

TEACHING READING IN S.M.A.

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Sarjana Degree



by
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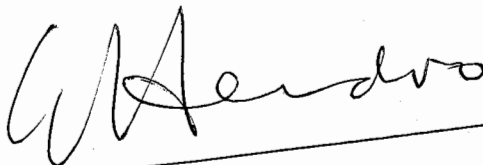
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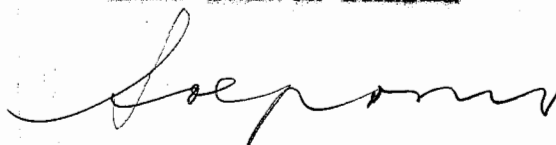
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INTRODUCTION

I. Scope of thesis

A.1. Along with the development of modern science and technology, international commerce and diplomacy, British and American influence in the world, English seems to enjoy an increasingly more significant place as a means of international and academic communication. In Indonesia English is taught at school obligatorily as the first foreign language. People recognize English as a tool to get the information they need in higher education and their demand for English is overwhelming. The source of information such as text-books, journals, encyclopedia, brochures and other supplementary readers are mostly written in English. Often students need information from first hand sources. Without knowing how to read English properly, it is hardly possible to progress in their studies. Foreign as well as wealthy domestic companies provide opportunities to those who have a good command of both spoken and written English. Some offices in Yogyakarta have recently held upgrading English courses for the workers. The need for proficiency in English is increasingly felt.

2. Owing to the importance of teaching English at school in the curriculum, the teaching methods and teaching materials have been organized and revised to meet the need of the students. The objectives of English language teaching have also undergone considerable changes. The latest objective of teaching English in the high school level is "the effective reading

ability"¹. The objective is further renewed and developed in the syllabus of the New Styled S.M.A. as follows :

Graduates of the S.M.A. are supposed to be able :

- a. to read and understand scientific books written in English.
- b. to attend lectures in English.
- c. to write down essential points during the lecture.
- d. to express oneself in English.

Obviously it is no longer enough to equip the students with just a skill in translating. It has become necessary to teach them in all the four basic skills- speaking, listening, reading, and writing - so that they can effectively communicate in the language.

3. Despite the ideal and impressive objective, however, it is disappointing to know that the result of the teaching of English at school is far from satisfactory. When the students graduated from the S.M.A. enter a university and deal with books or other publications in English, they immediately know that they do not read well enough. Neither do they speak nor write English well. The teaching staff is also dissatisfied with the inadequacy of the students in their reading ability. People remark that the students acquire a very small number of vocabulary which is at the most one thousand words. This seems to be an optimistic remark.

¹"The main objective of teaching English in the high school level is 'the effective reading ability' without neglecting the other basic language skills - listening, speaking, writing" (S.K Menter P.D.K. 12-12-1967 no. 96/67).

Consequently, English lessons at higher education have to start from basic remedial courses again. A further supporting proof can easily be seen in classes where I teach. The students feel it difficult to understand a simple text. They usually translate the text word by word, and they fail to understand it.

B. 4. This thesis is, therefore, concerned with the problem of teaching English at the S.M.A. The importance of English at the S.M.A. is due to the fact that the S.M.A. is considered a place in which the students are prepared for their further studies at the university level. They will usually have to study from required text-books written in English. It is necessary, therefore, to equip them with the knowledge of how to read English properly. For that reason, I particularly wish to focus my attention on the problem of reading which constitutes the most urgent need of the present students. The emphasis on the one aspect of learning by no means implies that the other skills are to be set aside. It rather suggests that the latter three skills can be best developed after the ability of reading has been adequately acquired.

In order to find out a better method of teaching English, we will have to know the problems and difficulties on the part of the students. Based on my experience and observations, I will point out my views on the problems and suggest the way out so as to tackling them. By doing so, a suggested way toward the improvement of teaching English can be done.

II, Methodology

In my presentation of the problem of teaching reading, I will mainly use my own experience and observation in the S.M.A.'s where I have taught. I have been interested in the field of teaching English ever since I was a student of S.M.A. B Negeri, Yogyakarta, in which English was not properly taught. I started teaching English when I was a fourth year student of IKIP "Sanata Dharma". In the meantime I also observed that there was a number of problems the students faced in learning a foreign language. I taught English in AKKI Yogyakarta from 1968 to 1969. I observed that they were well-equipped with the skill in reading. They acquired a great number of vocabulary and they were able to start reading philosophical books. They were mostly students preparing themselves to be priests, brothers and sisters. Normally, they were serious students and possessed better preparations for English. From 1970 to 1971 I taught in S.M.A. Rembang, in which reading materials were hardly available. I also observed that the students' acquisition of vocabulary was quite limited in number. They were not able to read even the materials which could have been read at the S.M.P.level. Consequently, they were not able to follow the standard of reading materials made by the government in the final examination. In examining the works of the students coming from various areas such as Pati, Kudus, Blora, Cepu, I found that their work was even worse. Their answers to questions in the materials were merely extracting any sentences without considering whether the sentences were exact sentences or not. Starting from

1972 I have been teaching English at S.M.A. "Stella Duce" Yogyakarta, which I expected to be a better school with regard to the teaching of English. To my disappointment, however, I find that most of the students are poor in English. There are a few in number who are really adequate in their reading ability - at least at their level. They are usually those who wish to continue their studies in the department of English.

The above observation of the present situation at the school where I have taught or got in contact with leads me to the conclusion that the teaching results are far from satisfactory and that they particularly lack reading ability. This bad situation of the teaching of English has been presented in order to remark that this thesis is made out of experience and observation rather than theoretical analysis.

III. Organization of thesis

Before arriving at the core of the thesis, I would like, in the first place, to expose in the first chapter some common teaching problems most schools are now facing. I will also remark what I think is wrong in the teaching of English. In chapter two, I will particularly deal with problems in reading which constitute the learning obstacles on the part of the students. The following chapter will deal with the latest method of teaching reading done in some schools in Indonesia. The reason for discussing this method in this thesis is that it seems to be a new fad in some teaching institutes. The advocates of the method of teaching reading

began to work by making new suggestions and by making materials which they consider will suit the need of the present students. It is by all means an appreciable effort to bring about better teaching results. But I will point out some objections with regard to the application of the latest method. I will try to give my views on it and finally present my suggestions as to how to conduct the most effective and yet economical method of teaching reading. Then I will present my suggestions on some sampling lessons which I consider will meet the need of the present students. The presentation of the materials is in accord with the method discussed in the preceding chapter. Finally appears the conclusion which constitutes the summary of the main points previously discussed in the earlier chapter.

CHAPTER ONE

THE REAL SITUATION OF MOST INDONESIAN SCHOOLS

Considering the objective of the teaching of English at school namely 'the effective reading ability' and the fact that the teaching result is not satisfactory, we need to know the real causes of the bad situation. In this chapter, therefore, I will attempt to present some circumstances affecting the teaching of English in Indonesia, which may serve as the basic foundation for finding out the relief of the bad situation with regard to the teaching of English. It is my hope that the analysis of the situation and some common teaching problems may serve to picture the causes of the situation of teaching English which is poor.

English has taken an important place in the school curriculum in Indonesia ever since it was regarded as the 'first foreign language' in Indonesia over two decades ago. There remain, however, a number of seriously bad circumstances affecting the teaching of English. They are supposed to be tackled by those in charge of education if we expect better teaching results.

The present situation of the teaching of English is due to some problems most schools are now facing. They can easily be traced to the approach, the teachers, the students, the teaching hours, the size of the class, and the facilities available in the school.

A. The approach

1. The approach advocated at school is 'the aural - oral approach' based on the findings of linguistics demonstrating the unrealistic basis of the rules in the traditional grammar. It puts too much emphasis on the aural-oral activities by limiting the vocabulary to a certain extent as it is clearly put forward by the founder of the approach :

A person has 'learned' a foreign language when he has first, within a limited vocabulary, mastered the sound system (that is, when he can understand the stream of speech and achieve an understandable production of it) and has, second, made the structural devices (that is, the basic arrangement of utterances) matters of automatic habit.¹

The advocacy of the approach, however, does not bring about successful teaching results due to some reasons :

- a. The approach does not correlate to the objective of teaching English. It is true that most people learn to speak their own language before they learn to read and write it. But why are literate adults to learn a foreign language in that way ? Furthermore, since it will be easier for them to read a new language than to speak or write it, I think it is better to start with the reading-approach.
- b. The approach is best handled by a native speaker whose actual means of communication is English. Most of the Indonesian teachers lack speech fluency. This is due to their inadequate training or the impossibil-

¹Charles C. Fries, Teaching and Learning English as a Foreign Language, 1945.

ity to maintain their English. Their attempts to carry out the oral activities, therefore, create an artificial atmosphere in class.

- c. The application of the effective method of teaching English depends on certain environmental factors. Most schools in Indonesia cannot afford sound proof walls which enable the choral drills to be carried out without any distraction. The class-rooms are usually separated by thin bamboo weave, three-ply or walls made of brick, but open at the top for ventilation. Therefore, the students' concentration is often distracted by sounds from the other class-rooms.
- d. Teachers are usually underpaid. The underpayment of teachers makes it impossible to devote their time and energy to handle the tiring aural - oral activities. It stands to reason, therefore, that their enthusiasm to carry out the approach activities in the initial stages is followed by the gradual sagging down of it in the further stages.

2. The method of teaching English is dependent upon the teacher's hand-book. Every hand-book sets up its own method and the teacher is supposed to follow the method. Since there are different books used at school, the method of teaching English also varies. As a result, the English teachers having different educational background may not be in favor of the method set up in the hand-book. They may even be confused with what proper method they are supposed to use in class. The teacher's hand-books used in class at present are, for instance :

- a. Learn English Efficiently - Munters.
- b. Essential English - Eckersley.
- c. Reading and Understanding - Drs. Kho.
- d. Comprehension and Structure - Kabin SMUA DIY.
- e. Selected Comprehension - Kabin SMUA DIY.

Some schools do not have fixed reading materials. The teachers usually make use of their own miniographed sheets that are distributed among the students. Some other teachers prefer to have the students copy the reading collections from the board. Obviously, these teachers will use their own methods they have learned in higher education. The various methods of teaching reading used at present are among others as follows :

- a. - oral reading by the teacher
 - oral reading by the individual students
 - explanation of difficult words and structures
 - silent reading by the students
 - oral question - answers.
- b. - silent reading by the students
 - oral reading by the teachers
 - explanation of difficult words
 - oral question - answers
 - second oral reading by the teacher
 - drills of difficult words
 - individual oral reading by the students
- c. - drills of difficult words
 - oral reading by teacher
 - choral repetition of each sentence
 - individual oral reading
 - explanation of difficult words and structures

- silent reading by the students
- copying the questions
- written answers by the students

It happens that one class uses more than one book, each of which has a different approach. Learn English Efficiently² for example, puts too much emphasis on vocabulary control. It is apparently the core of each lesson, providing the acquisition of vocabulary as much as possible. Essential English³ has a different approach in that it requires the mastery of sentence - patterns. The grammatical structures should be first tackled before learning the vocabulary. Comprehension and Structure⁴ is based on The Student's Book⁵ with its emphasis placed on pronunciation which should be taught largely through imitation and repetition. The teaching of vocabulary is limited to a certain extent. The students undergoing this method will inevitably acquire a limited number of vocabulary. In spite of the various methods used along with the particular hand-book, there is a general tendency to make use of usual method prescribed in the practice teaching lesson. The procedure for conducting a reading lesson usually run as follows :

²Munters, Learn English Efficiently, Jambatan, Jakarta, 1957.

³C.E. Eckersley, Essential English, Longmans, London, 1960.

⁴Kabin SMUA DIY, Comprehension and Structure, Yogyakarta, 1971.

⁵Panitia Penyusun Bahan Pengajaran Bahasa Inggris Dept P.D. & K, Student's Book, PN Balai Pustaka Jakarta, 1967.

a. Oral reading by the teacher

The teacher starts reading the text aloud and lets the students listen carefully to the pronunciation or the sense making units.

b. Pronunciation drills

The difficult words are presented on the board. The students are supposed to repeat the pronunciation after the teacher in chorus. Then come the individual turns in pronouncing the words.

c. Oral reading by the students

The teacher lets the individual students read each paragraph alternately. He corrects every error on the spot. When a student gets a difficulty in pronouncing the words, he asks the class to repeat the words after the teacher. This way is meant to encourage the particular student. Then he comes back to him again asking to say the same words again.

d. Explanation of difficult words and structures

The words and structures that constitute the main difficulty are explained by the teacher. He usually makes use of the words as well as the structures in a sentence.

e. Silent reading by the students

After all difficult words and structures are explained he lets the students read and understand the text. The time for silent reading may be allotted to ten or fifteen minutes.

f. Answering questions

After the allotted time ends, the students are to answer the written questions previously copied from the

board. The question - answer period may also be carried out orally. The former way is preferably done for it is easier for the students to give a written response rather than an oral response.

g. Discussing the answers

Then the teacher checks the students' answers which are to be written on the board. The teacher exposes every error to the class.

h. Copying the correct answers

Eventually the students are allowed to copy the correct answers from the board. If time does not permit, however, this section can be left out.

Other types of reading such as extensive reading are usually not taught. The reasons are (1) because there are no suitable materials to teach, (2) the lessons periods do not permit to teach other than intensive type of reading.

B. The teacher

The teacher takes an important part in the classroom since he is the one who knows how to handle his class to a successful teaching program. With regard to the teachers who teach English in the S.M.A.'s, many teachers are not competent. People have estimated that only a very small percentage of high school teachers have adequate formal qualifications in teaching English. Most teachers lack the ability to speak, read and write. This is due to some reasons, for instance :

- a. A great number of teachers are S.P.G. or P.G.S.L.P. graduates who are usually ill-prepared in the teach-

ing of English. They have not got adequate training from their institutes.

- b. There are a few better equipped teachers such as BI graduates or BA certificate holders. However, many of them have lost their competence since they have not got enough time to practice their English. The only time they can practice speaking English is when they teach English. Even this he mostly has to speak with a lot of preparation before hand, and he usually does not get any natural response from the students or from anybody which is absolutely needed in communication.
- c. Good teachers are small in number. Professor Pasaribu of IKIP Jakarta has stated that there are only about 25% of English teachers who have adequate formal qualifications in English.⁶ This is compounded by the fact that most graduates of IKIP's are attracted into more promising jobs in big cities and do not wish to become teachers. So the shortage of teachers of English is mainly felt in small districts and even in big cities in which no prospective side jobs are available. In small districts, the teaching job is taken over by those who lack competence in teaching English. They are usually graduates of non - IKIP's or non English departments. It is not surprising, therefore, that the students, after six years learn-

⁶"One of Indonesia's foremost authorities on English teaching, Prof. Pasaribu of IKIP Jakarta confirms that only about 25% of English teachers in Indonesian high schools have adequate formal qualifications in English". (English Teaching Policy p. 8).

ing, are not well prepared for their further studies at the university level.

C. The students

Another thing is that the present students' motivation of learning English is very low. It is felt especially by the students whose prospect of continuity is dim. Secondly, the same thing happens to the students whose prospect of getting a well part-time jobs is very little. Thirdly, for most Indonesian students English is considered as a difficult language to learn. Unlike their own native language, English employs a more complex system of sound, spelling and structures.

D. The Teaching-Hours

People assume that English which is a very difficult language for Indonesian students can be learned by them within the same length of time as it is for their own native language. English, employing complex problems, requires a good deal of teaching hours. But this is hardly possible to provide since the school curriculum in most Indonesian schools is overcrowded with different subjects.

The distribution of teaching hours in the S.M.A. where I teach is as follows :

- a. four periods a week in all first year classes.
- b. four periods a week in the Social Science and the Cultural Division in the upper classes.
- c. three periods a week in the Mathematics and Physics Division in the upper classes.

Each period in all classes where I teach lasts for 45 minutes in the first three periods and 40 minutes in the

last four periods. I do not think the number of teaching hours in the S.M.A. is enough. In the Dutch time the period spent for English might not be much larger than those spent now. However, it was good enough, because all students already knew Dutch, which is much closer to English. Therefore, to be realistic, the teaching hours in the S.M.A. curriculum should be increased to at least six to eight periods beginning in the first year.

