

A SURVEY OF THE EXTENSIVE READING COURSE
IN THE S.M.A.

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TABLE OF CONTENTS

	page
ACKNOWLEDGEMENT	iii
 CHAPTER	
I. INTRODUCTION	1
II. LOOKING INTO THE SMA ENGLISH CURRICULUM	5
III. READING AS CONCEIVED IN THE SMA CURRICULUM ...	9
The place of reading in the curriculum	9
The objective of reading	10
Are there any suggested readers in the curri - culum ?	11
Intensive vs. Extensive reading	12
The values of reading	14
IV. CRITERIA FOR JUDGING PROPER AND USEFUL READ - ING MATTER	16
Criterion of language	17
Criterion of content	22
Criterion of interest	25
V. AN ASSUMPTION AND A TRIAL	28
A sample passage and evaluation	29
A sample passage and the preparation of a test	35
The results obtained from the test	38
A second passage and judgements	41
CONCLUSION	43
APPENDIX	44
BIBLIOGRAPHY	47



CHAPTER I

INTRODUCTION

As it is clearly indicated by the title of this thesis, "A Survey of the Extensive Reading Course in the SMA", the aim of this thesis is to have a look at the present situation of the program of reading as stated in the curriculum of the SMA and as carried out in some schools. In so doing, the writer of this thesis sincerely hopes through the observation made in this thesis to help the Ministry of Education to attain the goal of the English language study in the SMA.

The question that may naturally arise is: Are There suitable reading materials for SMA students? SMA English teachers often complain about the lack of reading materials for the students. The reading materials used so far are not suitable for the students, most of them are too childish in content or too difficult in structure and vocabulary. The teachers feel the necessity of changing the materials with new ones which can really be interesting to the students and which may be useful for their future lives. This is one of the many reasons why this thesis is written. We hope that by suggesting some guide lines we may be able to help the teachers improve the English language study in the SMA.

According to our investigation in some SMA's in Magelang we found out that the objectives of the English language study for the SMA, as set forth by the Ministry of Education in the SMA curriculum, is far from being achieved. As there are many reasons which keep the goal of the English language study from being attained, there are also several ways to remedy it. Among other things, and this is the most important and most effective way for Indonesian students, is to let them read, and once again read as much and as widely as possible.

The Minister of Education himself has stated in the SMA curriculum how important reading is. Reading is considered to be the most important skill among the four language skills, reading, writing, listening and speaking. Only it should be admitted that there are not enough reading materials to be read by the students. And as it has been mentioned above, those which are available are

not suitable for the students, meaning that they cannot fulfil the direct needs and interests of the students. And since the Ministry of Education has not mentioned anything about what books are suitable for S.M.A. students we feel it is our duty as a graduate of the English language department to contribute something to the state by making clearer points that have to be paid attention to regarding reading materials for SMA students. We believe that reading is at the present moment the only language skill which the students are able to acquire. The following remarks show us how important reading is for Indonesian students:

In some countries reading is the only language skill taught. This preoccupation with reading is often based on the assumption that it is the only foreign language skill which most learners are able to acquire at school and continue to use in later life, since they will have plenty of opportunity to read English books, newspapers and periodicals, but little need for speaking or writing the language. (1, p.)

Of the four skills involved in language learning - listening, speaking, reading and writing - the one which is likely to be the most useful for students of a foreign language is reading. Many of them unless they are able to visit the country where it is spoken will have little opportunity of speaking or hearing the language themselves, nor will most of them have occasion to write in it. All of them, however, once they are able to read it without difficulty, can go on improving their knowledge of it indefinitely. (2, p. 27)

We can now say that one of the many reasons that prevents the objectives of the English language study from being achieved is due to the inavailability and unsuitability of reading materials. This is our assumption and with this assumption we start writing this thesis. By this means also we hope that the study of the English language may be improved.

No one can deny how important English is. It is a widely spoken language through all the world. As a result of the British colonial domination, English has become an international language. English is spoken almost all over the world. It is no wonder that the English people can boast of the fact that where the sun rises there is an English speaking country or English speaking people.

The influence of the English language can be strongly felt in commerce, in newspapers, periodicals, readers, in-

cluding text-books and films. But its influence does not only rest upon the above mentioned social media, but we can also feel that our educational institutes, be it the SMP, the SMA or the university are not free from its influence. By showing these as true facts it does not mean that the writer of this thesis is glorifying the English language. No, but on the other hand, we as Indonesian citizens should be proud of our national language, Indonesian, and by one or other means our language should be made popular and also be made one of the international languages of the world. We could imagine how wonderful it would be if Indonesian can compete with the English language and may become more popular and more widely spoken than the English language itself, that one day there would be a saying: "Where the sun rises there is an Indonesian speaking country."

Going back to our consideration on the English language, it seems that the Ministry of Education is fully aware of the importance of English as a complement of our students during their study in high schools, in universities and in their later careers as intellectual and civilized citizens.

Some steps for the improvement of the study of English has now been carried out by the Pilot Project staff members. As a first step this staff work with the SMP. We may now look forward to improvements in our SMP students. But what do we see in our SMA's? We can not say that a similar thing has happened to improve the English language study in the SMA.

