Reading material consists of four parts, each of which may have some divisions.

A. Review. It may consist of a list of lexical items with their phonetic transcription, and sentences of the patterns just learned by the students. The purpose of

this part is to make the students recall the lexical items and the sentence patterns which they have studied in previous lessons, and which are going to be used in the following reading. The sentence patterns may also be used as comparisons to the "new" sentence patterns which are going to be taught.

- B. Reading material. It is of adequate length and may consist of two divisions : (1) the key words and the key patterns, (2) the body of the reading material, which introduces the linguistic elements or items that are going to be learned by the students.
- C. Explanation. The linguistic elements or items are explained to enable the students understand, to draw, and internalize the rules for themselves. The kind of linguistic elements or items explained depends on the aim which the teacher or the designer of the reading materials has decided.
- D. Exercises. These may be of various kinds, depending on the aim decided.

The procedure of teaching is as follows.

1. When the teacher enters the class-room, he greets the students. The greetings are supposed to have been learned by the students in the Beginning Reading lessons.
2. The teacher starts to review the previous lesson. He reads the words or the sentences in the review part. The students repeat reading after him. Then individual students are asked to read. The teacher may ask the meaning of the sentences. The students should be able to show that they really understand or know the meaning by answering the teacher in English or in their

native language, or by performing actions.

The review is supposed to be finished within ten minutes. It becomes the warming-up activity for the class.

3. The teacher goes on to the second part. First he reads the provided key-words or the key-patterns. Then the students repeat reading after him in chorus several times. Then he may ask individual students to read them aloud.

The purpose of these activities is to focus the students' attention and to draw the students' interest to the "new" form which the teacher is going to teach. He need not explain the meaning. He should tell the students to pay attention to the usage of the key words and the key patterns in the reading material. This will take five to ten minutes.

4. The teacher reads the passage and the students listen carefully while following the lines of the story. Then he asks the students to repeat reading after him two or three times in chorus, after which he asks individual students to read the story aloud.

The purpose is to make the students acquainted with the forms and to make the students try to guess the meaning through the context, by using the linguistic knowledge they have mastered. In this way the students are made active.

5. The teacher gives the explanation to the key words or patterns. This depends on the kind of material given before the reading itself. In the explanation part, the key words are used in sentences, the "new" sentence patterns are given some more examples to enable the teacher explain the meaning or the grammar points

easily. Further discussion on how meaning and grammatical points are explained can be found in 4.2.3. above.

6. These activities will enable the students to draw and internalize the rules of linguistic elements taught by the teacher.

With these activities it is possible that the teacher has covered one class-hour. For the next class hour he may continue with the question and exercise part. However before he continues he has to start from the second part once again quickly. He reads the passage aloud and then he may ask some individual students to read it. Then he continues with the explanation part to make the students recollect what he has explained them.

7. The teacher administers the questions to check the students' comprehension, and the exercises to make the students master and retain longer the linguistic elements just described by the teacher. further discussion on how the question and exercises are formed and varied can be found in 4.2.3.

The teacher should question everything about the reading material to ensure complete understanding about the content and the linguistic elements.

The questions and exercises can be assigned to the students as homeworks. Their answers can be checked together in class or the teacher takes them home. He has to check the answers and evaluate and gives some marks. This will stimulate the students to learn more diligently.

From the above procedure teaching Intensive Reading should be of adequate length so that it can be finish-

ed within two class sessions.

In advanced classes of SMA-s this procedure can be modified. Reading aloud can be reduced and the exercises can be added to ensure complete mastery of the linguistic elements through comprehension.

III. Extensive Reading

1. The teacher assigns the students to read a simplified story booklet or simplified story books or full story books at home. He may provide the students with questions. In the SMP-s and first classes of SMA-s the questions are meant to ask facts about the story, but in later classes of SMA-s he may ask evaluation of the story from the students, because the students of higher classes of SMA-s have mastered enough words or lexical items and grammatical structures which enable them to express themselves freely, and also because they are supposed to be mature enough to evaluate.
2. The students read the story at home and try to answer the provided questions.
3. In the class session the teacher checks the students' comprehension about the text. He asks individual students at random to read the question and the other students are asked to read their answer.
4. The teacher corrects their wrong answer and their grammatical mistakes in their answers. He has to explain why their answer are wrong and praise the students whose answers are exact and good. This will stimulate the students to learn and to read more diligently.
5. The teacher should give extra questions in class. These questions are meant to prevent lazy students from copy-

ing their answers to the questions from their fellow students. If the extra questions cannot be answered by certain students it is quite possible that the students did not read the story at all. By these extra questions such students are forced to read the assigned story next time.