E. The size of the class

A teacher in an Indonesian school almost always has a big class. This is due to the yearly increasing number of graduates of lower schools. In the school where I teach, each class contains approximately fifty students. It is by no means an ideal number for a language program (In my opinion, the number of a language class should not exceed ten to fifteen students). Therefore, it is hardly possible to carry out an individual supervision and guidance. The teaching of English could not help being classically carried out. Only a small number studying in the private courses are better trained and supervised.

E. The facilities

With respect to the teaching facilities, it should be admitted that the provision of adequate teaching facilities cannot be afforded. It is hardly possible to provide the students with such extensive reading materials as simplified books, journals, magazines, let alone luxurious audio-visual aids, such as slides, film strips, tape-recorders, charts and the like. They are considered

extravagant means of teaching and beyond the school capacity to provide. One of the reasons is that the status of English - at least in the school where I teach - is not as it should be. Therefore the learning of the language is limited in class to three or four periods a week - each period lasts for 45 minutes or 40 minutes. Another useful means of learning is a library. But this is out of question because no school in Indonesia, at least as far as I observe, can afford a good library. It lowers down the motivation in reading to a certain extent.

The above analysis of the real situation of most Indonesian schools leads me to the conclusions regarding the teaching of English at school in Indonesia.

1. The teaching of English should meet the need of the Indonesian students who usually wish to continue their studies at the university level. It is necessary, therefore, to equip them with the knowledge of 'the effective reading ability'. In other words, the method should be based on the reading knowledge, and then to mix the other skills gradually, with the emphasis on the reading knowledge.
2. With regard to the teachers' competence, the teachers of the S.M.A. should have adequate formal qualifications in their field of teaching English. Thus only the IKIP graduates are allowed to teach at school. Those graduated from a non English Department or a non IKIP who wish to teach English should attend a special training in the teaching of English.
3. The class should not be too big for an English lesson. This can be limited by reducing the number of students

admission or dividing a large class into smaller groups of the students. The former way seems to be hard to practice especially in schools where their survival is dependent entirely upon the students' fee. The latter way seems to be easier to carry out in school.

4. More teaching hours should be made available beginning in the lower level of instruction. Six to eight periods a week will be an ideal number of teaching hours. By so doing, it is expected that the students' vocabulary can be expanded to a greater number than what is gained at present.

5. Reading books, magazines or other publications in simple English should be provided so that the students can be more familiar with the language. This will result in the gradually developed acquisition of the feel of the language on the part of the students. When possible, it is advisable to equip the school with a good library containing books suited to the level of the students. Interesting books will invite the students' motivation, and they will gradually progress along with the language teaching done in class.

6. Proper attention should be given to special circumstances that affect the teaching of English at school, such as the underpayment of teachers. In private schools this situation can be improved by providing them with extra allowance. When the teachers are well supported in their financial condition, they will not have to find some extra teaching jobs. Thus they can devote their time and energy to particular classes that demand their intensive guidance.

CHAPTER TWO

PROBLEMS IN READING

Before presenting his lesson in class, the teacher should be well aware of the students' difficulties in learning the language. There remain a number of problems the students encounter in their reading class. The discussion on these problems is based on two considerations:

- in my teaching experience in various educational institutes, especially in the S.M.A., I have learned that there are always problems that constitute learning obstacles on the part of the students.
- the type of reading usually given in the S.M.A. is intensive reading, in which the students are supposed to know the detailed content of the printed matter.

In my opinion, most of the problems are due to the difference in the systems of the target language and those of the students' native language. As far as I can judge, the existing difference lies in the following systems.

A. The phonological system

The problem in this field lies in the occurrence of a number of significant phonemes in English. Since the phonemes are many in number, this chapter will limit itself to the phonemes that really bring about striking difficulties on the part of the students.

1. Some phonemes occur in both the target language and the students' native language. But they are different in that the phonemes in the target language are significant

whereas those in the native language are not. For example :

/ i /	/ iy / 1
sin	seen
fill	feel
fit	feet
lid	lead
sit	seat
ship	sheep
kin	keen
tin	teen
hit	heat
rid	read

The vowel / i / in the word kecil in Indonesian can be pronounced in two different ways and thus it represents two different phonemes. The phonemes are not significant since they are interchangeable without changing the meaning of the words.

Other examples can be seen from the following pairs of words having two different phonemes :

pit / pit /	-	pet / pet /
kill /kill/	-	chill / ^v cill/
lab / ləb /	-	lap / ləp /
pat / pət /	-	fat / fət /
ship / ^v sip /	-	sip / sip /
short / ^v soHt/	-	sort / s ^v oHt /
zip / zip /	-	sip / sip /
zest /zest/	-	jest / ^v Jest/

¹The phonemic symbols being used follow Gleason's phonemic symbolization.

Compare the above pairs with the following ones :

kabar	-	chabar
sabtu	-	saptu
kasip	-	kasep
fikir	-	pikir
isyarat	-	isarat
ijazah	-	ijazah
jaman	-	zaman
siarah	-	ziarah

2. Some other phonemes even do not occur in the students' native language. It presents a new problem in the production level. Those phonemes are among others :

/ θ /	/ v /	/ ^v s /
think	van	ship
three	view	shine
theme	virgin	shoot
thick	vague	share
throw	vest	shrine
/ æ /	/ u /	/ uw /
man	look	fool
bad	cook	pool
mass	shoot	wool
pant	would	soon
trap	put	tool
cash	full	coed
glad	bull	rude

Due to the absence of the phonemes in the students' native language, they are apt to pronounce the words in the way their mother tongue does. e.g. : the word

'think' tends to be pronounced as either /sɪŋ/ or /tɪŋ/. Such mispronunciation also occurs in the words 'van', 'view', 'virgin', that tend to be pronounced alternatively as /fɛn/, /fjuw/, /fɪrjɪn/.

'ship', 'shine', 'shoot' as /sɪp/, /sain/ and /sut/; 'bad', 'mass', 'trap' as /bed/, /mes/, /trep/, and so forth.

It is understandable, therefore, that the students find it difficult to deal with English sounds. To attain the acquisition at the production level, the provision of adequate drilling practice is necessary. In this way the students can be properly helped. However to spend a lot of time drilling pronunciation, means to waste time which could be devoted on such matters as vocabulary development, grammatical items and practice in quick comprehension. Also difficulties in pronunciation may inhibit the students' mind which will afflict bad effects in the development of reading ability in general.

B. The morphological system

The problem in this level is caused by various derivational and inflectional changes in the English morphology. They confuse the students who are not so much troubled with derivational and inflectional affixes in their own language. Indonesian has relatively fewer derivational and inflectional affixes than English. They are e.g. :

prefix : ber-, me-, per-, pe-, di-, ter-, ke
and se-.

infix : -er- -el-

suffix : -kan, -i, -an.

Whereas in English we have a lot more, for example :

Prefix : Derivation :

en-

dis-

un-

be-

Inflection :

re-

in-

trans-

mis-

il-

uni-

non-

de-

ob-

in-

pre-

plat-

Suffix : Derivation :

-ion

-ure

-ive

-ous

-er

-ize

-ness

-ist

-fy

-ment

-ful

-ant

-ance

-less

-ent

-ence

-able

Inflection :

-s

-ship

-es

-some

-ed

-al

-ing

-dom

-er

-hood

-est

-al

-age

The occurrence of plural endings -s of a noun and the singular ending -s of a verb, for example, present a new problem to the Indonesian students. e.g. :

The boy wakes

The boys wake

More complex problems arise from the irregularity of the noun plurals in English treated in a paradigmatic class of nouns :

boy	box	man	ox	child	sheep
boys	boxes	men	oxen	children	sheep

In Indonesian, the noun plurals are indicated by the doubling of the base, and in writing they are usually written with -2, whereas the verb never needs any ending. e.g. :

Anak itu bangun

Anak-2 itu bangun

An even larger number of derivational changes occur in a paradigm like that of 'wake', which in grammatical term is known as the 'English tenses'. They constitute the most difficult field problem on the part of the students, e.g. :

wake	The boys wake early everyday
wakes	The boy wakes early everyday
waking	The boy is waking everyday
woke	The boy has woke early already

Due to the complexity of the problem of English tenses, the teacher should not deal with all the tenses at the same time. It is advisable for him to deal with an English tense related to the reading matter. Such structural terms as 'present future perfect continuous', 'past future perfect simple', 'imperfect', 'progressive form' and the like should as much as possible be avoided. There remain difficulties from the use of various af-

fixes as stated earlier in this chapter. To form the negation of a word, for example, it is enough to place the word 'tidak/bukan' or 'tanpa'.

penting	tidak penting
perokok	bukan perokok
pengertian	tanpa pengertian

To form a noun from another word, Indonesian uses the prefix 'ke/pe' and the suffix 'an' e.g. :

besar	kebesaran
pecah	pemecahan
kurang	kekurangan
pecat	pemecatan



Teachers of the S.M.A. in which reading plays an important part in the language teaching program should be careful in preparing the reading matter. A reading matter that contains lots of affixes should, as much as possible, be avoided. By reducing such problems to a certain extent, more time can be devoted to the development of basic skills in reading.

C. The grammatical system

The problem here arises because the English grammatical system is very complex. They constitute the main difficulties on the part of the students. The teachers, therefore, should pay adequate attention to these difficulties. Furthermore, grammatical system constitutes the basic elements of any language; the meaning of a certain word is dependent upon the element. Due to the complexity of the elements, the discussion on this level is limited to that on the striking

problems only. The system which brings about the striking problems are among others :

1. Word modifiers

The modifiers that are commonly used in English are noun modifiers which are usually introduced by noun markers as 'a' or 'the'. These modifiers vary from adjective, verb, another noun, relative clause, prepositional phrases and participial constructions. For convenience sake I would like to classify the modifiers into the 'front modifiers' and the 'back modifiers'.

The front modifiers which are put before the noun headword are as follows :

a. Adjectives

Adjectives modifying nouns are not easy to understand because they are placed in front of the noun; in Indonesian it is the other way around, e.g. :

a young girl	gadis remaja
the strong man	orang kuat
a cool place	tempat sejuk
the bad student	murid jelek

b. Nouns

A noun modifying another noun present a new problem because the position is also put in front of the noun headword. e.g. :

the door-handle	pegangan pintu
motor-race	balap mobil
shoe-polish	semir sepatu
hand-book	buku pegangan

c. Verbs

Verbs modifying a noun are of two classes namely

V-ing and V-ed. The use of these modifiers is not common in the students' native language. Their position is also a problem to them.

walking stick	- tongkat untuk berjalan
smiling general	- jendral tersenyum
buying power	- daya beli
locked door	- pintu terkunci
broken vase	- tempat bunga yang pecah
amused audience	- penonton yang terhibur

There are further determiners such as a, the, same, any, etc. which belong to this category.

The back modifiers which are put after the noun head-word are as follows :

d. Prepositional phrases

A prepositional phrase is a group of words beginning with any preposition. They are usually long and uncommon in Indonesia. e.g. :

The baby in the small carriage

The people in almost any country in the world

A kind of operation on the brain

The engineer from the technical faculty

e. Relative clauses

A relative clause is a group of words beginning with the relative pronoun, 'what', 'who', 'whom', 'whose', 'which'. They are for the same reason difficult to most Indonesian students.

The guest who came yesterday evening

----- jang datang kemarin sore.

The man whom you met yesterday

----- jang kau jumpai kemarin.

The driver who was killed in an accident

----- yang mati didalam kecelakaan.

f. Participial constructions

A participial construction put after the noun head-word starts with V-ing having an active meaning and V-ed having a passive meaning. The construction is used in place of a relative clause. It is difficult because it is usually expressed by a clause in Indonesia. e.g. :

The shop assistant standing behind the counter

----- yang berdiri dibelakang penjualan

The letter typed out by the new secretary

----- yang diketik oleh sekretaris baru itu

There are also verb modifiers in English but they do not present striking difficulties. Therefore it will be superfluous to deal with this kind of modifiers. Moreover, the problems arising from verbs will be especially discussed in the 'English tenses' which really confuses the students.

2. English tenses

The verbal inflection as well as verbal derivation, as have been discussed at the morphological system are difficult to the Indonesian students. The difficulty is due to the fact that Indonesian does not recognize any verbal change. The discussion about the verbal changes is considered as a new field presenting a new problem on the part of the students.

The following are some examples of verbal changes occurring to the same idea.

1. The milkman takes the bottles everyday
2. The milkman is taking the bottles now
3. The milkman took the bottles yesterday
4. The milkman was taking the bottles when I came
5. The milkman has taken the bottles already
6. The milkman has been taking the bottles for hours.
7. The milkman had taken the bottles before he delivered the milk.
8. The milkman will take the bottles tomorrow.
9. The milkman will be taking the bottles when I come tomorrow.
10. The milkman will have taken the bottles by tomorrow.

In Indonesian the verb 'mengambil' does not undergo any verbal changes no matter when it occurs. It is enough to express the time of occurrence by adding the time signal, e.g. :

1. Pengantar susu mengambil botol setiap hari.
2. Pengantar susu mengambil botol kemarin.
3. Pengantar susu mengambil botol sekarang.

It stands to reason that studying the verbal changes is not an easy task for the students, because they do not occur in their own language. In order to avoid confusion, the difficult structural terms should be avoided.

3. Functional shift

One of the factors that presents an obstacle on the part of the student is the occurrence of the functional shift. Here an English word might serve as a noun or a

verb, some others serve as both nouns and verbs. Thus ambiguity often occurs in English, e.g. :

The generation demands change.

The word 'demands' in the sentence might belong to a noun phrase 'the generation demands', in which it serves as a noun headword. In this case, the word 'change' following the noun serves as the predicate and the sentence means :

Tuntutan-2 generasi berubah.

The same word alternatively functions as a verb, a transitive verb, requiring the noun object 'change'. Thus the same sentence means :

Generasi menuntut perubahan.

To provide further examples, pairs of sentences containing the functional shift are given below.

The government improves exports. (noun)

The country exports rubber from Indonesia. (verb)

We sometimes experience uneasiness. (verb)

The experience made him more careful. (noun)

They will move to another city (verb)

They are not aware of the political move. (noun)

He signs the contract. (noun)

The employees contract to the company. (verb)

4. And an English paragraph sometimes consists of long sentences too. Yet the sentences are difficult to understand. In my opinion, the difficulty lies mainly in the grammatical structures constituting the frame upon which a word makes sense. The following are good examples of the difficulties.

a. Personal pronouns

Unlike the students' native language, English employs different forms of personal pronoun in accord to the gender or the function of the pronouns in a particular sentence. The Indonesian word 'dia', for example, can be expressed in at least eight forms.

	subject		object		possessive
male	<u>he</u>		<u>him</u>	<u>his</u>	<u>his</u>
female	<u>she</u>		<u>her</u>	her	<u>hers</u>
things	it		it	its	its

Similarly, each of the other personal pronouns has four different forms in three different positions. I observe that even in the upper classes of the S.M.A. the difficulty occurs with regard to their use in context. The other forms of personal pronoun are :

subject		object		possessive
I		me	my	mine
you		you	your	yours
we		us	our	ours
they		them	their	theirs

b. Plural -s, present participle and past tense forms are commonly used in context and yet they are difficult and confusing to the students.

1. Plural -s

English words mainly get an -s ending to form noun plurals.

a boy	-	boys
a box	-	boxes
a play	-	plays
a dog	-	dogs

2. The present participle

This V-ing is used as an element of the continuous form. They are difficult in that they are confused with the other V-ing. Here are some of the continuous forms :

The man is standing there (present continuous)

The man was standing there (past continuous)

The man has been standing there (present perfect continuous)

The man will be standing there (future continuous)

3. Past tense forms

Past tense forms are difficult in that they do not have fixed regulations. Some past tense forms end in -ed and the other have various different forms.

the irregular verbs :

walk	-	walked	-	walked
play	-	played	-	played
stay	-	stayed	-	stayed
repeat	-	repeated	-	repeated
box	-	boxed	-	boxed

the irregular verbs :

write	-	wrote	-	written
break	-	broke	-	broken
bring	-	brought	-	brought
think	-	thought	-	thought
teach	-	taught	-	taught
catch	-	caught	-	caught

There are some past forms that confuse the students

in that they have the same form as the present form.e.g.:

to find	-	found	-	found
to found	-	founded	-	founded
to lie	-	lied	-	lied
to lie	-	lay	-	lain
to lay	-	laid	-	laid

c. Irrealis form

This form is not easy for the students to conceive because the verb form does not represent the corresponding time.