As a first step in finding out what suitable materials there are for SMA students, we first of all want to know in chapter two what the objective of the English language study is as mentioned in the SMA curriculum. In the following section of the same chapter we note down some observations on the lack of uniformity in the use of reading materials in the SMA. In some schools we observed that no reading program was carried out. Drawing some conclusions from our observations we assume that the cause of the unattainability of the English language study in the S.M.A. among other things is due to lack of reading materials and that the materials used so far are not suitable.

In order to arrive at the idea of really choosing the materials we will discuss in chapter three the place of

reading in the curriculum. Having known the place of reading we will go on a step further by discussing the objective of reading in the curriculum. Since reading is considered to be very important by the Ministry of Education and knowing that the objective of reading has also been stated in the curriculum, we want to know whether any materials have been prepared by the Ministry of Education, because without any ready materials we can never arrive at the objective of reading. And in the last section of chapter III we want to emphasize on the importance of extensive reading by mentioning its values.

A step further than all the points dealt with in the previous sections and before we come to judge proper reading matter, there should of course be some criteria for judging the materials. In chapter four we first of all want to prepare those criteria and in the following chapter we are going to apply to the already established criteria to see whether the criteria are well chosen or not. The second section of the same chapter will be devoted to discussing a passage model which we tried on several SMA students. And from this we draw some conclusions.

As can be grasped from the illustration given above, our method of study consisted among other things of visiting libraries to look for some references, visiting SMP's and SMA's to make some observations on the students, on the reading materials being used and also having some interviews with the English language teachers.

We afterwards went back again to some schools to try a reading passage in order that we may judge our material based on actual use, so that our judgement might not only rest upon theory. Chapter six summarises the whole work and a final conclusion is made there.

CHAPTER II

LOOKING INTO THE S.M.A. ENGLISH CURRICULUM

If we compare the SMA Gaja baru curriculum with the Old one, we see that there is hardly any difference. Both are almost identical, so there is no change whatever in the so called Rentjana Peladjaran SMA Gaja Baru, particularly in the English language study. The task of an English language teacher in the SMA is just to continue the old traditional way of teaching.

Neither does the curriculum give any definite information about how the English language teaching should be carried out. In the SMP Rentjana Peladjaran (curriculum) Gaja Baru everything is made clear: the teacher is informed what references should be used, what readers should be given and when. In short, every detail is stated in the curriculum. Moreover, materials for the SMP have been prepared by the Pilot Project staff members under the guidance of Miss Beatrice Sutherland, M.A. in accordance with modern language teaching.

Let us go back to our first consideration on the SMA curriculum. What is the objective of the English language study for the SMA? As it is stated in the Rentjana Peladjaran SMA Gaja Baru: "The goal of the English language study in the SMA is to enable the students to get a working-knowledge in order to study various kinds of technology and other sciences at the international level." (translation by the writer of this thesis). In the original it is expressed as follows:

TUDJUAN: Bahasa Inggeris diadjarakan untuk mendapatkan alat pembantu jang efektif (working - knowledge), untuk mempeladjar ber-bagai2 teknik, ilmu dan pengetahuan pada tingkat in ternasional. (11, p.46)

The above mentioned objective is divided into four according to their importance; they are mentioned in the curriculum, namely:

1. the ability to read (books and magazines)
2. the ability to listen
3. the ability to speak
4. the ability to write

This means that an SMA graduate should be able to read and

to study books of science in English (given in the Rentjana Peladjaran SMA as the main goal), to understand lectures which are given in English, to write letters in English and finally to express themselves in English e.g. during examinations.

It is quite clear that the study of English in the SMA is mainly a preparation for those who intend to continue their study in the university after graduating from the SMA. Since the SMA is a general education for boys and girls, meaning to say that an SMA graduate has not got any specialized knowledge in a branch of study, the majority of them therefore are meant to go and continue their study in the university or other higher educational institutes.

We have to admit that in almost all universities in Indonesia at the present moment English still plays a predominant part. Lectures, if they happen to be given by a foreigner, by a Japanese, an Indian, a Dutchman or a Filipino, the most usual means of communication employed is nearly always English. Moreover a good number of text-books used in our universities nowadays are written in English. Indeed English is a widely spoken language; almost all intellectual persons and educated people know and are able how to use it. Albert H. Marckwardt in his American English says that "A reasonably conservative conclusion would thus place the total number of speakers of English between 300 million and 325 million, about one-seventh of the world's population." (15, p.1) It is therefore very important for SMA students to arrive at the skill and acquaint themselves with as much English as possible while they are still studying in the SMP and in the SMA so that they will not get any difficulties during their university years.

But what do we see in our present day SMA? The following remarks may perhaps give us an idea of how the present day condition of our SMA's is:

Libraries are non-existent, and textbooks very often in short supply. Like other social services in Indonesia, education is handicapped by a comparatively low revenue, and schools seldom have money to spend on any but a bare minimum of equipment. But the importance attached to English is very great: among educated people, it is a lingua franca; and it is one of the languages of commerce. Finally, as an international it is the chief means whereby Indonesians can become acquainted with the world outside their own continent. (3, p.5)

The cause of the inavailability of reading materials especially used for outside reading for SMA students is due to the present economic problem, but on the other hand it is also a direct effect of the negative statement of the SMA curriculum. In the curriculum the Ministry of Education has stated that to achieve the goal of the English language study in the SMA the students should read as many books as possible. By the end of the third year students of the Mathematics and Physics departments are required to read and to know the contents of ten books. From the History and Social departments they are required to read fifteen books by the end of the third year.