6. Then the teacher gives the assignment for next time.
7. Sometimes the teacher assigns different story books to the students, and the questions are also given to them. The students are supposed to read the story and answer the questions at home. In the next class session the students may be asked to hand in their answers so that the teacher can take them home. He evaluates and gives marks to the students works. This procedure will urge the students to read.
8. For beginners the answers to the question may be given in the students' native language, because the students may not yet be able to answer in English because of the lack of vocabulary or of courage to answer in English.

IV. Fast and Efficient Reading

Fast and Efficient Reading is meant to teach the students to read fast with good or reasonable comprehension. Fast and Efficient Reading may be administered in a simple system i.e. the boxing system. The reading materials are typed on separate cards. The questions of the comprehension check exercises are typed on other separate cards.

1. The teacher tells the students that this is a kind of exercise to make the students read fast with intense comprehension. Therefore the students should read the story as fast as possible and try to understand the

content. The time is limited. When the time is up the students should collect the cards, and they have to answer the question given on other cards in their answer papers. They have to answer within a limited time too.

2. The teacher distributes the cards. Each student gets a card.
3. When time is up the students collect the cards and the teacher distributes the question cards. The students answer the question in their answer papers.
4. When time is up the students are asked to exchange their answer papers.
5. The teacher writes the correct answers on the board, and the students check the answers of their fellow students.

For beginners the teacher may allow the students to check and correct their own answers.

The teacher may also collect the answers of the students and evaluate and mark them at home. When he has finished he can return the papers to the students later on.

6. When it is finished the teacher may distribute the reading cards once more, and ask individual students to read the story aloud.
7. Then he allows the students to ask question or explanation about items they do not wholly understand or which are not clear to them.
8. Then the teacher gives some suggestions or advice which is necessary for the students to read fast and to remedy their wrong habits in reading.

✓ 4.3. THE MATERIAL

The reading materials for SMP-s and SMA-s should first of all be graded carefully. Easy items should be taught first and the difficult ones be postponed. What is meant by "graded" is that the item presented first should be the most unproblematic. The items which are similar to Indonesian structures are taught first, because they are easy. For example such sentences as 'I go to school every day' and 'This is a book' (Saja pergi kesekolah setiap hari, dan Ini buku.) The first sentence is better taught in the early lessons rather than the second, because the first sentence is similar in construction to Indonesian and more or less contains lexical items that have equivalents in Indonesian. The second sentence in spite of the fact that it may have "high frequency" in the list of structure count, has some grammatical points namely the existence of "is" and "a" which are not usually translated in Indonesian, which are quite different from Indonesian, and therefore is more difficult to teach to Indonesian students than the first sentence.

The grading of reading materials is very important, because a foreign language learner can easily learn and retain in the mind and use in practice items, which are similar to their native language. The development and the maturity of linguistic knowledge of a foreign language learner starts from easy items to difficult ones. Students get easily confused when they have to study many problems at a time. Students tend to understand the elements of a foreign language in analogy to their own language. This means that it is better to teach the items bit by bit and to start from elements which are somehow similar to the students' native language.

Secondly, lesson materials should be "selected". The items taught should be those that are necessary for reading and for the students' further studies in higher level of schools. The items which are used only in conversation are better postponed until the reading ability has been firmly established. This selection is necessary to direct the students to the goal of learning English in the SMP-s and SMA-s, who are learning to read English in order to help furthering their studies. By controlling the items taught the teacher saves time by not emphasizing unnecessary ones, because the time for studying allotted to the SMP-s and SMA-s is "comparatively short".

Further, materials should be well classified. The items taught should be defined with care in structures and in vocabulary. List of lexical and syntactical items included in the course should be provided; they can be distributed evenly in each class : not too many or too few items should be taught in each class. The list should also be checked to ensure that there are enough repetitions and that they are presented in gradation. The list is also important to decide the amount and the kind of words and structure taught in the Extensive Reading. Carefully arranged classification will enable the students to gain a unified and methodical knowledge without wasting too much time and energy.

The grading, selecting, and classifying concern mainly the grammatical structures, and lexical items. The speech sounds may also be graded, selected, and classified, but this is not quite important. Even though the students cannot pronounce the speech sounds with 100% accuracy, they still are able to read and understand them well, even perfectly. Besides speaking is not really the

main objective of teaching English in the SMP-s and SMA-s. What is important is that the speech sounds are properly taught as presented previously to allow the students to draw and "internalize 'phonological rules'" for their further studies.

There are some factors to be considered in grading, selecting and classifying the items. (1) the list of the "word frequency count" and the list of the "structure frequency counts". Some linguists have been trying to count how many times a certain structure or a word occurs in a certain reading materials or conversations. The result of the count is put in a list. The structures or the words that have high frequency of occurrence come first in the lists. The structure list is called the list of structure frequency counts and the word list is called the list of the word frequency counts. Very often the lists are further classified, and even each word or structure is given the percentage of occurrence. Then those that have high frequency of occurrence are called "common" words or structures.