If I were you I would accept the job.

If I were a mayor, I would improve the city.

I could have bought all the new books yesterday.

I wish you did not trouble me.

d. -ing form

This form cannot be overlooked because the form may have different grammatical functions that often confuse the students.

1. -ing form may serve as a verbal noun in the subject, object, predicate position and after a preposition.

e.g. :

Swimming is a very good sport.

The girl like reading very much.

My favourite sport is cycling.

He improves his English by attending English lectures.

2. -ing form serving as a verb modifying a noun.

This form is usually put in front of a noun. e.g. :

the singing nun

the smiling general
 the buying power
 the striking difficulties
 an interesting subject
 some amusing story

3. -ing form serves as participial construction

It is often used in place of a relative clause. e.g. :

The man standing there

----- who stands there

The house lying in the corner

----- that lies in the corner

Knowing that I was ill, he came to see me.

Swimming in the pool, he felt very cold.

5. There remains a characteristic problem in the syntactic system that constitutes the difficulty on the part of the students. The difficulty lies in the fact that a certain idea in English is frequently expressed in the Passive Voice whereas the same idea in Indonesian is expressed in the Active Voice. Therefore, the students' comprehension is often rendered by the difference in construction unless the students are well aware of the fact. It is the task of the teacher to implant the habit of getting the idea and express it in their own words rather than translating a certain sentence word by word. By the time the students realize the difference in construction, they will lessen at least one out of so many problems they encounter in reading. The following are a few examples about the difference :

1. There is a Scout Promise, which a scout has to make to become enrolled.

Ada Sumpah Pandu yang harus diucapkan seorang pandu sebelum diterima.

2. One should re-read the material one has studied; that applies particularly to what one learned in the previous occasion.

Bahan yang sudah dipelajari harus dibaca kembali; hal itu berlaku pada apa yang dipelajari sebelumnya.

3. One of the most important taxes is the income - tax which a person pays according to the amount of his income.

Salah satu pajak yang terpenting adalah pajak yang dibayarkan seseorang sesuai dengan penghasilannya.

4. They forget that the money is spent on things their families need.

Mereka lupa bahwa uang tersebut dipergunakan untuk membeli barang-barang yang dibutuhkan oleh keluarga mereka.

5. The training the students receive includes physical as well as mental exercises.

Pendidikan yang diterima para siswa meliputi latihan-latihan jasmani maupun rohani.

D. The Vocabulary System

It must be admitted that Indonesian students learning English for six years do not acquire an adequate number of vocabulary. Concerning the level of achievement in English of highschool graduates people remark that graduates of the S.M.A. have a passive vocabulary of about 1,000 words (see George Quinn's 'English Teaching Policy', p. 7). And to be able to

read with some degree of easiness one should know at least 4,000 most frequently used words.² This means that if one knows less than those words one will have a lot of difficulties in reading unsimplified materials, let alone text-books which are full of special idioms and rarely used technical terms. So, this also means, if by the time the students finish their S.M.A.'s, they cannot acquire at least 4,000 words, they will certainly have a lot of difficulties in reading. Thus the objective set up in the curriculum is unrealistic. The problem at this level is due to some reasons :

1. In the lower grades, the emphasis of teaching English is on the oral aspect of language learning. It makes the acquisition of vocabulary rendered to a certain extent. Since the level of achievement is very low, the basis for vocabulary enlargement is also weak. It stands to reason that the students cannot be expected to increase the vocabulary in a more rapid way.
2. Most of the English words are not easy to acquire due to the fact that :
 - a. cognates or loanwords from European languages which are written like or similar to English do not always correspond to their equivalent in English . Therefore English words are often wrongly interpreted. Here are a few examples :

²How many words, then, should we know in order to read an average book fairly fluently? If by 'fairly fluently' we mean the student does not need to look up more than ten words on each page he reads, then he must gain a vocabulary of about 4,000 of the most frequent words in English. (English Teaching Policy p. 7 - unpublished).

rent (sewa)	= bunga uang
family (keluarga)	= saudara
cooperation (kerja sama)	= koperasi
fabric (temunan)	= pabrik
mayor (wakil kota)	= mayor
complete (selesai)	= lengkap
total (seluruh)	= jumlah

b. Most English words are not cognates or loanwords but they are written quite differently from Indonesian. The meaning of these words is difficult to grasp since they do not have their equivalents in Indonesian. The translation of the words are often inaccurate. For examples :

house	in "house of commons"
school	in "school of fish"
book	in "book a seat"
ideal	in "ideal weather"
afford	in "afford the school-fee"
relief	in "relief of bad situation"
population	in "population of birds"
skip	in "skip breakfast"
set	in "set one free"
get	in "get in trouble"
ultimate	in "ultimate source"
spring	in "sulphur spring"

c. Aside from the difficulty of acquiring individual words, there is the difficulty of learning idiomatic expressions. For example :

1. individual idiomatic expressions

a drop out	lay out
close up	rubber set

take off	homesick
landing	phone-call
make a bid	unleash power
give a trial	put to work
deep in thought	the week under

2. syntactic idioms

sell liberties for food
 keep the door from banging
found sitting on goose eggs
 it applies to what one learned previously
 one should take care to clarify the fact
not to tire very fast when studying
 different colors appear to be white

- d. there remain a great number of complex prepositional phrases which are not easy to acquire by the students.

For examples :

according to	instead of
above all	inspite of
in order to	in place of
with respect to	by all means
with regard to	by no means
with reference to	by any means
in favor of	on account for
in search for	in accordance with
in confirmation of	in acknowledgement of
on the other hand	by the time that

- e. Some technical terms are difficult to the students in that it is not always possible to look them up in the dictionary. The students have to find out the words in a special dictionary, but this kind

of dictionary is hardly available in the book store
 So, the words need elaborate explanation. For exam-
 ples :

letters of recommendation

goods and services

insurance policy

nominal value

intrinsic value

arithmetic ratio

geometric ratio

income-tax

post-office-saving-bank

dairy factory

supply and demand

energy transformation

premium of insurance

marketing.

E. The writing system

The problem in this system is due to the different writing systems of English and Indonesian. The English writing system is difficult for the Indonesian students because it is inconsistent. The same sound may be represented by different symbols. For example :

/ i /

me

see

sea

hippies

quay

caesar

/ o /

no

although

row

too

sew

coat

/ ə /

nation

club

winner

marvelous

billiards

/ ay /	/ ey /	/ aH /
by	lane	far
bye	main	guard
guide	betray	
find	break	
	bouquet	
/ aw /	/ a /	
now	up	
noun	enough	
	love	
	above	

In Indonesian one symbol represents one sound. For example :

/ a /	/ o /	/ ɔ /
kesana	foto	seni
fana	kota	kebun
bara	foya-foya	perlu
datang	onar	ketemu
sawah	lontar	sami
tanah	bola	tertentu

On the other hand, one English symbol might be pronounced in various different ways. For example :

a	ough
war / wɔH /	cough / kɔf /
lad / lɛd /	though / ðəw /
hard / hɔHd /	thought / θɔ Ht /
lane / leyn /	thorough / ðarə /
woman / wumən /	

i		u	
first	/ f=Hst/	put	/ put /
fire	/ fayə /	cure	/ kyu /
pin	/ pin /	curse	/ kəs /
goodness	/ gudnis/	up	/ ap /
		union	/ yuniən /

In Indonesian, a certain symbol, is almost always pronounced as it is written.

a		i	
fana	lama	ini	bijih
ada	sana	inci	hati
mana	bahan	putih	tari
kacang	pantang	bini	kiwi

The inconsistency of the writing system in English by all means confuse the students who are never troubled by writing as well as the utterance of their own native language.

F. The style in writing

The problem in this stage arises because every individual writer has his own style in writing. Therefore, when a student reads different books, he will inevitably reads different writing styles. Some styles are easy to the students because they are short and simple but the others are long and complex, and therefore they are difficult for the students. Hemingway's style, for example, is different from HG Wells, in that Hemingway likes easy sentences with simple choice of words. The following extract from The Old Man and the Sea may

serve as a good example of Hemingway's style which is easy to understand by the students.

He was an old man who fished alone in a skiff in the Gulf Stream and he had gone fifty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was definitely and finally salao, which is the worst from unlucky and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man, come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast. The sail, was patched with flour sacks and, furled, it looked like the flag of permanent defeat.³

The extract is easy to follow because the style is not much different from Indonesian writing style. The choice of words is limited to most frequently used words, except "gaff" and "furl" which can easily be looked up in the dictionary. Compare the extract with the following one from HG Wells' Selected Short Stories which is relatively more difficult to read :

The Time Traveller (for so it will be convenient to speak of him) was expounding a recondite matter to us. His grey eyes shone and twinkled, and his usually pale face was flushed and animated. The fire burned it brightly, and the soft radiance of the incandescent lights in the lilies of silver caught the bubbles that flashed and passed in our glasses. Our chaires, being his patents, embraced and caressed us rather than submitted to be sat upon, and there was that luxurious after-dinner atmosphere when thought runs gracefully free of the trammels of precision. And he put it to us in his way - marking the oints with a lean forefinger - as we sat and lazily admired his earnestness over this new paradox, (as we thought it) and his fecundity.⁴

³Ernest Hemingway, The Old Man and the Sea, Charles Scribner's Sons, N.Y. 1952, p. 9.

⁴H.G. Wells, Selected Short Stories, C. Nicholls & Co, Ltd., 1966, p. 6.

Unlike the style of Hemingway, that of HG Wells is relatively more difficult to understand since it is full of complex sentences and rarely used words. The difficulty is even compounded with the personification of the subject-matter. Therefore, the students who are used to reading Hemingway will inevitably find Wells' style in writing difficult to understand.

Observe the style of the following sentences :

The Time Traveller was expounding a recondite matter to us. The phrase 'was expounding a recondite matter to us' is uncommon in both Indonesian and English styles. Therefore it is not easy for the average reader to understand. Even when he is able to look up every individual word in the dictionary, the reader being unfamiliar with the style will find it difficult to understand.

'His grey eyes shone and twinkled, and his usual pale face was flushed and animated' There is a personification of the Time Traveller that is regarded as a person whose eyes shone and twinkled. The pale face was flushed and animated. Normally, a student who has not acquired the feel of the language will possibly find it difficult to imagine the description.

'The fire burned it brightly and the soft radiance of the incandescent lights in the lilies of silver caught the bubbles that flashed and passed in our glasses'. The sentence contains a metaphor 'the lilies of silver' which is not easy to conceive since it is uncommon in Indonesian writing style. The phrase 'caught the bubbles' is also difficult for the reader to conceive; he will normally associate the phrase with a phrase 'caught a fish' or 'caught a bird' which is more easy to imagine .

The sentence 'radiance caught the bubbles' therefore , gives a new problem. So is the case with the phrases in the following sentences, for instance 'submitted to be eat upon', 'luxurious after dinner atmosphere', 'thought runs gracefully', 'free of trammels of precision'. Therefore, the writing style constitutes a special problem on the part of the students.

To sum up the discussion on some reading problems the students are troubled by the differences at various levels. The existing difference that constitutes the difficulties lie in 'phonological', 'morphological' , 'grammatical', 'vocabulary', 'writing', and 'writing-style' systems. The kinds of difficulty the students experience in reading should, therefore, be taken into account in order to bring about successful teaching results.

CHAPTER THREE

NEW METHOD FOR TEACHING READING BY MEANS OF READING BOXES

It is not to be denied that so far people in charge of teaching English still perseveres to establish the most effective method of teaching English in view of the objective of teaching the language and the unsatisfactory result of the 'aural-oral approach'. Apparently, they realize that the suggested approach has not really met the need of the present students, that is the ability to read scientific books. On the other side, they sense the increasing importance of the proficiency in the language as an effective written medium of academic communication at the university level.

The only important suggestion toward the improvement of reading ability that I know so far is the method for teaching reading by means of Reading Boxes. Some schools in favour of the newest method, among others IKIP 'Sanata Dharma', has recently advocated it on that ground that the method has been successfully tested and established on the basis of Foreign Language Principles. The advocates of the newest method for teaching reading has taken the following considerations into account :

1. The need of the present students is the ability to read the language not to speak or write it. This is due to the fact that in universities, English is considered as an effective written medium of instruction.
2. English teaching, especially on reading abil-

ity has not yet reached the level the students want to achieve. This is felt mainly in non-English speaking countries, where English is considered as a Second or a Foreign Language.

3. Owing to the different capacity and interest of the students, the rate of progress made by each learner also varies. Some students are better prepared than the others because they have much more opportunity and facilities.
4. The highschool students who prepare their further studies at the university level should therefore be trained more intensively to acquire the appropriate reading ability. There should be a method which enables the students to work individually at the rate of progress suited to his own ability.

A. The aim of the Reading Boxes

The Reading Boxes are meant to provide some supplementary materials for comprehensive reading at school in order to meet the need of the individual students on good reading activities even in the condition when there are no reading books available.

B. The description

In order to provide some idea of the Reading Boxes, I would like to present in this chapter the description of the material and how to conduct it in the actual teaching practice. It is not the main purpose of this thesis writing to deal with this new suggestion.

Therefore, the discussion on the subject will only be limited to the main points of the Reading Boxes.

A Reading Box is divided into four smaller boxes, each of which is filled with the same type of cards. The four types of card are respectively called Reading Cards (RC), Question Cards (QC), Answer Cards (AC) and Do Cards (DC).

1. Reading Cards

A Reading Card contains a reading matter. There are a number of reading cards in the first part of the box. They are graded and indicated by a code number put in the upper left corner of the RC.

For example :

RC/1, meaning Reading Card number one (the easiest type).

RC/10, meaning Reading Card number ten (the moderate type).

RC/30, meaning Reading Card number thirty (the most difficult).

The gradation is done in terms of vocabulary and structure within the linguistic range of the students. Some new words are presented in order to give them challenge to look up the words in the dictionary. The teacher should make the reading matter short so that the reading can be completed within five to ten minutes. The reading matter can be extracted or simplified from an original source, mentioning the source below the reading matter.

2. Question Cards

A Question Card contains some questions that cor-

respond to the reading matter in the Reading Card.
There are the same number of these cards corresponding to the Reading Cards.

For example :

QC/1, meaning Question Card number one containing questions to RC/1.

QC/17, meaning Question Card number seventeen containing question to RC/17.

QC/28, meaning Question Card number twenty-eight containing questions to RC/28, and so forth.

The code number is also put in the upper corner of the QC. The vocabulary used for framing the questions should be taken from the text. This enables the students to understand the questions without being bothered by unnecessary new words. Here the students are asked to take the sentences from the reading matter. The full answers will be treated in the Do Card.

3. Answer Cards

An Answer Card contains short answers to the corresponding questions in the QC of the same number. The AC's are also arranged from AC/1 up to AC/30.

For example :

AC/1, meaning Answer Card number one containing answers to QC/1.

AC/20, meaning Answer Card number twenty containing answer to QC/20.

AC/29, meaning Answer Card number twenty nine containing answers to QC/29, and so forth.

The answers put in the AC are meant to check whether the

students' answers are correct or not. By so doing the students are trained to find out the proper answers to certain questions. There is only one possibility for each answer and the answers made by the students which are different from those in the Answer Card are considered wrong.

4. Do Cards

A Do Card contains exercises to the development of the reading ability. In this card the students are trained to build up full answers based on the question frames and short answers in the RC. Other exercises are meant to develop the students' knowledge of grammatical structures encountered in the reading matter. The code number put in the upper left corner varies from DC/1 up to DC/30, corresponding to the first three cards.

For example :

DC/1, meaning Do Card number one corresponding to RC/1, QC/1 and AC/1.

DC/21, meaning Do Card number twenty one corresponding to RC/21, QC/21 and AC/21.

DC/30, meaning Do Card number thirty corresponding to RC/30, QC/30 and AC/30, and so forth.