However, the curriculum does not mention anything about what books should be read by the students. It is stated there very negatively that the choice of reading should be adjusted with the corresponding departments and the reading materials should contain e.g. technology, history, national (Indonesian) culture etc. and the type of books preferred is for instance simplified versions, short extracts, etc.

When the writer of this thesis some time ago visited several SMA's in Magelang, Salatiga, Semarang and Jogjakarta, he found out that there was a lack of uniformity in the use of reading materials for outside reading. In many schools, there were no reading materials at all. Among those which still carried out a reading program he found out that most of the materials used were too difficult in vocabulary and most often in content, too. The following instance may perhaps give us a picture of the lack of uniformity in the choice of reading materials in the SMA for outside reading:

The SMA Loyola Semarang, girls department uses in the first year: Tales of Robinhood plus one book of the students' own choice

second year: South Country's Secret plus one book of the students' own choice

third year: Christmas Carol (simplified) and The Merchant of Venice (prose form).

In the government SMA one in Magelang, outside reading for students of the first and second grades is not given at all and only later in the third year are the students given two books for outside reading; they are A Child without a Name and The Mysterious Mr. Simister (this book is also used in the second grade of one of the SMA's in Purwokerto, while

according to the adaptor of the book it should be used for beginners, or in other words for SMP students grade one). The aim of the reading lesson in the government SMA one in Mage - lang, which is carried out once a week, is to build the students' vocabulary. In many private SMA's neither outside reading periods are assigned nor are outside reading materials available.

Because of the fact that there is little uniformity and also that there are very few reading materials for our SMA students the writer feels the necessity of choosing and selecting extensive reading materials for use in the SMA and this is the main and only purpose of this thesis.

In the next section we are going to consider and to answer such questions like: Where the place of reading in the curriculum is, what the objective of reading is, as stated by the Ministry of Education. We also want to make an attempt to clarify the idea of extensive as well as of intensive reading, and after that we are going to concentrate our work on extensive reading only, in which we want to talk about its purpose, its value, and finally we want to investigate whether there are already any suggested materials in the program for outside reading or not.

CHAPTER III

READING AS CONCEIVED IN THE SMA CURRICULUM

I. The place of reading in the curriculum.

So far we have been discussing the SMA curriculum; we have compared it with the SMP's, where we found out that the second is much more complete than the first. In this chapter, there are five points to be discussed, three of them are taken from the SMP and SMA curricula, while the other two which have some bearing on the development of this thesis, are taken from some references, since neither the SMP nor the SMA curricula give us any information at all about them.

The place of reading in the curriculum will first of all be taken into consideration. What is actually meant by the place of reading in the curriculum is just the same as how important reading is as stated in the SMA curriculum. Is it of a major or a minor importance, and if it is to be graded where is its place among the other language skills, namely speaking, listening and writing? It is quite necessary to know exactly where the place of reading is, since it has some close connection with the title of this thesis.

What is going to be discussed in this section is which of the four mentioned language skills is considered by the Ministry of Education to be the most important one.

If we read the SMP curriculum which forms a unit with the SMA's, we see under particular objectives or 'tu - djuan chusus' that reading is considered the most important of all the language skills:

PARTICULAR OBJECTIVE:

1. The teaching of English aims at accomplishing the pupils with a working-knowledge in English, that is the capability to use the language in all fields (skills): reading, listening, writing and speaking (in the order of importance of each of the four skills). (12, p.71; translation by the writer of this thesis)

Thus it is clear that reading in the SMP curriculum is considered to be the most important one among the four language skills. On what grounds does the Ministry of Education consider reading to be so important is not stated in the curriculum, but there is a statement on page seventy two of the same curriculum as follows:

Supplementary readers to develop:

- a. National love and love towards one's country and national morality are for example:
 1. stories dealing with the struggle of Indonesia against colonial domination
 2. stories dealing with national heroes
 3. Ramayana, Mahabharata, Sang Kuriang and other stories of the other parts of Indonesia.
- b. International morality, for instance:

biographies of outstanding figures all over the world, with preference of Afro-Asian countries, and additionally of English and non-English speaking countries.
- c. Religious morality, like:

the life story of the prophet Mohammed, Christ, Buddha, Lao, Confucious and other great religious leaders.
- d. Fondness of sciences, arts, modern technology and sports. (12, p.72; translation by the writer of this thesis)

From this we can see that through the skill of reading, the education authorities intend to give the pupils further formation in many fields. It follows then that the skill of reading is needed for reading the above mentioned books which has some effects on the development of the students' intellectual abilities.