In grading, selecting and classifying the reading materials there is a strong claim to the importance of such lists. However grading, selecting and classifying the reading materials for the SMP-s and SMA-s is not so important comparatively, because of several reasons; (1) the samples taken for the counts are taken at random, while the aim of learning and teaching English to Indonesian SMP and SMA students is to enable them to read scientific books which are of great importance for them in their further studies after they are graduated from SMA-s ; therefore the words and the structures taught to them should be directed to the scientific book reading, (2)

words like cricket, cheese, tea, and the greeting formula like How are you? Fine. Thank you. How are you? which are of high frequency among the native speakers of English, are rarely used in a text book, (3) as the mastery of reading skills is the dominant objective of learning and teaching English to Indonesian students, the most important question for them is how they are able to control the words and the grammatical structures in the context of their reading materials and not the question of how many common words they know. This idea is supported by Ronald Wardhaugh when he says,

... The real problem is knowing just what is worth doing and how important frequency is in language. That certain linguistic items occur more frequently than others in any language is obvious. What is not so obvious is the significance of that observation - for example, in helping one decide how to control such items in texts, how to grade the linguistic materials, or how to deal with combinatorial frequencies of words as well as with their individual frequencies.¹⁸

What is in fact useful for the mastery of reading skills is that the students can draw and internalize the syntactic, semantic and phonological rules, which enable them to interpret the new texts. For that purpose the frequency counts are not so essential or dominant in grading, selecting and classifying the reading materials for Indonesian SMP and SMA students. In fact the reading materials should be designed in such a way that they enable the students to internalize the rules of semantics and syntax.

(2) Contrastive Linguistic Analysis of the Native Language of the students and the English Language. The two languages are analyzed to find out in what items the two

¹⁸Ibid., p. 87.

languages are similar and in what items they are contrastive. This analysis concerns the sound system, vocabulary and grammatical structures. Such an analysis is called the comparative linguistic analysis. Many linguists and language teachers believe that in teaching a language enough emphasis should be given to elements, which are dissimilar.

Contrastive linguistic analysis is very important in grading, selecting and classifying the items taught in the reading materials to the students. The items which are similar are taught first and those which are dissimilar later. This is good mainly for the grammatical structures, because we can really compare the structures of the Native language of the students and the target language, the speech sounds which are correlated to the writing system and the lexical items that operate to convey real and exact meaning.

(3) The practical needs of the students. This factor stands out in the second and the third classes of SMA-s, where the students are divided into "Pas-Pal" and "Sos-Bud" classes. These divisions are supposed to be based on the talents of the students: "Pas-Pal" students are supposed to continue their studies in the faculties like the medicinal, engineering, biology or technology faculties, where mathematics, mechanics, chemistry, and so on are needed, while "Sos-Bud" students are supposed to continue their studies in faculties like law, socio-politics, economics, letters and so on where economics, languages, law, history are needed. Therefore the students need different kinds of reading materials; the kind of English reading materials taught to "Pas-Pal" students and to "Sos-Bud" students should be different because in their

further studies in higher levels of schools, they have to read quite different kinds of scientific books.

The practical needs of the students is an important factor to be considered in grading, selecting and classifying the reading materials, because English as taught to the SMP and SMA students is to enable them to read English scientific books in their further studies, and to help them to read the books, magazines, bulletins dealing with their future professions with ease and pleasure.

(4) The nature of the target language. Generally man thinks logically, and learns things in logical order or sequences and step by step. Among the various items one has to learn, he starts learning the naturally easy ones first and then the difficult ones. Therefore in teaching English to the SMA and SMP students, the teacher should teach the naturally easy items first and then the difficult ones. Usually the names of things are easier to catch and to understand than the action words or abstract words, and simple sentences are easier to catch and to understand than the complex sentences, and the regular items are easier to learn than the irregular ones. Therefore before teaching English to the students it is better to make an observation of the language to find out items which are naturally easy and difficult. The priority of teaching should be items that are naturally easy.

So the nature of the target language itself is also an important factor to be considered in grading, selecting and classifying the reading materials. The naturally easy items ought to be included in the reading materials of the beginning students. Concrete words and

factual words should be taught earlier before the abstract ones. Therefore the reading materials for beginner should contain factual words and facts, and the question-answer exercises are meant to ask facts rather than evaluations or interferences, which can only be asked to advanced students.