Do Cards are meant for quick students since the four types of card should be treated respectively. This means that the students who have not finished the first three cards are not allowed to take this last card.

Each card is made in a certain colour and the four types of card should have different colours. It is

meant to make them easier to distinguish.



C. The steps for conducting the lesson

As it is previously stated, the steps that may be taken for the actual teaching procedures should be treated respectively. Each card should be fully accomplished before dealing with the following card. In the first place, a test to know the level of the students is carried out before dealing with the Reading Boxes. This is necessary since the distribution of the cards to a particular student will be based on each student's level. The steps that should be taken for conducting the Reading Boxes are as follows :

- Step One : Warming up activities.
- Step Two : Distribute the Reading Cards
- Step Three : Have the students read silently.
- Step Four : Let them take the Question Cards
- Step Five : Start with the questions.
- Step Six : Let them take the Answer Cards.
- Step Seven : Have them check the answers.
- Step Eight : Let them take the Do Cards.
- Step Nine : Have them copy the text.

Step One : Warming-up activities

It is suggested that the teacher starts out the lesson with a warming-up activity. It consists of greetings and daily conversation. The first time Reading Boxes are used, it is necessary for the teacher to give a brief introduction since the Reading Boxes are a novelty on the part of the students.

Step Two : Distribute the Reading Cards

The teacher starts to distribute the Reading Cards based on the list of names with the graded levels of difficulty. The weakest student placed at the upper part of the list will receive RC/1, better students placed below it will receive RC/2, RC/3, RC/4 and so forth until the best student will receive RC/30. The easiest way of distributing these cards is by way of calling the students and let them take their own Reading Cards from the box available on the table. He can also ask some students to help him distribute the cards.

Step Three : Have the students read silently

As soon as a student gets her own card she is asked to read it silently. The students are allowed to have dictionaries in front of them. They are allowed to look up new or difficult words in the dictionary. But they are suggested not to look up every word in the reading matter in the dictionary. For this purpose the silent reading may be timed. Ten to fifteen minutes will do. The quick students who can finish reading before the allotment ends, however, are allowed to take the Question Cards. The teacher can walk around and give assistance if it is necessary.

Step Four : Let them take the Question Cards

When the students are engaged in silent reading, the teacher is supposed to watch whether a certain student has finished her card. Those who have finished it may come forward to take the Question Card of the same number. The teacher can assist the student because it

sometimes happens that a student takes a wrong number.

Step Five : Start with the questions

The students who have the right Question Cards in hand are asked to read the questions and try to answer them in her own exercise book. The activity should be timed to five or seven minutes. Some quick students will finish answering the questions earlier than their classmates. When that is the case, they are asked to come forward and fetch the Answer Cards available on the table.

Step Six : Let them take the Answer Cards

After a student has gone through her card, she may come forward to take the Answer Cards. Unlike the first two cards however, the student is not allowed to take the card when he has not really finished the Question Card. For this reason, the student is supposed to show his answers previously done to the teacher. There is always a tendency on the part of the lazy students to take the Answer Cards without having done the Question Cards. As it is previously stated, the Answer Card contains only short answers to the questions. The full answers will be treated in the Do Card.

Step Seven : Have them check the answers

The particular student who has got the Answer Card can check up the answers she has made. When the answer is the same as the one written in the Answer Card it is considered right and when it is different it is wrong. The wrong answers should be corrected by the students. It is advisable for the teacher to supervise the

students checking their own answers. It should be done since the students sometimes find it difficult to correct the answers. The checking activity may also be timed.

Step Eight : Let them take the Do Cards

After each student has made the necessary improvements on the answers, he is allowed to take a Do Card. As a requirement, the students should also finish the corrections first, before taking out the Do Card. Those who have the Do Cards in hand can start making the full answers as required in the first part of the exercises. Then they do the following exercises as written in the second part of the lesson. This step should also be timed even though one is allowed to keep on working.

Step Nine : Let them copy the text

Coming up to the Do Cards, the main part of the procedures has already been accomplished. This ninth step namely copying the text is by no means compulsory. It is in fact meant to kill the time and keep the students busy until the allotted time ends. But the teacher should also leave some extra minutes to collect the cards. He may also ask some quick students to help him collect the cards. By this time the whole teaching procedure has been accomplished and the teacher leaves the class.

D. Samples of the material

In order to give fuller understanding of Reading Boxes I would like to show the samples of each card. The samples are quoted from the materials made by Mr. Hinganaday in his thesis entitled 'Teaching Comprehensive Reading by means of Reading Boxes' (p. 37).

Sample of Reading Cards

RC/1

NOT FOR ADVICERead carefully :

One day a beggar stopped a gentleman in the street and asked for a penny.

'Dear fellow', said the other, 'you look strong, healthy man. Why don't you look for work instead of begging.'

'Sir', said the beggar as he turned away, 'I ask you for money, not for advice'.

(From : "My first Reader I)

Sample of Question Cards

QC/1

NOT FOR ADVICE

Answer the following questions briefly on your own paper !

1. Who stopped the gentleman one day ?
2. Where did they meet each other ?
3. Why was the gentleman stopped ?
4. Did the gentleman want to give him money?
5. What did the gentleman give him ?

Sample of Answer Cards

AC/1

NOT FOR ADVICEThe answers

1. A beggar
2. In the street
3. Because the beggar asked for money
4. No, he did not.
5. Advice.

Sample of Do Cards

DC/1

NOT FOR ADVICE

- A. Develop your answers in full sentences !
- B. State whether these sentences are True or False according to the text.
1. The man who stopped the gentleman was rich enough.
2. The gentleman took pity on him so, he give him a penny.
3. The gentleman asked him not to beg, but to work.
4. The man promised to follow the advice.
5. Having got the advice the man turned away.

Note : Show your work to your teacher, and then copy the text of your RC.

E. Criticisms on the new method for teaching reading

For many teachers of English who agree to abandon the advocacy of 'aural-oral approach' and who seek a relief of the unsatisfactory result, the finding of the method is no doubt warmly welcome. This attitude has been widespread in places where reading ability constitutes

the main objective of the language program. One of the advocates, I.K.I.P. 'Sanata Dharma' acknowledges the benefit of teaching reading by means of the Reading Boxes, and therefore uses it in the English department. The benefit is due to the following reasons :

1. High schools produce graduates with different rates of progress with regard to the reading ability. Owing to the different rates of progress, individual students should be improved according to the linguistic ability of each student. Reading Boxes can serve as a means to achieve it.
2. The method is economical in the sense that its application does not require a great deal of time and energy on the part of the teachers since most of the activities are left to the students. This method is, therefore, considered practically feasible in Indonesia, where many teachers due to their underpayment are often overworked.
3. It is necessary to develop each student's speed in reading especially at school where the curriculum is over crowded. This method enables the students to develop his own reading speed since the material has been suited to the students' rates of progress.
4. The student becomes self-confident because of this method. Thus the feeling of inferiority complex can be avoided.

It is obvious that as far as the urgent need for reading ability is concerned, the method can be of a great help to improve the reading ability. It becomes a new fad in

some institutes on the ground that it is more fruitful both for the teacher and the students than the traditional method. Many teachers of English like this new thing since it enables them to work in class with less effort. However, teaching reading by means of Reading Boxes will not be successful if it is used solely as the method of teaching reading in the SMA. There are only 3 or 4 periods a week, and the motivation of the students to study English in the SMA is much lower compared to that of the students of the English Department in such an institute as IKIP Sanata Dharma. Teaching reading by means of Reading Boxes allows big freedom on the part of the students. This will bear fruit if the students are eager to exploit their freedom. In the case of low motivation, however, students will not work unless they are guided by the teacher.

A question arises whether Reading Boxes are supposed to be used in the class-room during the class period or whether it is used as some kind of extensive reading that can be done at home. Due to the limited number of periods I think teaching reading by means of Reading Boxes is not suitable to be applied as an intensive reading in the class-room at the SMA, especially if we are to observe the syllabus instructed by the Government. In the syllabus we have to use the four periods as follows : one period for structure, one period for composition, translation or conversation, and two periods for reading. In this reading we have to take care of vocabulary building, pronunciation and comprehension skill. If one out of the two periods is spent for the teaching Reading by means of Reading Boxes whose

result is doubtful, that means we have only one period left to concentrate on the other matters. This is certainly too little. On the other hand, if Reading Boxes are used as an extensive reading, the problem will be in the supervising of the students' activities. Students tend to be lax without supervision. An interesting class-room atmosphere is an invaluable means in producing effective learning. It is necessary, therefore, to create liveliness in the class-room. The Reading Boxes are meant to develop the silent reading ability; therefore, active oral skills are not practiced. The ability in oral skills can create this desirable atmosphere and further motivate the students to read comprehensively. Finally, this method can be most fruitful to good students who are able and willing to work individually. Due to the over crowded curriculum and bad basis for further progress, most of the students are not prepared for this method. We are supposed to help not only good students, but particularly bad students who need more assistance. In conclusion, I contend that at present it is not profitable and practically feasible to teach reading by means of Reading Boxes at the SMA. It may be true that the method brings about successful teaching results in the English Department in such an institute as IKIP Senata Dharma or any school in other countries. The reasons may be :

1. The students are highly motivated to study English.
2. The school curriculum is not crowded with different subjects.
3. The classes are not big.
4. The provision of periods of lesson is adequate.

But the previous experience with regard to the 'aural-

oral approach' has shown that a success gained in a certain environment does not necessarily guarantee a success in another environment. And due to the existing problems in most SMA's we cannot recommend the method without taking into account those problems, since our effort will only result in failure.

In the next chapter, I will deal with my suggestions on the teaching of reading in the SMA which constitute the core of this thesis writing. It will be divided into three areas of discussion. In the first part of the chapter I will offer my suggestions on the appropriate reading materials which I consider suited to the students' need. Following the discussion, I will suggest teaching procedures that are workable in the present situation in most SMA's. Finally appear sampling preparations showing the concrete ways of how the suggested method is dealt with in class. I believe that my suggestions offer some contribution, however small, to the improvement of the teaching of English at school. So, it does not pretend to be a complete work in itself but rather suggests that 'half a loaf is better than no bread' and this loaf of methodology has been baked along with my teaching experience in the S.M.A.'s for three years.

CHAPTER FOUR

TEACHING READING IN S.M.A.

I. Materials for teaching reading in the S.M.A.

One of the most important factors determining the teaching of reading in the S.M.A. is the proper selection of suitable materials. It is not an easy task for the teacher to find materials suited to the students' need, life, experience and capacity. This is due to the fact that the need, life and experience of the students differ from place to place. In view of the teaching objective, I will attempt to discuss in this chapter, what materials will meet the need of the present students. The objective and the problems have been discussed earlier in this thesis. The procedures of teaching reading will be dealt with in the coming ^{part} of this chapter.

The main objective of teaching English as stated earlier is the acquisition of 'effective reading ability' suited to the need of the present students at the university level. In order to achieve the objective, it is necessary, in the first place, to suggest some criteria of good teaching materials. I will discuss respectively, in this chapter, those of in-class intensive reading and out-of-class extensive reading.

A. In-class intensive reading

1. Criteria of reading materials

The materials to be used in class are more

important than those used out-of-class. This is due to the fact that the foundation of language learning is best laid in the class-room. Therefore, the teacher should take great care in selecting the reading materials that will really meet the objective. In selecting the intensive reading materials, there are several things that should be taken into consideration, namely :

- a. The topic of the reading-material.
- b. Vocabulary in the reading material.
- c. The structure in the reading material.
- d. The length of the reading material.
- e. The cultural back-ground in the reading material.

a. The topic of the reading material

The present students in general will appreciate a reading material that has something to do with their own interest, life and experience. Therefore, the material presented to the students must be 'up to date' in the sense that it deals with current happenings.

In former times, reading extracts contains topics which were beyond the students' interest, life and experience, such as old legend and tales. Here are a few examples of the materials :

1. English around the world - by Singasusila
2. Progressive Course - by Van Delden
3. Test your English - by Vest and Tik
Djoe
4. Reading and Understanding - by Drs. Kho
5. Elementary English - by Moechtar and
Soedjono.

Obviously, material producers did not take into account the topic related to the students' need, life and experience. But the level of achievement of the students was good enough due to the fact that their motivation was high and the basis for further development was strong enough. The grammar-translation method which was later discredited by the time the 'aural-oral approach' was introduced paid adequate attention to the teaching of vocabulary. Better result with regard to the vocabulary control can be seen from the fact that the SMA graduates were capable to read relatively more difficult texts at the university level. As to the students' motivation, I observe it was good enough because during my school time, the university graduates were few in number and therefore they had better prospects than the present students. The better prospects motivated the former students to learn well enough. In the present time, however, the development of teaching English demands a better condition since there are more problems at school. The present students are more interested in things which are related to their need, life and experience in the modern world. Therefore, the topic of the reading material should agree with their interest. I suggest the following materials that may arouse the students' interest :

1. Essential English by Eckersley 1960,
London.
2. English Reader by Michael West 1966, London.
3. Comprehension and Structure by Kabin SMUA
D.I.Y. 1971, Yogyakarta.
4. Selected Comprehension Exercises by Kabin

D.I.Y. 1971, Yogyakarta.

b. The vocabulary in the reading material

It should be kept in mind that reading materials should be kept within the linguistic range of the students in terms of the lexical items. Most of the words in a reading material, therefore, should have been learned by the students. Too many difficult words that may distract the students' mind in learning the language should be eliminated as much as possible. The items I have noted as distractors in the students' learning of the language are among others as follows :

1. abbreviations

The students sometimes come across abbreviations in English with which they are not familiar. Because there are so many abbreviations in English, the teacher should give them only those abbreviations that appear with the highest frequency, for example :

n	= noun
adj	= adjective
adv	= adverb
v	= verb
etc	= and so forth (from L. etcetera)
e.g	= for example (from L. exempli gratia)
i.e	= that is (l. id est)
viz	= the same as (L. videlicet)

A lot more abbreviations are rarely used in English. Therefore they should, as much as possible, be avoided. The following are a few examples of abbreviations which are rarely used.

i.q	= the same as (from L idem quod)
nt.wt	= net weight
pp	= page
sq	= square
p.c	= % per cent
math	= mathematics
mythol	= methology
emph	= emphatic

2. Special plurals

Some words which are likely to occur in reading texts are derived from Latin or Greek. The difficulty lies in the fact that they have irregular plurals; these words often distract the students' mind in reading. Therefore texts containing such special plurals should be avoided as much as possible. Here are a few examples of special plurals.

basis	bases	minimum	minima
crisis	crises	medium	media
genus	genera	datum	data
micron	micra	ovum	ova
viscus	visca	nucleus	nuclei
criterion	criteria	phenomenon	phenomena

3. Affixes

A lot of words in English are framed by adding a syllable or word in front (prefix) or at the end(suffix) of the stem. The meaning of the derived word is related to that of the stem, for example :

non-meaning not, who does not, who is not.

non-stop = that does not stop

non-believer = who does not believe

non-essential = that is not essential

non-English department = that is not English
department.

mis - meaning wrong, wrongly

misunderstand	= understand wrongly
misunderstanding	= wrong understanding
mis-call	= call by a wrong name
misconduct	= wrong conduct
miscount	= count wrongly
mis-spell	= spell wrongly
misplace	= place wrongly.

dis - meaning away, apart, opposite to, not

disagree	= not to agree
dissatisfied	= not satisfied
discontinuous	= not continuous
disobedient	= not obedient
disarm	= take away weapons
disable	= make unable to do some- thing.

Suffixes

- ness meaning state, condition or quality of
being

greatness	= the quality of being great
redness	= the condition of being red
gladness	= the condition of being glad
cleverness	= the condition of being clever

shortness = the quality of being short

calmness = the quality of being calm

- less - meaning without or unable to

endless = without end

aimless = without aim

careless = without care

colorless = without color

harmless = unable to do harm

- en used to form verbs from adjectives or nouns

hard - harden thick - thicken

less - lessen tight - tighten

loose - loosen weak - weaken

strength - strengthen wide - widen

There are quite a number of affixes in English, and therefore they are confusing to the students. For this reason, the texts containing many affixes should be avoided as much as possible.

c. The structure in the reading material

In general, the students complain about the difficulties involving structural items. This is due to the fact that English is quite different from Indonesian in structural items. For example, Indonesian knows no tenses, no articles, no plurals, and employs only a limited use of pronouns and a lot more items are absent in Indonesian. They are very confusing to the students, indeed.