The SMA curriculum, too, has placed reading in the highest rank of the four skills, at least in the order of their statement. We quote what is stated in the curriculum:

The teaching of English in the SMP and SMA forms a unit; the foundation is laid in the SMP; the final goal to be attained in the SMA, is the ability:

1. to read/to study scientific books in English (main goal) after graduation from the SMA.
2. (11, p.46; translation by the writer of this thesis)

II. The objective of reading.

Seeing that reading has been considered by the Ministry of Education as of a major importance among the four language skills, a further consideration will be made, which is on the objective of reading as stated in the SMA curriculum.

The SMA curriculum says that "The skill of reading is needed for reading books and magazines." (11, p.46; tran-

slation by the writer of this thesis). It is therefore, implicit that the students be helped to attain the reading skill, to the extent that they can pick up the suggested books, read them and understand them. It is further on stated on the same page that "the books should deal with e.g. technology, history, Indonesian culture or civilization." (ibid) It is to be admitted that the above information is far from enough, since it is not fully stated and detailed information is not given.

In order that we may have a complete or fuller statement of the objective of reading, it is necessary to look back to the SMP curriculum which usually has more to say than the SMA's. The goal or the objective of reading as stated in the SMP curriculum is necessary for the development of the students' :

- (a). national love, national, international and religious morality,
- (b) intellectual abilities and
- (c). emotional-artistic feeling. (12, p.69; translation by the writer of this thesis)

Those are the objectives of teaching reading as stated in the SMP Gaja Baru curriculum. In both instances what is aimed at is the reading skill or ability to read books in English.

III. Are there any suggested readers in the curriculum ?

The objectives of reading as stated both in the SMP and SMA curricula are indeed ideal ones. The natural questions that might arise is can they be achieved or not ? In order that the objectives of reading can be attained, there should of course be some reading materials available.

The Ministry of Education has given the directions in the SMP and SMA curricula as to what books should be read by the students, but what is more important than the directions are the books themselves. It is not enough just to leave the choice of readings to the competence of the English language teachers, because as we have already seen the result is a lack of uniformity.

Since there is still a lacunae in this respect, that is on the choice of extensive reading materials for use in the SMA, we sincerely hope that our attempt on choosing and

selecting reading materials for outside reading for SMA students will meet our purpose, and so it will partially help the Ministry of Education to attain the objectives of reading in particular and also to achieve the goal of the English language study in general, for if we look at the objectives of reading and at the same time see the suggested reading matter, we can sense right away that the reading materials are entirely inadequate.

IV. Intensive vs. Extensive reading.

In the English syllabus (a part of the SMA curriculum) for students of SMA one, two and three there are always mentioned two different kinds of reading. They are intensive and extensive reading. It would be good then to look into these two types of reading and see where lie their differences in emphasis. Both the SMP and SMA curricula do not explain their differences, however, some consideration on the meaning, the differences of both intensive and extensive reading should be taken into account in order to develop this thesis. The following discussion is taken mainly from some references we have read.

Let us first of all try to investigate the meaning of intensive reading. Various kinds of definitions or explanations are given in books to illustrate the meaning on intensive reading, but the idea is more or less the same. Most of the references we used gave us just short and brief commentaries on it. It is quite possible that the authors assumed that we already know what intensive reading means.

The word intensive means deep and thorough. Intensive reading then, means deep and thorough reading. The way to teach intensive reading in the SMP's and SMA's we have visited is as follows: the students are given some passages to read (each student gets one passage), the passage is usually short; the teacher then begins to ask every detail about the content of the reading (comprehensive questions), he also asks the students about some grammar used in the passage and to explain the meaning of some difficult words. In short, it is to say that in intensive reading the students should know about everything and every detail they have read.

The above illustration, we hope, may give the readers a slight idea of what intensive reading means. There are quite a number of references which talk about the idea of inten -

sive reading, yet there is but a little information about it. It is therefore very difficult for us to give a full explanation of what intensive reading means. Even the SMP and the SMA curricula do not explain anything about it. H.A. Cartledge in English Language Teaching wrote as follows:

Intensive reading consists of studying passages with a view to extracting from them the meaning and interest which they contain. Students who are trained to do this learn to apply the same process to their extensive reading, and acquire the art of reading quickly but at the same time with understanding and appreciation. (2, p.27)

If we examine Cartledge's illustration and explanation on intensive reading, the idea is just the same as deep and thorough reading. The above explanation about the idea of intensive reading may still be vague to our readers, but by comparing intensive and extensive reading which will be dealt with in the next section, the meaning of intensive as well as extensive reading will become a bit clearer.

Let us now proceed with the idea of extensive reading. The word extensive as it stands, means wide. To extend is equivalent with to widen. We can now say that extensive or wide reading has sameness of meaning. Extensive or wide reading is usually done at home or outside class. The teacher assigns the students a particular book to read at home and occasionally to make a report on it or to answer some general questions on the content of the book. Since this kind of reading is most usually done outside class it is also called outside reading. Whether we say extensive reading, wide reading or outside reading, the idea is just the same. The following remarks given by H.A. Cartledge may perhaps give us a glimpse of what extensive reading means:

Extensive reading depends largely on the student's own initiative. The teacher's responsibility to him in this connection is limited to suggesting or providing suitable books, with occasional discussion on the story, plot, characters, &c, to make sure that progress is being maintained. (2, p.27)

Further on he says that "Intensive reading is the training for extensive reading, and demands close attention from the teacher." (2, p.27)

Since the greatest part of extensive reading de -

depends on the student's own initiative or is done by himself, it can not therefore be possibly deep and thorough. the idea of extensive reading is just to get a general idea or general comprehension of what the book contains and this is the main purpose of teaching extensive reading in schools we have visited.