(5) The interest of the students. Students learning in the SMP-s and SMA-s are of different ages, sexes, and interests. The first year students of SMP-s have different interests from those who are in higher classes, and who are older than them. Therefore, their reading materials should deal with different matters or subjects than those of higher classes. The first year students of SMP-s, for instance, are likely to be interested in narrative stories, because they are still young, while the third year students of SMA-s may be interested in the subjects dealing with their future professions. It is obvious, therefore, that this factor is also important, because it does not only arouse the interest of the students, but also arouses the motivation of learning English. It is advisable that the reading materials of the higher classes of SMA-s are connected to their lessons. For instance, when the students get a lesson about atmosphere and its pressure in their physics class their reading material would also be dealing with atmosphere, so that there is a correlation between the subject they learn and the subject of their English reading material, so that their comprehension of the subject is perfect.

In deciding the subjects and the length of the reading materials for each class session, the pedagogical and psychological aspects must be taken into account,

because the students are not only physical beings but also psychological beings. Therefore teachers should be consulted because they have got experiences in teaching. Since the reading materials are taught by the teacher, he knows from his experiences the kind of reading materials, which the students are interested in, and the adequate length of the reading materials for each class session. To know the mental ability of the students to understand the materials taught, to know at what ages the students are interested in certain subjects of reading materials, and to know when the students are receptive to a certain subject of reading and to certain linguistic elements, and to know the maturity progress of the students, all of which are psychological in nature, is very important to decide the kinds of subjects of the reading materials and the length of the reading materials.

The reading materials should also be interesting to arouse the interest of the students and to motivate the students to learn English and to make them enjoy the reading.

The reading materials should also be formal and instructional, because they are meant to be learned and mastered by the students, so that no unnecessary items are taught. This is important to ensure the students of the correctness and the exactness of the reading materials. This will become the stimulus for the students to learn the materials taught to them.

The reading materials should also be sophisticated in the term that they include information about the English speaking people, including their culture, habits, and their way of life. These are also necessary for the

reading materials, because language is a branch of culture, and can be attributed as the "pool" of science and experience of the people speaking that language, because everything that concerns human culture, experience, science and so on can be expressed in language. Therefore to understand and master the language, the students should know and understand the culture, habits and the way of life of the people, who speak English as their native language.

Further points I should consider is that reading materials should be informative and challenging. By informative I mean that they should teach students about new experiences, they should show to the students about new aspects of life, about the culture of other people, especially that of the English speaking people.

From the above discussion I conclude that the reading materials should be prepared with great care, if we want to get the maximum result of teaching English through reading to the SMP and SMA students.

4.4. WHO SHOULD PREPARE THE READING MATERIALS

If we observe the above discussion, we can conclude that preparing and designing the reading materials for SMP-s and SMA-s a lot of factors should be considered, and various aspects are involved. Therefore preparing and designing the reading materials cannot be undertaken by one person with just one special qualification, - pedagogical, linguistic or stylistic. Materials should be prepared by a team of experts or somebody who at least has the following qualification : (1) good knowledge of what is good and interesting to the students, (2)

knowledge of what elements of English are easy and are difficult for the students (3) ability to create a graded material comprising all basic elements of English and excluding infrequent elements. Useful help or information may be acquired from (1) a competent linguist, who provides us with valid comparative linguistic analysis between English and Indonesian, the word frequency counts and the structure frequency counts of English, and information about the nature of the English language, (2) a teacher or a pedagogue, who has a lot of experience in teaching reading in English and who provides us with fruitful experiences, knowledge of the length of reading materials good for each class session, of items which are easily learned and mastered by the students, and of subjects which most of the students are interested in, (3) a psychologist who provides with useful information about the mental psychological and linguistic developments of the students, and (4) a competent native speaker of English who provides information concerning the correct usage of English and also information about the culture, habits and the way of life of the English speaking people.

Chapter V

CONCLUSION

To end this thesis I present the following conclusions.

1. The realistic, adequate and practical objective of teaching English to Indonesian SMP-s and SMA-s is the mastery of the skills of reading. The reading skills of English can be attained within the time allotted in the SMP-s and SMA-s, and can be taught under the instruction of teachers of the quality we have nowadays.
2. Reading skills may be needed by High School graduates to further their studies, for they often have to read books in English.
3. In teaching reading the students need not have control over the spoken language beforehand. They can start to learn the language through reading.
4. Those who want to have an oral mastery, can develop their oral mastery after acquiring the skills of reading.
5. To improve the reading ability of the students several things are needed (1) a qualified teacher who can teach the reading skills, (2) good methods of teaching reading and (3) a lot of good reading materials. Reading materials and reading exercises are of great importance. They should be planned and designed in such a way as to enable the students to internalize the rules of pronunciation, of syntax and of semantics

- the elements of language, - which enable the students to interpret the new reading materials.

6. Finally, to achieve a satisfactory result, one should note the suggestion of Wardhaugh - v.i. the principles of rules internalization - and those of Fries - v.i. the use of a lot of practice in reading. For this I would recommend the combination of their suggestions which are mainly stated in Chapters 4. 5. 6. 9 and 10, in Wardhaugh's book and chapter 4 and 7 in Fries's book.

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