In selecting reading materials, therefore, the teacher should avoid texts containing long grammatical

explanations since they will confuse the students. The structures should be simple and must have been taught before. The structures are supposed to be repeated in subsequent lessons. Grading such materials is a hard task on the part of the teacher but it is necessary when we expect better teaching results.

d. The length of the reading material

In view of the teaching hours and procedures for conducting the reading lesson, the teacher should by all means determine the length of the reading material. Since an unfinished lesson will destroy the students' attentiveness, it is suggested that the reading material should be kept short. The amount of words should be not more than 300 words. By the time the students have an adequate knowledge of common structural items and lexical items, the material can be lengthened to a certain extent in the further stages.

e. The cultural background in the reading material

In the beginning stage, the reading material should not contain cultural background irrelevant to that of the students. Irrelevant background will only distract the students' understanding of the material. For example, the metropolitan life will be difficult to conceive by the students living in rural areas and vice versa. In the beginning stage, all things that exist in the students' life should be introduced first, whereas the idea of other people's background can be introduced later. In Yogyakarta, for example, the students can be introduced to the idea of tourism, university life or traditional cere-

monies. The teaching of electronic machines, winter sports or underground restaurants should be postponed until a later stage. The students in Jakarta, for example, can be introduced to the idea of metropolitan life, tall buildings and skyscrapers, car-racing, etc. since they are familiar with these ideas. The texts to be used in class, therefore, should contain the ideas related to the students' background.

2. Samples of reading material

In order to give a clear picture of the suggestions I have made, I would like to present some samples of reading-material.

Sample of reading material for the first years

1. A LIBRARY

A library is a place where we can borrow books. It usually contains books of all kinds - school-books, dictionaries and others. There are long rows of shelves; and in some libraries, we can go round and choose a book; in others we must ask the man in charge for what we want. We write the number of the book, its title, the name of the author on a piece of paper. Then we sign the paper, hand it to the man who then gives us the book. We can usually keep it for a week, or perhaps two, before taking it back.

Of course we must take good care of the books that we borrow from a library, so that other people may be able to read them with the same pleasure as we have done.

A good school usually has a library too, because the teachers know that reading books helps the students to understand their lessons better. Reading good books also helps us to increase our knowledge of our language or foreign languages. We can learn a lot about the world around us by reading stories of travels or adventures.

There are boys and girls who regularly go to public libraries. These boys and girls are good students and they have much more knowledge about everything than those who have no interest in books.

(Reading and Understanding, Drs. Kho)

2. Our Beloved Fatherland

Indonesia's thousands of islands have beautiful beaches everywhere. Waving coconut trees welcome the visitors. Those many, many islands are inhabited by people with their various features and the same race, the Malay race and they form one nation, the Indonesian nation.

Cities, towns and villages are spread throughout the whole archipelago, where millions of people live their lives of everyday. There are big cities with their large buildings, offices, factories, hotels and many others. There are small places and villages with their small and humble dwelling places for their humble inhabitants. There are mountain regions with their cool climates which attract hundreds of holiday makers, who go there by their own cars, by bus or by train.

When there is absolute freedom of worship in Indonesia, it is easy to understand that mosques, churches and temples are found in one and the same town.

The Republic of Indonesia is founded on the Panca Sila or the Five Principles : Faith in God, Humanity, National Spirit, Democracy and Social Justice.

(Reading Passages, Wardoyo)

The reading selections are suitable for the first year students of the SMA because they contain the vocabulary, the structure and the cultural background which are within the range of linguistic ability of the average first year student of the SMA. Those samples contain not more than 300 words each, and therefore can be tackled in two to three periods. The words and structures are limited to those with the highest frequency which are supposed to have been taught in the SMP.

In the upper classes, where the students are classified into three divisions namely the Mathematics and Physics division, the Social Science division and the Cultural division, the students' interest and capacity vary. For example, the Mathematics and Physics division consists of students who are interested in their own fields namely technology and science. The students' proficiency in this division is relatively much better than that in the other divisions. The student of the Social

Science division are interested in the fields of social and economy and those of the Cultural Division in cultural topics and language. Their proficiency is relatively lower than that of the students of the Mathematics and Physics division. Therefore, the texts should also be adapted to the students' need, life, interest as well as capacity.

The following reading materials I have selected may be good examples of the materials which can be taught in the particular division.

Samples of reading material for the Cultural division

3. MARK TWAIN

No author in American literature is better known or more loved than Samuel Longhorne Clemens. Born in Missouri in 1835, he grew up on the banks of Mississippi River and later adopted the pen name of 'Mark Twain' from the call of the boatmen on Mississippi as they measured the depth of the river. The river environment inspired the two novels which brought him his greatest fame : 'Tom Sawyer' and 'Huckleberry Finn'.

It was during the Civil War that Mark Twain's life as a writer started. At that time he was working as a newspaperman in Nevada and California. His short stories were an immediate success, and his new career began.

In 1870 Mark Twain married Olivia Langdon. He had fallen in love with her picture even before he met her. According to his biographers his wife had a great influence on Twain's later books.

Mark Twain was also a very successful lecturer. His travels around the country giving talks on a variety of subjects helped make him famous and increased the sale of his books. His last book was completed in 1909, one year before his death. He was then 74 years old.

(Adapted from Selected Comprehension)

4. A FOREIGNER'S IMPRESSION ABOUT YOGYAKARTA

Two experts of UNESCO, Mr. Tunnard and Mr. John Pollaco visited Yogyakarta to make a survey on

tourism in this region some time ago. The two experts were received by the local authorities. They were the guests of the Directorate General of Tourism. They came to study some possibilities, how UNESCO might give some contributions to promote tourism in Yogyakarta.

The following is their impression about Yogyakarta:

Staying in the total comfort of the Ambarrukmo - Palace Hotel and driving out to see the marvellous temples in all directions from this central location has been an exhilarating experience for them.

To visit Indonesia for the first time and experience these beautiful antiquities with their own eyes, is a great privilege. In Yogyakarta, there are important examples of 18th century architecture, such as the Sultan's Palace and the Water Castle, both of which can be visited by the public, while the craftsmen at work on handicrafts of all kinds give fascinating glimpses of old world fabrication methods which have long been forgotten in the hectic pace and technological obsessions of modern Europe and America.

Mr. Tunnard ended with the statement :

The world will soon come to Indonesia, but I would advise people to come here sooner than that so that they can enjoy the treasures of Yogyakarta before the region becomes too crowded with seekers after her undoubted and unique attractions.

(Selected Comprehension Exercises)

Sample of reading material for the Social Science division

5. TAXES

Why must we pay taxes ? The answer is that the government needs money for many things, for example to pay its soldiers, sailors and airmen, to build roads, bridges, offices etc., and to buy goods from abroad, and only the people of the country can supply the money. One of the most important taxes is the income - tax which a person pays according to the amount of his income, whether he is a merchant, a doctor, a lawyer, a shopkeeper or anything else. This is called 'direct tax' because it is paid in money direct to the government. Another direct tax is paid on certain things such as watches, jewellery, new clothes etc when they are brought to the country. But when the amount is added to the price of goods we buy in shops, we call it 'indirect tax' because it is paid indirectly through the shop-keepers and others.

People usually complain about having to pay taxes, but they forget that the money is spent on things that they and their families need. We need policemen to catch thieves, to see that men obey the laws, to

direct traffic etc, and they must be paid what they earn, children need education, and teachers; we want our streets to be kept clean, and the wages of men who do this kind of works have to be paid for. Above all, the country must be ready to defend itself against attacking enemies, and we cannot have an army without paying for it. Taxes, therefore cannot be avoided.

(Direct Method English Course)

6. M O N E Y

Considered as a means of storing up buying power, money has good and bad points. It can more easily be kept a long time than such things as food which rots, or buildings which slowly fall to pieces, or machines which rust. It takes up very little space, and if you put it in a bank, it is as safe as anything in this world can be.

But modern money has some very serious disadvantages as a means of storing up buying power. In the old days, when money was in the form of gold and silver coins, the metal in each was really worth the amount stamped on the coin. But the paper in the modern paper money and even the metal in most modern coins are worth very much less than the amount written on them. As a result, the buying power of modern money can change very greatly in a short time.

It has happened more than once this century, that the buying power of a country's money has fallen to almost nothing in a few weeks, ruining many thousands of people with savings. This happened in Germany after the first World War, for example. A man who has saved enough money to buy a large house in 1913, would not buy even a loaf of bread. It is not surprising that some people are doubtful about the wisdom of saving money.

(First Step In Business English)

Sample for reading material for the Mathematics and
Physics division

7. L I G H T

Three hundred years ago an Englishman discovered that when light passes from transparent substance to another, for example, from air to water, it is bent. That is why if you put a straight stick into water, it will appear to be bent.

It is possible to get some amusement out of the study of light also. Put a penny into the bottom of

the basin and ask a friend to look at the basin in such a way, and from such a position that he cannot see the penny. If you pour water gently into the basin, presently your friend will see the penny rising into view, although neither he nor it is moving at all.

Perhaps one of the most wonderful things about sunlight is that although it is colourless, it consists of red, orange, yellow, green, blue, darker blue, and violet all mixed together. A rainbow in the sky proves this.

The light from the sun falls on the raindrops in a shower of rain and the little drops of water break up the sunlight into the seven colours of which it consists.

A thick piece of glass, triangular in shape, will do the same thing. Also, if a circle of wood is painted in those seven colours, and then turned round and round very quickly indeed, it will appear to be white. Owing to the rapid movement of the circle, the seven painted colours are lost to the eyes. If your eyes moved as quickly as the circle of wood turns, you would be able to see each of the seven colours separately. But your eyes cannot move so quickly; therefore the colours appear to mix and you will see white only.

(Reading and Understanding)

8. THOMAS ALVA EDISON

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

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

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

At sixteen, he became a telegraph boy in Canada but he lost his job because of a labour saving invention of the boss he was lazy. He lost three more jobs in the same way. At twenty three, he wandered to New York City. He arrived penniless.

(Preparatory Exercises)

In presenting the samples of the material for the students of the upper classes I did not distinguish those for the second year students and the third year students because the level of achievement differ from place to place. Therefore, it will be difficult to make such a distinction since a material that is good for the second year of a certain SMA will be difficult for other second year of another SMA. On the contrary, a reading material that is difficult for third year students of a certain SMA might be too easy for second year students of another SMA. Thus, the choice of the reading material is completely left to the teacher with the hope that he will take into account the students' need, life and experience. It should also be kept in mind that the present students' level of achievement is relatively very low in terms of their vocabulary control. For that reason, the reading material presented to the students should not contain too many difficult words. A pre-test to determine the students' level of achievement is highly recommended. By doing so, the teacher will not grope in the dark in starting the reading lesson.

B. Out-of-class-extensive reading

Out-of-class extensive reading is meant to expand the reading ability acquired in class and should make relatively easier reading materials. Completely new vocabulary and grammatical structures should be minimized if not avoided altogether - since the purpose is to provide a wide range of use and context for known vocabulary and structures. Thus, the aim of this type of reading is to implant the habit of reading by the students them-

selves. The teacher is advised to recommend reading selections that appeals to the students' interest or need, and which are somewhat less difficult than the class-room readings. It helps encourage the students to read on their own. The teacher should provide additional motivation by having the students read with the aim of getting some information or giving personal evaluation. The following are activities to reinforce the out-of-class extensive reading.

Making book-reports

This activity is a good way of reinforcing the students to read on their own. It enables each of the students to be kept busy reading books available at school. Simplified books are useful materials for the extensive reading. The following list contains simplified books available at the school, where I teach :

1. The Amazing Quest (simplified) - Oppenheim
2. The Waif (simplified) - Winters
3. The Ghost train - Arnold Ridley
4. The skipper - Winters
5. Treasure Island - Radjal
6. The Secret Aeroplane(Simplified) Ossendorf
7. A Child without a Name - Winters
8. Oliver Twist (simplified) - Wiersma
9. Tales from Gullivers Travels - Wibowo
(simplified)
10. The Mysterious Mr. Simister - Sunarjo
(simplified)

Since there are enough copies of the books, the students can have them. To give variety to the reading the teach-



er should distribute different books. Each of the students should be provided with a book which suits his rate of progress. The teacher should have the students submit the book-report at a given period after the books are distributed. It is advisable for him to ask a number of students to report to the class orally. It creates a competitive atmosphere and liveliness in the classroom.

The book - report should contain the following items :

1. The author of the book
2. The title of the book
3. The most important characters
4. The summary of the book
5. Personal evaluation.

Ideally, the book report should be made in English. But due to the low rate of progress of the students, it is often difficult to carry out. In such a case, the students are allowed to report in their own language. It is good enough since the purpose is to get the students read extensively at home.

Clipping

This activity provides the students with the opportunity to read extensively. The teacher can have the students clip some articles out of a newspaper, magazines, journals, brochures and other publications available in town. It should be made compulsory for the students since the purpose is also to reinforce the extensive reading. To enable the students to select the article accordingly, the choice should be limited to such topic as short-stories, biography, advertisements,

amusements or current news. The following sources I have noted so far may provide useful selection.

1. Rainbow
2. Window on the World
3. Welcome to Yogyakarta
4. Indonesian Observer
5. Kompas
6. Bali News
7. The Indonesian Spectator
8. Free World
9. Reader's Digest
10. Life.

Where the school can afford a wall magazine, it is advisable for the teacher to motivate the reading by issuing good selections on the wall magazine. It also enables the teacher to create a vivid atmosphere in the classroom. Before issuing the selection the teacher can also announce it to that particular class and give praise if necessary. There are other activities that can reinforce the extensive reading such as condensation or translation; but in some schools it is difficult due to the inability to construct simple sentences on the part of the students. Moreover, it will be too much for this thesis to deal with all the extra activities on reading. So, it will be good enough for the students to carry out one of the first two activities.

II. Procedures for conducting the reading lesson

The success of a certain lesson depends upon the teacher's knowledge about the whole process of learning the subject and his ability to carry it out in the actual teaching practice. Therefore it is the teacher's task to organize good teaching procedures in order that he can bring about good teaching results.

In organizing the procedures for conducting the reading lesson, I have considered the student's difficulties, both in oral as well as silent reading, which have been discussed in the previous chapter and the aim of the reading lesson in the SMA which is "the ability to read books at the university level".

I suggest the following procedures for conducting the reading lesson.

Stage I : Prereading - preparation

1. Structure study
2. Vocabulary study
3. Motivating the reading

Stage II : Steps in actual teaching of reading

1. Reading aloud at normal speed
2. Reading aloud according to thought groups
3. Reading aloud by the students
4. Silent reading by the students
5. Oral questions by the teacher
6. Putting comprehensive questions
7. Answering comprehensive questions

Stage III : Follow up activities

1. Doing exercises
2. Making summaries

Stage I : Prereading preparation

There is always a tendency on the part of the students not to concentrate on a new lesson. It is necessary, therefore, to prepare a particular lesson with a warming up activity.

Before arriving at the actual teaching in class, I always tell amusing events related to the students' experience. For example, when there is a song contest held at school, I always deal with how to win the contest. Since the purpose of the remark is to invite the students' attention, it should not be dragging too long. As soon as I know for sure that the students have paid adequate attention to my presence, I immediately arrive at the common teaching problems related to the text that is going to be presented.

The pre-reading preparation includes three major items :

1. Vocabulary study
2. Structure study
3. Motivating the reading.

1. Vocabulary study

The teacher starts listing new or difficult words, phrases or idioms related to the text and gives sentences plus additional sentences that show the meaning in context. The problem words, phrases or idioms should be limited in number.

To check the understanding of the students with regard to the problem words, the teacher asks them to use the words, phrases or idioms in their own sentences. When the majority of the class are not able to compose

their own sentences using the words, phrases or idioms the teacher should try to make the meaning as clear as possible so that a better understanding is gained. It is indeed a formidable task on the part of the teacher, but this will turn to be an effective way of making the students understand.

2. Structure study

Structure plays an important role in English because of the fact that it constitutes the framework upon which vocabulary gradually develops.