Intensive reading is said to be the training for extensive reading. We may ask in what way intensive reading serves as the training for extensive reading. Intensive reading almost always comes before extensive reading, before the skill for extensive reading is taught the students should acquire the skill for intensive reading first. Intensive reading in the SMP starts at the end of the second half of the first year, during which time and before it the students are given no extensive reading at all, only later in the second half of the second year are the students assigned to read extensively. This means that the preparation for extensive reading takes a whole year in the intensive reading before the students can read by themselves with the least help from the teacher. The training or the preparation for extensive reading consists among other things of: recognition of graphic symbols, structure drills, vocabulary building, getting the exact information of the reading etc.

The writer agrees with the following remarks on the differences between intensive and extensive reading:

Intensive reading is to train the rapid recognition of the graphic symbols, namely structure, vocabulary and other language elements, while in extensive reading the structure is easier, the vocabulary is within the control of the reader; it does not go into detail but is concerned with general comprehension only. (derived from a discussion with Father Jose C. Blanco, S.J., M.A.)

V. The values of reading.

Both intensive and extensive reading are important, but since they are of two different kinds of reading they have different kinds of values and should be applied differently, too. It has already been stated that intensive reading is a training for extensive reading; it is a condition sine qua non of extensive reading. But extensive reading has its own and particular importance: by reading widely one can contact the world outside; one broadens one's point of views; it is especially important for self-study and for

other intellectual advancements. Suffice it to say that wide reading opens up a window to a wider world.

In order that we may know the values of extensive reading, let us refer to what Gurrey says in his Teaching English as a Second Language;

The value of being able to read easily and of acquiring the habit of reading is undeniable: the pupil meets with new ideas, and his mind assimilates many of these without laborious effort; he acquires a broadening fund of fact and information about a variety of subjects; he learns about the lives of other people and life in other lands, and so his sympathetic understanding of others is nurtured; he enriches his mind and imagination with new and significant ideas and experiences, and so he becomes not only a useful citizen of his own country, but a worthy and respected "Citizen of the World." (8, p.113)

There is no doubt then that reading in the program of the English language teaching in the SMA desires to train the pupils to read extensively, developing that skill of correct reaction to all elements of language as conveyed in their written form. It moreover, pays attention also to extensive reading, both to widen the field of interest and to further develop the skill of reading itself.

CHAPTER IV

CRITERIA FOR JUDGING PROPER AND USEFUL READING MATTER

We come now to a chapter in which a serious attempt will be made to choose and select some criteria for judging proper and useful reading matter. These criteria will later on be used to judge the reading materials intended for SMA students. The type and form of the reading materials will depend wholly on whether the criteria themselves are well chosen or not.

If all the criteria should be mentioned one by one, there would of course be quite a number of them, but we only need some of those which have some close connection with the preparation of suitable reading materials for use in the SMA. We can class them into two groups we shall call: 1. criteria of minor importance and 2. criteria of major importance.

What is meant by criteria of minor importance are those which have little merit to serve our purpose in selecting extensive reading materials for the students of SMA. On the other hand criteria of major importance are criteria which have some close connection with the work we are doing and which serve our purpose in completing this thesis.

It has been mentioned in the fore-going chapter that the aim or goal of choosing and selecting outside reading materials for SMA students is to help them achieve the goal of the English language study for the SMA which so far has not been maintained yet.

In accordance with the aim of the English language study which the Ministry of Education wants to achieve, the first and foremost important criterion in selecting reading materials for SMA students should be the language itself. And in reading it consists of recognition of words or vocabulary and structures. In order that the reading may be suitable for the students we must first of all check the language used in the reading.

Beside the language, William F. Mackey says that:

Reading books should also be checked for content, in order to make sure that they contain the sort of material which is liable to interest the sort of learner we have in mind. (1, p.)

The remark above consists primarily of two things : reading books should be checked for content and that the content of the books should interest the sort of learner we have in mind, in this respect the SMA students.

In other words, if we want to prepare some reading materials for SMP students or for the F.K.I.P., the materials should also be adjusted to the respective interests of the learners. The following are some characteristics of interesting reading passages:

The more emotion the reading arouses, the deeper the impression on the learner, the longer will he remember the story and its language and the more quickly will he recall it. We should therefore examine the contents of the reading books for their appeal to the emotions of the learner. There may for example, be the appeal of suspense by the use of conflict, competition, incomplete situations such as we found in mystery stories. (1, p.)

From the brief consideration above we can draw a conclusion that the criteria needed for judging proper reading matter for use in the SMA should at least contain the following three major elements :

- I. criterion of language
- II. criterion of content
- III. criterion of interest

I. Criterion of language.

Let us discuss the above criteria one by one, starting from the very first criterion, criterion of language. A reader may sometimes say that the book he has just read is a very good and interesting one, but he may say in addition that "the language used is a bit hard to understand." If we try to examine the above remark we will find out that the difficulty might perhaps be due to the words or vocabulary used in the reading. This means that the vocabulary used in the book is larger than the amount of vocabulary he has mastered. So, there is a discrepancy between the reader's vocabulary knowledge and the reading vocabulary in the book. In order to overcome such difficulty the reader can first of all guess the meaning of each difficult word from the context where the word is used. He can do so every time he gets some difficulty. If such trial fails, he can ask someone who can help him explain or translate the difficult word for

him. Another way of overcoming the same difficulty is to have a dictionary prepared beside him, which he can consult every time he meets with a difficult word. But we can already figure out how laborious such work may be if the reader is confronted with, say, ten or twenty difficult words to be looked up in the dictionary to understand just the first page. Although the story of the book is very attractive, by the end the book will not attract any reader if everyone finds it too difficult to read. Psychologically, people tend to choose reading materials which are easier than the optimum knowledge of the audience. Some people may often choose materials which are two or maybe three standards easier. Moreover, if the book is intended for mere entertainment, in such a case people always try to get the most entertainment with the least effort as possible.

If we prepare or make available some reading materials which are too difficult in vocabulary for our readers it is quite possible that the readers' minds are focused on the difficult words rather than on the story itself. The effect of such kind of reading is that after finishing the first page, the readers know nothing of what they have just read, since they have to keep in mind all those difficult words which are so many. In truth, the story of a book is the expression of the author's inner self, which is presented to the readers as a stream of consciousness and sometimes it is like a stream of subconsciousness like in Dylan Thomas's, A Child's Christmas in Wales. Such stories are presented in accordance with the development of thought of the author. The development of human thought is more or less like a series of chains, or like the stream of a river. In order to understand the story, the readers should also follow the author's way of thinking or development of thought. But if the reader should every now and then stop to look for a difficult word in his dictionary, it means that his way of thinking or his stream of consciousness is handicapped by his stopping, in which case his mind is distracted from following the continuity of the story to something else. It is why the reading does not result in a complete understanding of the story but the natural result is mere vagueness.

Beside vocabulary as one of the language elements which might cause the reader some trouble, there is still another language element that might cause some bigger

than the problem of vocabulary, and this is the structural or grammatical problem.

Vocabulary and structure are both language elements. Teachers sometimes teach vocabulary and structure at the same time. But very often the two language elements are presented separately, since each of them causes a lot of difficulties to the learners. To Indonesian students the problem of structure is a more serious matter than the problem of vocabulary, since Indonesian structure is not similar with English structure.

It can possibly happen that in readings the reader knows all the words used in the book, yet to understand what is written in it still forms a major problem to him. It is not because of the content of the book which is hard to understand or the cultural aspect which is very unfamiliar to the reader; the difficulty is neither due to the situational aspect of the story nor to the vocabulary aspect of the reading passage, but the problem arises mainly from the use of complicated sentences, for example like:

-The glow of the sun from above and the sea water that fell and dried upon me caking my very lips with salt, combined to make my throat burn and my brain ache. (16, p. 314)

-Inhabitants of Seattle know that the Lake Washington Floating Bridge, a four-lane concrete highway across Lake Washington, is an engineering marvel (16, p. 325) (the modifier is too long and separated the subject far from the predicate)

-The secretary and the treasurer of the senior class writes the minutes of the meetings, carries in the class correspondence, and collects dues. (16, p. 360) (the ambiguity arises because one person is both secretary and treasurer)

Structural difficulty indeed causes more problem than the problem of vocabulary, since the former can not be guessed from the context, unlike vocabulary problem.

It is therefore very necessary that both the vocabulary and the structure used in a book should be adjusted to the respective knowledge of the target audience, otherwise the reading book will have very low readership.

From the consideration made above we can draw the conclusion that to the so called language, belongs two different kinds of elements: vocabulary and structure. Vocabulary and structure in a reading should be adjusted to the knowledge of the target audience or the students we have in

mind, so criterion of language, since it should be adjusted to the knowledge of the readers it may also be called criterion of knowledge, that is the knowledge of the readers about vocabulary and structure.

In order to determine what reading books are suitable for students of the first year of SMA, knowledge of the SMP graduates should be taken into account, that is, how vast their vocabulary is; it should also be known what structures they have got before leaving the SMP. To know how vast the SMP graduates' vocabulary is, is not an easy job. If it should be based on reality, it means that several schools have to be observed which represent the actual condition of the students all over Indonesia. This is not only a hard job but also a waste of time. If we just try to examine students in a classroom who are always instructed by the same English teacher, we will find out that the class consists of different kinds of students with different kinds of mental ability; consequently their vocabulary richness will be different, too.

The easiest and most practical way to make such estimation is to base the calculation on the SMP curriculum which is uniformly used all over Indonesia. The weakness of this system is that it is a mere theoretical calculation, it does not always represent the actual truth accurately. An assumption is needed in order to start this rough and ready calculation. Supposing all the objectives of the English language teaching for the SMP students as set forth in the SMP curriculum can be fully attained, it means that an SMP graduate should have an average of \pm 1,000 head words vocabulary on the production level (12, p.71). The average vocabulary for the reading level will be about 1,500 head words.