It sometimes happens to a student that despite his good knowledge of vocabulary, he still fails to understand the idea of a sentence. This is due to his inadequacy of the knowledge of grammar. Since grammatical structures are very confusing for the students, complex grammatical rules and terms should be minimized - if not avoided altogether. The presentation of grammatical items should be related to the text and is to be limited to the problem items only. In order to reinforce the acquisition of a particular item, grammatical drills will be profitable.

3. Motivating the reading lesson

A successful reading lesson can be achieved if the teacher can keep the students attentive. This attitude can be gained if the subject matter is within the students' interest and the presentation is interesting. In the first place the teacher should select a suitable reading matter for a particular division of the SMA. For example, "Sir Isaac Newton" would be good for the Mathematics and Physics Division, "Money" for the Social

Science Division and "Mark Twain" for the Cultural Division.

In inviting the student's attentiveness the teacher needs to remark on the background related to the particular reading matter. For example, in dealing with "Sir Isaac Newton" the teacher can talk something about the invention of the scientist and the effect it has made in our modern life. The teacher can start out by stating or asking the students :

"Do you know how many colours there are ? You can observe the colours of a rainbow. The colours certainly remind you of a great scientist who discovered them several centuries back. He was an absent minded scientist who did foolish things unintentionally. We are going to see how his absent-mindedness occurred. His name was Isaac Newton.

Experience has shown that this discussion will arouse eagerness on the part of the students to follow the reading matter. It certainly demands more time and energy on the part of the teacher, but this effort is very necessary to prepare his students for a successful reading lesson.

Stage II : Steps in actual teaching of reading

Leaving the preceding stage, the teacher can expect his students to be prepared for the actual teaching of reading in class. By the time the teacher can get hold of the student's attentiveness, it is high time he went about the actual teaching procedures. I suggest the following steps which should be taken in the actual

teaching of reading.

Step One : Reading out the selection at normal speed

In the first place, it is necessary for the students to have the reading material in hand. For this purpose, the teacher may walk around and check whether the students have done so. When he detects that a certain student has no book in hand he has him share another student's material. This is occasionally done because there is always a tendency for a certain student to be disengaged in the lesson. When he is sure that every student has the material, he begins his class.

The teacher begins to read the material aloud at normal speed with the purpose of giving an example of proper reading aloud. In this opportunity he may now and then pause in order to correct some misprints or grammatical errors.

Since a teacher is the only model in the class-room he should be careful in pronouncing individual words and showing the correct pitch, juncture, rhythm and intonation. This must have been done in his preparation at home which is a partial task of a good teacher. The students on the other hand should be asked to follow the reading aloud carefully.

Step Two : Reading aloud according to thought groups

The teacher reads out the selection for the second time but this is done at a slower speed, giving the students the opportunity to recognize every pause. He can ask the students to mark the pauses, if necessary. In the meantime, the students are asked to repeat in chorus after each thought group without neglecting the pro-

nunciation, pitch, rhythm and intonation. The teacher should always be aware of every error made by certain students during the choral activity. If there is a mistake, the teacher should pause and ask the particular student to repeat the same thought group. The error should be corrected on the spot otherwise it will be out of the student's mind. In order to encourage the student, the teacher may come back to choral repetition. Then he may give the particular student a turn to repeat the correct utterance. By so doing the student ultimately manages to read the thought group correctly. After this step is completed, the students can be expected to read out the whole reading material without the help of the teacher.

Step Three : Reading aloud by the students

In this step, it is necessary for the teacher to know whether the students are able to read out the material as one unit. Due to the time allotment, it is by no means possible to give each student a turn to read the whole selection. It will be enough if one student gets one paragraph. In giving turns the teacher should do it at random with the purpose of keeping each student alert.

It is sometimes helpful to praise a student who reads well enough. In this way he can arouse a sort of competition in oral reading. Every mistakes in pronunciation, rhythm, juncture and intonation should be corrected on the spot. It should be kept in mind that English is a foreign language which employs many problems encountered in the oral reading. Therefore the teacher should always be patient in guiding the students toward the pro-

iciency of reading ability.

Only when the majority of the class has gained the oral satisfaction, the teacher can proceed with his class.

Step Four : Silent reading by the students

The teacher arrives at the most important part of his procedures for conducting the reading lesson namely the silent reading. In fact this activity is an end in the whole procedures since all the other preceding activities are directed to the comprehension of the reading matter.

In order to encourage the students to make use of a dictionary, they are allowed to bring their dictionaries to the classroom. He walks round the aisle to give any necessary help. The aim of this silent reading is to recognize the sense of the reading material in view of the vocabulary and structure previously dealt with. This activity should not be dragging too long since the students' skill is measured within a limited time. Ten minutes will be adequate for the students to learn the whole selection.

Step Five : Oral questions by the teacher

The teacher reads each sentence in the reading material and has the class repeat the same sentence. In the first year, the teacher should pause after each sentence and put one or two questions related to the particular sentence.

The purpose of this questioning is to check the students' understanding. Therefore, the students should be required to give short answers. In the upper classes, in

which the students are relatively more matured, the teacher need not pause after each sentence. Instead, he may pause after each paragraph and put several questions related to the particular paragraph.

It is wise to suit questions with different levels of difficulty to the students' rate of progress. The most difficult questions should be put to a bright student. On the contrary, the easiest one should be meant for the weakest student. In this way the weak students will also be encouraged in responding to the questions. The teacher should see to it that the correct answers can be sought within the context. The wrong answers should be offered to other students to correct. The students are supposed to copy the correct answers. This activity constitutes intensive exercises and consumes much time and energy. But in this way the students can get some improvement.

Step Six : Answering Comprehensive questions

The final step in the reading lesson constitutes the writing practice in which the students are asked to build their own sentences. The full sentence is made up of the frame based on the questions and the short answer done previously. Writing full sentences is also a good practice for the students since in their final examinations they are asked to answer the comprehensive questions in full sentences. Of course, the possibility of the accepted answers should not be rigidly judged. It depends on the level of the classes. When it is very low, the teacher is supposed to appreciate the correct answers from the text.

When the standard of the class is relatively higher, the students are usually able to gain the ideas from the text and they are able to compose their own answers. These answers should be appreciated.

The six steps of the teaching reading lesson are only guidelines for the teachers of English. It means that they are not to be taken rigidly. The application of the steps should agree with the situation and the level of the class. It should be kept in mind that such intensive steps are best applied in the SMA, where reading skill takes a very important part.

Stage III : Follow-up activities

The materials that have been discussed in class should be developed out of class. The teacher can assign the home-work dealing with exercises related to the text or have them make outlines or summaries of the reading material. These activities compel the students to keep themselves busy with the reading matter and the development of it. It should be admitted that the students are apt to study a certain lesson in the classroom only. This is due to the overcrowded subjects in the school curriculum.

Doing the exercises

The exercises done at home is directed to maintain the habit of improving vocabulary and structures.

The improvement of vocabulary includes :

1. Word formation

e.g. : Fill in the derivation of the words

	Verb	Noun	Adjective
1.	attend	-	-
2.	act	-	-
3.	beautify	-	-

Use the correct prefix :

(dis, - in, - in, - mis, - un, -)

happy	-
understand	-
appear	-
important	-
necessary	-

2. Lexical range

"When the travellers arrived it was starting to get dark"

Which word is equivalent to the above question ?

- They got a parcel yesterday.
- After two days journey, we got to the destination.
- The loaves have got hard.

3. Vocabulary in context

The lady was peculiar but she would not hurt any one.

Choose the correct synonym

proud mad naughty strange

Honda and Yamaha belong to imported articles.

Choose the correct opposite

purchased exported charged afforded

1. The usage of structure

The structures which constitute the problems on the part of the students are supposed to be developed in this

section.

e.g. 1. Underline the participial construction

The man living next to our house is a doctor.

The old man killed in an accident was my father's colleague.

Knowing that it is going to rain, he put off his plan.

2. Fill in suitable preposition

The student is interested foreign languages

They talked ... serious problems during the conference.

We should pay attention ... the lecture.

3. Put the verbs in the correct form :

He (go) to the pictures last night.

We (finish) the work by this week-end.

They were sorry they (give) so much trouble.

If I were you I (accept) the job.

4. Put in suitable conjunctions :

The student failed the examination he had worked hard.

The chairman was prevented from coming he did not feel well.

Making summaries

It is impossible for the teacher to check each student's understanding. The best way of providing them with an equal chance to read is by way of making summaries. Ideally, the summaries should be written in English.

In practice, however, it is difficult for the students to build up sentences of their own. Therefore, it will be good enough, if the students can write their summaries in Indonesian. It should be made known that a summary is different from translation. It is necessary to distinguish these two different skills because there is a tendency on the part of the students to translate the text instead of summarizing it.

It is advisable for the teacher to select some good summaries and read them out in class for it will create a competitive atmosphere in the classroom. This will also motivate the students to read texts.

It certainly consumes lots of energy on the part of both the teacher and the students, but this practice will be fruitful.

In the coming section of this chapter, I would like to give sampling preparations of the reading lesson, which might give fuller description of the suggested procedures. I will start discussing a sampling preparations for ^{the} first year students. The discussion on the sampling preparations for the upper classes will deal with those for one of the three divisions namely the Mathematics and Physics division.

III. Sampling preparations for teaching reading

A. A sampling preparation for first year students

In order to show a clear picture of how the suggested method is to be carried out, I would like to present in this chapter a sampling preparation for teaching reading in the SMA. I will start discussing how to teach reading to the first year students in view of the method suggested in the preceding chapter. As to the material, I have chosen a reading material with the following considerations :

1. The material contains a topic which is within the cultural range of the students and therefore appeals to the students' interest and need
2. It contains approximately 200 words, which are mainly most frequently ^{used} words formulated in the 'First thousand words list' in The General Service List by Michael West which are supposed to have been taught at the SMP.
3. The structural items are limited to simple ones that are supposed to have been taught at the SMP.

Since the difficulties have been minimized to few structural as well as lexical items, it is assumed that the reading material will be easy to the students. The new words and structures underlying the difficulties are supposed to be explained in 'vocabulary study' and 'structure study'.

A LIBRARY

A library is a place where we can borrow books. It usually contains books of all kinds - school books, dictionaries and others.

There are long rows of shelves, and in some libraries, we can go around and choose a book; in others we must ask the man in charge for what we want. We write the number of the book, its title and the name of the author on a piece of paper. Then we sign the paper and hand it to the man who then gives us the book. We can usually keep it for a week, or perhaps two, before taking it back.

Of course, we must take good care of the book that we borrow from a library, so that other people may be able to read them with the same pleasure as we have done.

A good school usually has a library too, because the teachers know that reading good books helps us to increase our knowledge of our language or foreign languages. We learn a lot about the world around us by reading stories of travels or adventures.

There are boys and girls who regularly go to public libraries. These boys and girls are good students and they have much more knowledge about everything than those who have no interests in books.

(Direct Method English Course)

It should be kept in mind that handling a successful teaching in class needs a careful preparation on the part of the teacher. Therefore, before arriving at the actual teaching, it is always advisable for him to make a good lesson plan. In preparing the reading lesson, he should start marking every thought-group.

He should underline words of importance, consult the dictionary for the correct pronunciation, stress and meaning. The structure study, the vocabulary study and question - answer section are to be well prepared. He should eventually rehearse the whole teaching procedures as if he were handling the actual teaching lesson in class.

The procedures that may be taken for an actual reading lesson are as follows :

Stage One : Pre-reading preparation

Vocabulary study

It is assumed that after the three year study in the SMP, the first year students of SMA are acquainted with common words in English. Therefore, the explanation of new or difficult words should be focused on the problem words only.

The best way to explain an idea embedded in a word is by way of putting it in context. The context should be taken from the passage and the word appearing in the context is taught by pictures, demonstration, definition or translation. Translation can be used as an eventual means of explaining the word in case ambiguity or obscurity will result from the use of any other means. The teacher is supposed to write these words on the board and explain them to the student.

library. This word can be most effectively taught by way of demonstration in a place where libraries are available. The teacher should show at least an example of a library. In other place where there is no library available translation will be another means of explaining the word. Finally, the word should be put in context after he has shown the sentence containing the word. For example :

A library is a place where we can borrow books

'Karta Pustaka' is a library in Yogyakarta where we can borrow Dutch books.

There used to be an American library in Jalan Diponegoro.

contain. It is difficult to explain this word by way of demonstration because it is an abstract word. The possible way of clarifying its meaning is by way of translation. The word can be easily translated into mengandung in the sense of hold in itself. To show the idea, a context showing the meaning of the word should follow the explanation, for example :

It contains books of all kinds --- schoolbooks , dictionaries and others.

A note book usually contains eighteen blank sheets.

A pack of 'Kansas' contains 20 cigarettes but a pack of 'Gudang Garam' contains only 10 cigarettes.

dictionary. This word can easily be explained by way of demonstration i.e. by showing visual aids. Thus, the teacher is supposed to bring along different dictionaries and show them to the students. A context should follow the explanation.

e.g. :

We can look up words in a dictionary.

According to the dictionary 'begin' means 'start'

The dictionary was made by Mr. Poerwadarminta.

shelf. It is to be explained by way of pictures. When the student fails to grasp the meaning, translation may clarify the word. The sentence following the explanation are as follows :

There are long rows of shelves.

We usually put books on bookshelves.

The bookshelf contains some new books.

in charge. This word can be explained by way of demonstration i.e. by showing a person in charge of a

section in the students' environment. In the school where I teach, for example, the teacher can show Mrs. Hartini who is in charge of presentees, Miss Atun in charge of the schoolbooks or someone else in charge of the school fee. The following context may clarify the meaning of the word.

We must ask the man in charge for what we want.

Nurses are girls in charge of patients.

The secretary is in charge of business letters.

pleasure. The word is an abstract one and it is not easy to show the meaning by definition, demonstration or pictures. In this case, the possible way is translation. Show the meaning of the word in context :

Other people may be able to read them with the same pleasure as we have done.

Swimming in the swimming-pool is a pleasure.

It is a pleasure to take a walk in morning.

Reading picture-stories gives a pleasure even for adults.

increase. This word can be explained by demonstration or pictures that is by showing the same thing that increases. For example, water poured into a tube filled with other water can show the meaning of the word. The following contexts may show the meaning in context :

Reading good books also helps us to increase our knowledge of our language or foreign languages.

The school-fee increases every year; last year it was only Rp 300,- but this year it increases to Rp 500,-.

We can increase our vocabulary by reading as many books as possible.

adventure. This word is an abstract word and has no equivalent in Indonesian. The teacher can use translation to clarify the meaning. We can explain the word as 'pengalaman seseorang pada waktu merantau' or 'hal aneh yang dialami seseorang'. It is also possible for the teacher to relate somebody's adventure during a mountain-climbing.

These sentences can clarify the meaning of the word:

We learn about the world by reading stories of adventures.

Climbing a mountain top is an adventure for school boys.

James Bond is a person who loves adventures.

When time permits the teacher may also assign the students to make sentences of their own, showing the meaning in context.

This is meant to check whether every student has understood the words or not. In case total failure, the teacher should give more explanation and examples.

Structure study

There are structural items appearing in the passages with which the students are not familiar. These items should be first tackled by the students because the lack of knowledge of the items will inevitably render their comprehension. The teacher should clarify the items as accurate as possible by giving appropriate examples. Grammatical drills will be of an advantage for the students. The grammatical items which constitute the main difficulties are as follows :

1. Preparatory there in : 'There are long rows of shelves'. The students are not able to make a distinction between the preparatory there and there which serves as an adjunct of place. To get the idea clear, the teacher should clarify the distinction. Drills on the construction should follow :

They put the book on the table.

They put the book there.

There are some chairs in the room.

There are some chairs in the room.

The following drills on the construction may clarify the meaning and the use of the structural item.

Key sentence : There is a calendar on the wall.

some pictures There are some pictures on the wall.

light There is a light on the wall.

ornaments There are ornaments on the wall.

in the room There are ornaments in the room.

chairs There are chairs in the room.

a bottle There is a bottle in the room.

2. 'We must ask the man in charge for what we want.' It is an unfamiliar construction for the students. The students should be made known that it is a noun phrase containing a noun headword man and a prepositional phrase in charge as its modifier. The prepositional phrase in charge should be clarified by replacing it with a relative clause 'who is in charge' which has the same meaning as the prepositional phrase.

A person in charge of books is a librarian.

A person who is in charge of books is a librarian

Orang yang mengurus buku adalah pustakawan.

3. Reading good books helps us to increase our knowledge. The ing-form is confusing to the students since it has various functions. They are usually unaware of how the ing-form comes about. Grammatically speaking, the ing-form in the sentence is a verbal noun meaning a noun derived from a verb, which substitutes a noun in the subject position.

The lecture helps us to increase our knowledge.

Reading helps us to increase our knowledge.

Reading good books helps us to increase our knowledge.

The students should be made known that the ing-form has a different function from the following construction:

We can usually keep it for a week before taking it back.

Unlike the former ing-form, that in the sentence serves as a participial construction in place of the following sub-clause :

We can usually keep it for a week before we take it back.

Additional examples of the use of the participial construction is preferably given by the teacher.

The following exercises may clarify the case :

Put the underlined clause into participial construction

For example : Before he went out, he had studied hard.

Before going out, he had studied hard.

1. He was excited after he heard the news.
2. After he finishes his study, he will become a new sarjana.
3. Before I arrive at the place, I will see my cousin.
4. You should wipe your feet, before you enter the room.
5. After you finish it, submit it to me.

Motivating the reading

Before dealing with the reading selection the teacher should motivate it. He should tell the students that they are to read, for example, to know how to borrow books from a library. He can relate the selection to the students' own experience, interest or need by means of questioning and discussion.

He can start out the teaching of reading by the following conversation :

Well, students, we are going to talk about a library. Is there any library in our city? Yes, there are some. Can you mention one or two examples? Good. Karta Pustaka, the Hatta Foundation Library, the Islamic Library are libraries in Yogyakarta. They are called public libraries because they are open to the public. Is there any library at your school? Yes, there is and you call it a private library because only the members of the school may borrow books from the library. Now, let's learn something about a library and how to borrow books from the library. Does everybody have the text in hand? Good.

Stage Two : Steps in the actual teaching of reading

Step One : Reading aloud by the teacher at normal speed

The first reading is done by the teacher at normal speed with the purpose of giving examples of how to read the selection properly. The teacher should have the students pay a special attention to the pronunciation, stress, rhythm and intonation. If necessary, he

can repeat over words offering special difficulties to the students. The students are allowed to give marks on the stress, pronunciation and intonation.

Step Two : Reading aloud by the teacher according to the thought groups

The second reading should run relatively slower than the first. A special attention should be given to the thought groups or sense making units, since they determine the understanding of the selection. The students should be kept to mark every pause the teacher reads. This will be of a great help to the students in catching a group of words at a glance. When they read a selection, they should mark the pauses, for example :

A library is a place / where we can borrow books. It usually contains books of all kinds / ... school - books, dictionaries and others. There are long rows of shelves, and in some libraries, we can go round / and choose a book; in others we must ask the man in charge for what we want. We write the number of the book, its title and the name of the author / on a piece of paper. Then we sign the paper, hand it to the man / who then gives us the book. We can usually keep it for a week, or perhaps two, before taking it back.

Of course, we must take good care of the book / that we borrow from a library, so that other people / may be able to read them with the same pleasure / as we have done.

A good school usually has a library, too, because the teachers know / that reading good books helps the students / to understand their lesson better.



Reading good books also help us / to increase our knowledge of our language or foreign languages. We learn a lot / about the world around us / by reading stories of travels or adventures.

There are boys and girls / who regularly go to public libraries. These boys and girls are good students / and they have much more knowledge about everything / than those who have no interests in books.

Step Three : Reading aloud by the students

After the selection has been read twice by the teacher, it is expected that the students are able to pronounce every word, use the right rhythm and intonation, and pause after each sense making unit properly. However, the teacher should always assume that English involves elements that are difficult for the students. Every error in oral reading should be corrected on the spot. This enables the students to know their errors immediately. In giving turns, the teacher should do it at random in order that the students will always be alert.

Here the emphasis should be put on the ability to divide a sentence into its thought-groups or sense - making units, because it leads to the ability to understand the selection properly.

Step Four : Silent reading by the students

This step deals with the main objective of in-class intensive reading. The students are now asked to read the selection themselves silently and try to comprehend the content of the reading material. The silent

reading should be timed in order that the whole teaching procedures can be covered within the allotted time. Ten to fifteen minutes will be a desirable period for the activity. The students are allowed to make use of a dictionary and look up the words they do not know. If necessary, they can also consult the teacher in case there remain difficult words they do not understand after looking them up in the dictionary.

Step Five : Oral questions by the teacher

Arriving at this step, the teacher will assume that the students are well informed with the subject matter. He starts reading each sentence and pauses after it throwing questions related to the particular sentence. The students are required to give short answers to his questions in order to save time. The full answers will be treated in the coming step which will constitute a written activity. The questions put by the teacher may run as follows :

Teacher : "A library is a place where we can borrow books".

Can we buy a book in a library ?

Students : No, we cannot.

Teacher : What is a library then ?

Student : A place where we can borrow books.

Teacher : All right. I will read the second sentence.

"It usually contains books of all kinds --- school-books, dictionaries and others". What does a library contain ?

Student : School-books, dictionaries and others.

Teacher : Good. Next sentence. "There are long rows of shelves and in some libraries we can go round

and choose a book".

What can we find in a library ?

Student : rows of shelves.

Teacher : Are we free to take a book in some libraries ?

Student : Yes, we are.

Teacher : All right. Listen to this sentence "In other we must ask the man in charge for what we want." What must we do in other libraries ?

Student : We must ask the man in charge for what we want.

Teacher : Now. "We write the number of the book, its title and the name of the author on a piece of paper". What should we write on a piece of paper ?

Student : The number of the book, its title and the name of the author.

Teacher : All right. "Then we sign the paper, hand it to the man who then gives us the book". What must we do after signing the paper ?

Student : We must hand it to the man.

Teacher : You are right. We will go on. Listen carefully. "Of course, we must take good care of the book that we borrow from a library". What must we do with the book ?

Student : We must take good care of the book.

Teacher : "... so that other people may be able to read them with the same pleasure as we have done. Why must we take care of the book ?

Student : so that other people may be able to read them with the same pleasure as we have done.

Teacher : Good. Let us listen to this sentence. "A good

school usually has a library too, because the teachers know that reading good books also helps us to increase our knowledge of our language or foreign languages".

(The sentence is long, therefore the teacher may read it once or twice more).

Why does a good school usually have a library?

Student : because it helps us to increase our knowledge of our language or foreign languages.

Teacher : "We learn a lot about the world around us by reading stories of travels or adventures". How do we learn about the world around us ?

Student : By reading stories of travels or adventures.

Teacher : "There are boys and girls who regularly go to public libraries". Who regularly go to public libraries ?

Student : boys and girls.

Teacher : "These boys and girls are good students". Are these boys and girls good or bad students ?

Student : They are good students.

Teacher : Pay attention to the following sentence. "They have much more knowledge than those who have no interests in books". Which has a greater knowledge, those who visit libraries or who have no interests in books ?

Student : those who visit libraries regularly.

Step Six : Putting comprehensive questions

After the question-answer activities, the students are expected to know the answers from the text. Then, the teacher may put some comprehensive questions

on the board. The questions are made in relation to the above activities as much as possible. The questions that are supposed to be answered in full sentences are as follows :

1. What is a library ?
2. What kinds of book do you find in a library ?
3. Where do the librarians keep the book ?
4. What do you do when you want to borrow a book from a library ?
5. Are we allowed to borrow books as long as we like ?
6. Why must we take care of the books well ?
7. Does reading books give any help to the students ?
8. What is the advantage of reading books ?
9. How do we learn about the world around us ?
10. Who knows more; a person who likes to go to a library or one who seldom goes there ?

Step Seven : Answering comprehensive questions

After the students have answered all the written questions in their notebooks the teacher should check their answers. It is advisable for the teacher to ask the students to write the answers on the board. Three to four students may stand before the boards when there are enough boards available. The teacher is supposed to improve the answers written on the board when he finds any error made by the students. He is supposed to expose the errors to the students and finally show the right answers to the whole class. The students may also copy

down the right answers in their note books.

The answers corresponding to the above questions are as follows :

1. A library is a place where we can borrow books
2. There are school-books, dictionaries and others.
3. They keep them in bookshelves.
4. When we want to borrow books we write the number of the book, its title and the name of the author on a piece of paper. Then we sign the paper, hand it to the man who then gives us the book.
5. No, we are not. We can usually borrow them for a week or two.
6. We must take care of the book well because other people need to read them with the same pleasure as we have done.
7. Yes, it does. It gives a lot of help in understanding the lesson better.
8. The advantage is that it also helps us to increase our knowledge of languages or foreign languages.
9. We learn about the world around us by reading stories of travels and adventures.
10. A person who likes to go to a library knows more than one who seldom goes there.

The intensive reading lesson can be covered within two to three periods. When the steps are done accordingly one can easily arrive at satisfaction and the whole procedure is accomplished.

Stage Three : Follow - up activities

Doing the exercises

After the teacher has accomplished all the main procedures, the basis of the comprehension has been well laid. There remains extra activities that can be done at home. These activities are meant to develop the student's knowledge of grammatical as well as lexical items. The teacher should prepare a number of exercises that can be done at home. The exercises should contain all the lexical as well as grammatical items that have already been discussed in the preceding classes. The exercises prepared by the teacher are for example as follows :

I. Fill up the blanks

1. A library contains and others.
2. In a certain library we should ask for what we want.
3. We should write on a piece of paper
4. We can learn about the world by reading or adventures.

II. Fill up the blank with a suitable preposition

1. We can borrow books a library.
2. The secretary is in charge letters.
3. The librarian will take care the book.
4. In the library we can learn a lot ... everything.
5. The student is interested foreign languages.

III. Give the negative then the interrogative forms

Example : We can borrow books in the library.

- a. We cannot borrow books from a library.

b. Can we borrow books from a library ?

1. It contains books of all kinds.
2. We have written the name of the author.
3. We handed the membership card yesterday.
4. The student knows a lot about books.
5. The students have no interests in books.

Making summaries

The purpose of the intensive reading is to provide each of the students with the knowledge of how to read effectively. Due to the limited teaching hours and the size of the class it will be impossible to have each student read the text. The best way of compelling each of the students is by asking them to make summaries. The students can make the summaries in their own language, since in the first year, the students find it difficult to build up their own sentences. It is advisable for the teacher to ask some of the students to come up to the class and relate the story or the content of the text to the class. This activity will stimulate them to make their summaries well. It also creates the atmosphere of competition in the classroom. At the end of the lesson the students are required to submit their summaries to the teacher.

B. A sampling preparation for the upper classes

After dealing with the sampling preparation for the first year students of the SMA, I need to show to apply the suggested method to the upper classes of the SMA. Since it will be too much for this to deal with the sampling preparation for each division in the SMA,

I will only take an example of how to deal with the reading lesson in the Mathematics and Physics division. The following reading material chosen for the upper class in the division may serve as a good example for this sampling preparation.

LIGHT

Three hundred years ago, an Englishman discovered that when light passes from transparent substance to another, for example from air to water, it is bent. That is why, if you put a straight stick into water, it will appear to be bent.

It is possible to get some amusement out of the study of light, also. Put a penny into the bottom of the basin and ask a friend to look at the basin in such a way and from such a position that he cannot see the penny. If you pour water gently into the basin, presently your friend will see the penny rising into view although neither he nor it is moving at all.

Perhaps one of the most wonderful things about sunlight is that although it is colourless, it consists of red, orange, yellow, green, blue, darker blue, and violet all mixed together. A rainbow in the sky proves this. The light from the sun falls on the raindrops in a shower of rain and the little drops of water break up the sunlight into the seven colours of which it consists.

A thick piece of glass, triangular in shape, will do the same thing. Also, if a circle of wood is painted in the seven colours and then turned round and round very quickly indeed, it will appear to be white. Owing to the rapid movement of the circle, the seven painted colours are lost to the eyes. If your eyes moved quickly as the circle turns, you would be able to see each of the seven colours separately. But your eyes cannot move so quickly, therefore the colours appear to mix and you will see white only.

(Reading and understanding, Margono BA)

The procedures for conducting the lesson are as follows:

Stage 1 : Pre-reading preparation

Vocabulary study

It is assumed that the upper classes at the SMA

have matured after learning English for several years previously. Therefore, the teaching of lexical items can be done by way of description, definition or eventually translation. The problem words which are supposed to be explained to the students are as follows :

1. substance = stuff; matter; material = zat

When light passes from transparent substance to another, it is bent.

Water is a liquid substance but iron is a hard substance.

2. amusement = something that causes cheerfulness, smiles or laughter = hiburan

It is possible to get some amusement out of the study of light, also.

Motion-pictures, concerts, puppet performance, football matches are amusements.

Young people like such amusements as bands, car-racing or playing bridge.

3. presently = soon, in a minute, immediately, = segera sebentar, kemudian.

Presently your friend will see the penny rising into view.

I am coming presently, not more than five minutes.

The school ends at twelve-thirty. It is now twelve-twenty, so, presently the bell will go.

4. triangular = like a triangle = berbentuk segitiga

A thick piece of glass, triangular in shape, will do the same thing.

The triangular foot-ball matches among Mexico, England and Germany will be held next month.

Automobiles in Jakarta should be equipped with triangular safety instruments.

5. owing to = caused by; resulting from, due to = disebabkan oleh

Owing to the rapid movement of the circle, the seven painted colours are lost to the eyes.

Owing to the rain, we could not come.

The bridge is broken owing to the flood.

6. separately = one by one; singly; in a separate manner
= secara terpisah

If your eyes move quickly as the circle turns, you would be able to see each of the seven colours separately.

Boys and girls should sleep separately.

We should tie them up separately.

It is advisable for the teacher to assign the students to build sentences making use of the words which have been explained. They are meant to engrave the idea into the students' memory. It is necessary, because the acquisition of vocabulary constitutes the main difficulty on the part of the students. When the students fail to achieve the acquisition of the words, therefore, the teacher should in every possible way, try to clarify the words again. Translation is a short cut to explain the embedded in a word.

Structure study

The structural items that are supposed to be tackled by the students due to their difficulty of acquiring the idea of a sentence are as follows :

Your friend will see the penny rising into view.
 The ing-form is used in the sentence because it accompanies the verb see which requires a present participle. Grammatically speaking certain verbs such as feel, watch, hear, see, observe, which have something to do with senses can take the present participle describing the action in progress. Some more examples should be given to clarify the idea of sentences using the construction.

For example :

I saw him walking the road (= on the way across)

We heard someone snoring in the bedroom (in progress)

Don't you smell anything burning ? (= the burning is in progress)

'A circle of wood is painted and turned around quickly'

Reading selection such as 'Light' dealing with an object frequently use the Passive Voice. The reason is that the writer is interested in what happens to the thing instead of the person who performs the action. The Passive Construction should be explained by the teacher because the form is not common in the Indonesian language. It often renders the students' understanding of the passage. Here is the way by which the Passive Voice is explained to the students :

P		V		R
We	/	paint and turn around	/	a circle of wood

(Active Voice)

The symbol 'P' stands for 'the performer of the action'

V (verb) 'the action' and R 'the receiver of the action'.
The Active Voice is made into the Passive Voice in this way :

P	be + V-ed
A circle of wood / is painted and turned around	
P	
/ (by us)	

It is seen from the sentence that the receiver of the action which functions as the object in the Active Voice becomes the subject in the Passive Voice. The verbs paint and turn are transformed into the form of be + V-ed in the Passive Voice.

The performer of the action is sometimes written at the end of the Passive Voice. In order to get the explanation clearer, more examples should be given.