But let us examine the SMP curriculum for a while. In the syllabus for the English language teaching the time allotted for the English language study for students of SMP I, II, and III, are each four hours a week. Such arrangement is in line with the Pilot Project materials. So, by the end of the third year the students should have covered all the SMP materials. But the former Minister of Education, Professor Dr. Prijono, has reduced the time allotted for the third year to three hours a week, which means a reduction of thirty five to forty hours a year, and yet the greatest part of outside reading should be done in the third year. There are fifteen short passages for intensive reading and eighteen short ex-

tracts for outside reading which should be finished in the third year. From the reduction we can already figure out that the SMP materials can not possibly be finished. It is quite certain that no SMP or SMP English teacher is able to finish the given materials within the limited time allotted for it. The second reason that prevents the English language teachers from finishing the given materials is that there are not enough copies printed for the students. This has of course some close connection with the present economic problem.

It is quite possible that SMPs in larger towns or cities like Djakarta may have some bigger facility than other SMPs in smaller towns like Magelang, Wonosari or Muntilan; it means that the distribution of the printed materials for SMP students is not the same. It can possibly happen that a small SMP in a large town gets larger proportion than a big SMP in a small village. The effect of it is that the possibility of covering the materials will not be the same there is discrepancy in the possibility of finishing the given materials in spite of the lack of printed matter. One SMP may cover more than the other SMP and so forth.

Since the SMP materials in each school are differently covered, we have now to base our calculation on still a rougher estimation, that is that each SMP graduate has an average of 1,000 to 1,500 words vocabulary. Although this is but a rough estimation it will not be far from the actual condition; it more or less represents the vocabulary knowledge of students of the SMP graduate on the reading level. This estimation is at least true in the SMP's we have visited and observed.

How much do the SMP students know about structure? According to the SMP curriculum the SMP graduates should at least know basic structural patterns. This is what the curriculum says :

In order that the SMP students master the basic structural patterns of English sentence patterns should be given emphasis, ... (12, p.71)

If we examine some of the SMP reading materials we will find out that in the exercises the students should be able to use all kinds of English tenses. Since the SMP students have been drilled both orally and written to work with all English tenses there will not be any difficulty during

their study in the SMA as far as tenses are concerned.

Let us further observe whether the SMP students have mastered each of the four kinds of sentences or not. They are namely simple, compound, complex and compound-complex sentences. Judging from the SMP structural exercises, we conclude that the SMP students (up to the third year) have already been taught and drilled to work with simple and compound sentences, but the complex and compound-complex ones have not been introduced to them. Such kinds of sentences would cause the students a lot of difficulties. The SMP graduates should have first of all learned the two kinds of sentences before they could read materials bearing complex and compound-complex sentences, and later other complicated ones. It is hoped that by the end of the second half of the first year SMA the students will be able to read materials containing the last two kinds of sentences.

The second and third year SMA if they are properly taught will not have any difficulty with both kinds of sentences; their only problem will concern with vocabulary; for the higher the grade the larger the vocabulary should be. First, second and third year SMA students should always enrich their vocabulary building.

The range of vocabulary for the second year SMA according to our investigation on some of the second year reading materials and also from our interviews with several SMA English teachers, is about 1,500 to 2,000 words, where the range of vocabulary for third year SMA students is about 2,000 to 3,000 head words.

Basing ourselves on the above findings we can draw the conclusion for the criterion of language for SMA students. Vocabulary for first year ranges from 1,000 to 1,500 head words, second year 1,500 to 2,000 head words, and third year 2,000 to 3,000 head words. Structure for first year all tenses plus simple and compound sentences, second year no structural difficulties, and third year has no structural difficulties either.

II. Criterion of content.

Whether we realize or not, we must know that what we read, so also every reading in general, consists of two important parts, language and content. Language, which by

the writer of the book is usually used as a means of communication, a communication between the author and the readers. By the use of language (written language in reading) he wants to tell or to hand something to the readers which may perhaps be an information about lives and customs of other nations, about the author's own life or experience etc. but there is always something that the writer wants the readers to know about. This 'something' is what people usually call the 'content' of the book, which forms a second major part besides the language. It can be a fable, a family story, a cowboy story, a biography, history, an adventure, a mystery, technology, sociology or any kind of story or findings. In brief what is really meant by content is 'what the reading is about.'

Since both parts of the reading elements are of equal importance, meaning that one can not have any sense without the other, we must therefore pay serious attention to both of them in preparing materials for SMA students. It is not wise to pay great attention to the language side without paying any regard of the content. Language by itself without any content borne in it is nothing, on the other hand it is impossible to get to the content of the book without using any media or means of communication.

The content of the book can be anything the writer wants to write, it can be about civilization, war, science, like the rotation of the sun, the outer space, etc. but we have to bare in mind that not all of them are in adjustment with the interest and needs of the students we have in mind. The content of the book is just like mental feeding for the reader's mind. There are a great number and a vast variety of food but tastes differ. Reading materials which are too difficult will have very low readership, since they are not digestible by the majority of the people. If we want to prepare reading materials for the SMA students we must first of all know what kind of reading they will really like.