We have done some experiments (Active Voice)

Some experiments have been done (Passive Voice)

The librarian will take care of

the book well. (Active Voice)

The book will be well taken care

of (by the librarian) (Passive Voice)

We found him doing nothing (Active Voice)

He was found doing nothing (Passive Voice)

'The seven painted colours are lost to the eyes'

The students' in general are not well aware of the fact that V-ed may modify noun headword. The verb painted in the sentence modifies the noun colour. The students unfamiliar with the modifier will probably regard the seven painted colours a sentence with seven as 'the subject' of the action painted and colours 'the object' in the sentence. The difficulty lies in the fact

that form-3 of the verb frequently has the same form as the form-2. The students are ^{not} able to distinguish them. To get the idea clear, therefore, distinction should be made between the verb as the predicate and that as the modifier.

The man painted the door (form-2, predicate)

The man has painted the door (form-3, predicate)

The man observed a painted door (form-3, modifier)

Some more examples about the distinction can be shown to the students in order to get the idea clearer. The examples shown are for example :

The child has broken the glass (predicate)

The broken window is repaired (modifier)

The bomb damaged the building (predicate)

The damaged building used to be a factory(modifier)

The students have done the written examination(modifier)

I have written a letter (predicate)

'But your eyes cannot move so quickly; therefore, the colours appear to mix.'

The conjunction therefore should be explained in contrast with the conjunction because, by giving examples:

He suffers from influenza; therefore, he does not come to class.

He does not come to class because he suffers from influenza.

The coffee is very hot, therefore, I cannot drink it.

I cannot drink the coffee; because it is very hot

She studied hard, therefore she passed the exam.

She passed the exam because she studied hard.

Motivating the reading

The student from the division of Mathematics and Physics are interested in scientific and technology. The study of the reading selection is supposed to be a pleasant thing for the students. In connection with the text, the teacher should arouse the students' alertness by relating the text with their knowledge in Physics class. For example, Newton's or Snellius' theory on light may be of great interest on the part of the students. By the time the student is able to pay attention to the subject matter, he can proceed with the actual teaching procedures.

Stage 2 : Steps in actual teaching reading

Step One : Reading aloud by the teacher at normal speed

In reading the selection at normal speed adequate attention should be given on pronunciation, stress, rhythm, and intonation. As the single model in the classroom, the teacher should pronounce the words as accurate as he can, especially in this division in which the students' proficiency is better. The teacher may pause after a certain difficult word and repeat it over so that the students become familiar with the particular word. If necessary, he can also repeat the first reading at normal speed, but this time without any interruption.

Step Two : Reading aloud by the teacher according to the thought groups

This should be done at relatively slower speed and pauses should be clearly made. The ability to cut

the sentence into its thought groups is important because it enables the students to read a sentence to its sense making units. The pauses after each thought group are as follows :

Three hundred years ago, an Englishman discovered / that, when light passes from transparent substance to another, for example, from air to water / it is bent etc

It is possible / to get some amusement / out of the study of light, also. Put a penny into the bottom of the basin / in such a way and from such position / that he cannot see the penny. If you pour water gently into the basin, presently your friend will see the penny rising into view / although neither he nor it is moving at all.

The light from the sun / falls on the raindrops in a shower of rain / and the little drops of water break up the sunlight / into the seven colours of which it consists.

A thick piece of glass, triangular in shape, will do the same thing. Also, if a circle of wood / is painted in the seven colours / and then turned round and round very quickly indeed, it will appear to be white. Owing to the rapid movement of the circle / the seven painted colours / are lost to the eyes. If your eyes moved quickly / as the circle turns, you would be able to see each of the seven colours separately. But your eyes cannot move so quickly; therefore, the colours appear to mix / and you will see white only.

Step Three : Reading aloud by the students

By the time the teacher finishes the second read-

ing, it is expected that the students know how to read the text accordingly.

In order to keep the students alert, individual turns should be given at random. The teacher should pay a special attention to the students' pronunciation, stress, rhythm, and intonation. Every time an error is detected, corrections should be done on the spot. If the student fails again the teacher should ask the whole class to repeat after him. When the student manages to pronounce the particular words properly the teacher can proceed. Again, the emphasis on the reading should be placed on the ability to divide each sentence according to its thought groups since it leads to the students proper comprehension.

Step Four : Silent reading by the students

The comprehensive reading constitutes the main core of a language teaching in class. In reading the material silently the students may also use the dictionary and look up a word every now and then, if it is necessary. The silent reading should be timed to ten or fifteen minutes so that the habit of fast reading is implanted. Further more, it is necessary for the teacher to finish the reading lesson during the allotted time. Therefore, if the teacher is unable to finish his lesson he will ruin his teaching program.

It is advisable for the teacher, to walk around and help the students who need his guidance.

Step Five : Oral questions by the teacher

Unlike the method in the previous sampling preparation, the teacher need not pause after each sentence.

The students in the upper classes are able to concentrate better than those in the first year. Therefore, the teacher can pause after each paragraph. The students are expected to give short answers to the questions put orally by the teacher because the main objective in this step is to check the students' comprehension. The full answers are going to be treated in step seven in which the students will write the answers in their note-books.

The following are examples of the question - answer activities done orally after the teacher reads every paragraph.

Questions to the first paragraph

Teacher : What did the Englishman discover ?

Student : light that passes from transparent substance to another will be bent.

Teacher : Mention an experiment about the fact.

Student : if we put a straight stick into water, it will appear to be bent.

Questions to the second paragraph

Teacher : Can the study of light be amusing ?

Student : Yes, it can.

Teacher : Mention the instruments used in the experiment.

Student : Penny, basin and water.

Teacher : What should we do first of all ?

Student : Put a penny at the bottom of the basin and ask a friend to look at it.

Teacher : Should he see the penny or not ?

Student : He should not see the penny.

Teacher : What is the next step ?

Student : We should pour water gently into the basin.

Teacher : What happens then ?

Student : The penny will rise into view.

Questions to the third paragraph

Teacher : What is the wonder of sunlight ?

Student : Although it is colourless, in fact it consists of seven colours.

Teacher : What proves this fact ?

Student : A rainbow does.

Teacher : How does sunlight turn into the rainbow ?

Student : The sunlight falls on the raindrops which break up the sunlight into the seven colours.

Step Six : Putting comprehensive questions

The questions put on the board should be made in relation to the question-answer activities treated in the preceding text. Unlike the questions in the preceding sampling preparation, the questions here should be directed to getting the idea from the text. This implants the habit of grasping the idea instead of mere extraction of a certain sentence from the text. Thus, the students are supposed to make their own sentences in answering the questions. The questions put on the board are for example, as follows :

1. What happens if a straight stick is put into water ?
2. Why ?
3. What happens to the penny after we pour water into the basin ?
4. What is the wonder of sunlight ?
5. What proves this ?
6. How does we sunlight turn into a rainbow ?

7. How do the seven colours appear to be white ?
8. Why cannot we see each of the colours separately?

Arriving at this step the students are expected to understand the text properly. The students are then asked to come up to the class and write down their answers on the board. In order to save time, three to four students may come up at the same time. The teacher is supposed to correct the mistakes, if there is any. He should have every student observe the improvement and finally copy the right answers in their own note-books. The right answers that correspond to the questions previously written are as follows :

1. A straight stick put into water will appear to be bent.
2. It is caused by the fact that when light passes from transparent substance to another, it is bent.
3. After we pour water into the basin, the penny will rise into view.
4. The wonder of sunlight is that although it is colourless, it consists of seven different colours.
5. A rainbow proves this fact.
6. The light from the sun falls on the raindrops in the shower of rain and the little drops of water break up the sunlight into the seven colours of which it consists.
7. The seven colours appear to be white if a circle of wood is painted in the seven colours and then turned round and round very quickly

indeed.

8. We cannot see each of the seven colours separately because our eyes cannot move as the rapid movement of the circle of wood. Therefore, when the circle is turned round and round very quickly indeed it will appear to mix and we will see white only.

The teacher should not reject every possible answers made by the students. The answers which are correct and reasonable, should also be welcome. This attitude on the part of the teacher will enable to in-plant creativity on the part of the students. This habit should be developed especially in the division where the students' mind is well-trained during the Mathematics and Physics class.

Stage 3 : Follow-up activities

Doing the exercises

The activities is to develop the students' knowledge of lexical as well as structural items. Therefore, the students may do the exercises at home in order to provide more opportunities. The exercises given to the students are for example as follows :

I. Write sentences using each of the following words

- | | |
|--------------|----------------|
| 1. substance | 6. consists of |
| 2. appear | 7. triangular |
| 3. possible | 8. owing to |
| 4. amusement | 9. separately |
| 5. presently | 10. therefore |

II. Fill each blank with one of the following words

discovered although consist of owing to passes
wonderful position transparent amusement that's why

1. Water is a substance.
2. The students were present it rained.
3. Bali is famous for its dances.
4. He usually our house in the afternoon.
5. He has ... that somebody likes him.
6. The audience distinguished guests.
7. his illness, the student did not come to school.
8. If you put it in that ... it will fall down.
9. The test is very difficult many students are complaining.
10. There are a few center in Yogyakarta.

III. Write down the corresponding nouns

1. discover -
2. possible -
3. see -
4. amuse -
5. study -
6. wonderful -
7. move -
8. mix -
9. triangular -
10. separate -

Making summaries

Due to the limited periods and the size of the class, it will be impossible for the teacher to check every student whether he has understood the reading

properly. Therefore, the only possible way of checking it is by having each student make a summary. The summary is ideally to be made in English and should be narrated in front of the class by the students. But when it is not possible for the students to make the summary in English it will be sufficient for them to make it in their own language. The summary should be submitted to the teacher in the next reading lesson. By assigning the students to make summaries, it is expected that the students understand the reading material well.

CHAPTER FIVE

CONCLUSION

Finally, in this chapter I would like to present the rough outline of all the things I have discussed in the preceding chapters.

I started with the scope of the whole thesis in the introduction to this thesis writing. The importance of English in the school curriculum and the poor results of the teaching of English lead me to the writing of this thesis. The poor results are mainly due to the introduction of the aural-oral approach that puts too much emphasis on the spoken aspect of language learning. It is true that if speaking knowledge is the real goal of the teaching of English, more time should be spent on spoken drills in the early stages, in which the students' progress will be comparatively slow. But, unfortunately the real goal is not a speaking knowledge but rather a reading knowledge in which some degree of proficiency in vocabulary is required. Therefore, the students need to know a certain number of vocabulary in order to read text-books with ease.

As to the method much effort have been done to establish the most effective method of teaching English. Nevertheless, the suggestions made so far have not really met the need of the present students.

In writing this thesis I mainly use my three year experience of teaching English at the SMA's as the basis of the suggestions I make in the following chapters. The order of presentation has also been covered in the third part of the introduction.

Chapter One deals with 'the real situation of most Indonesian schools' in which some common teaching problems are exposed. The existing problems are easily traced along the approach, the teacher, the students, the teaching hours, the size of the class and the facilities available at school.

In chapter Two, I particularly focus my attention on the reading problems which constitute the difficulties on the part of the students.

The difficulties lie in the following systems :

- the phonological system
- the morphological system
- the grammatical system
- the vocabulary system
- the writing system
- the style in writing

The kinds of difficulty have been presented in the hope that the teacher are well aware of the problems the school and the students are facing in language learning. The teacher should take into account those problems before dealing with the actual teaching of English in class. The situation which is bad in Indonesian schools should be improved and the teacher should have a proper knowledge of the problems when he expects good teaching results.

In chapter Three, the description of the new method of teaching reading by means of Reading Boxes is given. The reason for discussing the method is that it seems to be a new fad in some institutes in Indonesia. Here the discussion on the four cards - Reading Cards, Question Cards, Answer Cards and Do Cards are briefly illustrated.



Then follows the procedures for conducting the teaching of reading by means of Reading Boxes. It is necessary to present the illustration of the newest method because we need to know whether it is practically feasible at school in Indonesia. There are also some advantages of the newest method especially for the teacher, because it consumes less time and energy. There remain, however, some objections to the use of Reading Boxes in class due to some factors not easy to overcome in Indonesia. These objections are covered in my criticisms on the new method which appears at the end of the chapter. However, my remarks are not meant to throw out the finding altogether but rather to point out that Indonesian schools are still looking for more effective method of teaching English which will suit the need of the present students. For this reason I present in Chapter Four my suggestions on the improvement of teaching reading in the SMA. The discussion on the suggestions constitutes the core of the thesis writing. It is meant to provide some contribution toward finding out the most effective method of teaching English in the SMA. The chapter comprises three parts - the teaching materials, the method and sampling preparations - which are respectively dealt with in the same chapter. As to the teaching materials, I conveniently divide them into two types namely in-class intensive reading materials and out-of-class extensive reading materials. The former type constitutes the main topic of discussion since the reading lesson can be intensively taught to the students at the SMA. In short, the intensive reading material

should follow some criteria which include vocabulary, structure, topic in the passage, length of the passage, and cultural background. Some samples of materials both for the first years and the upper classes are given in the part of the chapter. The criteria should be taken into consideration due to the overcrowded curriculum in the SMA. It should be kept in mind that the materials should always suit the students' rates of progress. Too difficult or too easy reading materials should not be given. The latter type should be made different from the former one in that it should contain relatively easier materials in terms of lexical and grammatical items. The materials can be taken from various simplified books, newspapers, magazines or journals which contain relatively easier lexical and grammatical items. They should not contain long grammatical explanation and difficult words and the passage should be kept short and interesting.

The second part of the chapter deals with the procedures for conducting the reading lesson. For convenience sake, I divide the procedures into three major stages namely pre-reading preparation, the steps in the actual teaching and follow-up activities. Each stage is divided into smaller activities which leads to the development of the reading ability.

The first stage covers three areas of study - structure study, vocabulary study and motivating the reading, which are respectively dealt with in the discussion of each stage.

For the second stage I divide each course of teaching into seven steps as follows :

- a. Reading aloud at normal speed
- b. Reading aloud according to the thought groups

- c. Reading aloud by the students
- d. Silent reading by the students
- e. Oral questions by the teacher
- f. Putting comprehensive questions
- g. Answering the comprehensive questions

The order of presentation in the classroom is not imperative in the sense that if a particular class has achieved a certain degree of proficiency, for example in Mathematics division, some steps may be left out. This is meant to save time since what the students in the division need is the development of their reading ability. The third stage includes two kinds of home activities following the in-class intensive reading. The activities contain 'doing exercises' and 'making summaries' out of the reading lesson done in class. The program then will be finished if one has gone through these stages.

The last part of the chapter deals with the sampling preparations which are meant to show a clear picture of how the suggested method is to be carried out. The discussion here shows that

1. a detailed preparation is necessary both in the beginning stages and the later stages.
2. making such preparations consumes a lot of the teachers time and energy. However, the teacher cannot do otherwise if he expects to harvest good teaching results.

It is advisable, therefore, to make up a good lesson plan before handling a successful teaching practice in class. This chapter forms the core of the thesis writing since it is to this purpose this thesis is

dedicated. I am well aware of the need of our students nowadays and recognize that the goal is an effective reading ability - to help our students to read effectively for their further studies. This thesis is, therefore, dedicated to that goal.

However, the suggestions are not imperative in the sense that the teacher is free to determine their own choice of favourable suggestions. They are also free to make use of their own materials since the life, experience and interest of the students vary from place to place.

Finally it should be kept in mind that the success in teaching will be achieved by paying attention to the following hints.

1. What the students urgently need at present is the ability of reading text-books at the university level. Therefore, the emphasis should be mainly put on the acquisition of reading ability and the method used is the reading approach.
2. There should be more reading classes at the SMA, in view of the importance of English and the problems encountered by the students as well as by the school.
3. Only most common words and grammatical constructions should be taught.
4. More reading books in simple English should be made available, so that the students will get acquainted with the feel of the language and also improve their general knowledge. Therefore the provision of a library at school

will be of an advantage for the students.

5. Proper attention should be given to circumstances that influence the teaching and learning of the language, such as : a lack of understanding of the special difficulties the students encounter; underpayment of teachers; overcrowded classes; shortage of qualified and able teachers; the overcrowded curriculum; social and economic pre - conditions offered by the school.

Again, this thesis does not pretend to be an exhausted study of the subject. It is merely made out of my three-year teaching experience in the SMA and the study of few references available. Some might argue that teaching reading as I have proposed would be impossible in some environments but I believe that I can still contribute something toward the improvements of teaching English at the SMA. I also believe that these suggestions may help other teachers who encounter similar difficulties and eventually improve their teaching.

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