According to C.C. Fries there are two major types of reading, they are:

- A. literary and
- B. non-literary reading materials, like science, technology, philosophy etc.

Which type of reading do the SMA reading materials

belong? In order to answer the above question we have again to look back to the SMA curriculum and also to the SMP's if need be. The following are some guidance for selecting reading materials as stated in the SMA curriculum:

The history of literature is less important than simple readers in general (simplified versions) or extracts which are not too difficult.

If possible among the chosen books there should be some, dealing with knowledge, like technology, history and Indonesian culture, too. (11, p.46; translation by the writer of this thesis)

From the instruction above given by the Ministry of Education we can draw the conclusion that the choice of reading materials should consist of both types of reading. But it is quite impossible to study a language through the study of a particular branch of science or technology. Since language is an art, it should be studied as an art, and the best way to study it is through literature.

There is also some guidance given in the SMP curriculum on how to base the choice of reading materials for the SMP students. SMP reading materials are divided into four, each of which is closely connected with the purpose or goal of reading to be attained. A consideration on it has been dealt with on page ten, in which we can see that animal stories, stories of the Arabian Nights, Andersen's stories etc. are excluded from the curriculum. What the students should read are real stories or stories that may be useful for the development of the students' national personality. Besides, the content should add something to the students' knowledge; the reading should not be for mere entertainment. But what do we see in the SMP materials used so far? They are for example stories about The Rabbit and the Crocodile, How the Lizard lost his tail, The story of the three little pigs, Mercury and the Carpenter etc. In the first place it consists of animal stories, and in the second none of the stories concerns with national heroes or stories about Indonesia. Maybe there is still a big problem for the government to prepare reading materials dealing with Indonesia or Indonesian people. The difficulty may perhaps be due to the inavailability of reading materials actually needed.

Basing ourselves on the SMP and SMA curricula in selecting reading materials for SMA students we should always remember that as far as culture is concerned it should

first of all deal with national culture, then Afro-Asian culture and lastly with Western civilization. The content should deal with history, national life and customs etc. The type of reading preferred is simplified versions, short extracts and the like which are not too difficult.

Talking about simplified versions, Michael West in English Language Teaching wrote that "the term 'adapted' is better than 'simplified and abridged' because there is much more than simplification: in many cases the book is completely rewritten..." (4, p.146)

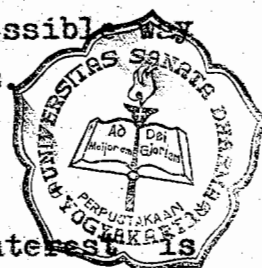
If possible then we should look for adapted reading materials, in cases where adapted ones can not be found or are too difficult for SMA students, the other possible way is to get simplified versions or abridged series.

III. Criterion of interest.

What is actually meant by criterion of interest is what kind of subject matter especially attracts students of SMA. The SMA students are boys and girls of fifteen to eighteen years of age. The subject matter of the reading should be carefully chosen and adjusted to the needs and interests of the students. Interest in reading is the one and most important element that makes the reading successful. But we must always remember that interest always changes with the progress of the students' age; the first year SMA, for example, may be fond of a particular kind and type of story, but during their study in the second year they may not like it and prefer another type or kind of story. Since interest depends largely on the students' age, we can now say that criterion of interest is equal to criterion of age. The Provision of Popular Reading Materials-Unesco, gives a remark on interest as follows:

...interest in the family changes with the age of the children and the age of the parents. The relationship between the various members of the family obviously changes as the years progress. Within the broad category of reading interest, specific interest will change according to age, socio-economic status and occupation. (17, p.250)

In order that the reading may interest the readers it should be attractive, convincing and vital, but there is still another aspect that makes a story interesting; it is expressed as follows :



...people are interested in that which is familiar. It is the familiar which is intimately tied in with his needs and interests. It is also the familiar which offers satisfaction that he seeks. (17, p.249)

Psychologically, boys of fifteen to eighteen years old are interested in adventure, mysteries, travels, stories of courageous deeds, biographies of outstanding personalities, war stories etc.etc. While the girls at that particular age are especially attracted by love stories, marriage, housekeeping etc. But nowadays we can clearly observe some change of interest among some of the SMA students, especially among those who are already in the third year, who are participants of any kind of either youth or other mass organization. Both boys and girls nowadays are interested in politics, economic problems, ideology and other kind of daily and state affair. Such stories like Treasure Island, David Copperfield, Christmas Carol, etc. have now very low readership among SMA students. In the first place the students are not familiar with the cultural aspect of the stories, so that it is not very easy for them to comprehend and to understand fully the situational aspects of the stories. Secondly, they are not able to really fulfil the direct interests and needs of the students. What the students actually need nowadays are things which they can 'bite on', and they are things which concern or are in line with the burning spirit of our revolution. Thirdly, they are products of a country which at the present moment is in great misunderstanding with Indonesia. It is therefore only natural that the students very often show a negative attitude towards such kind of reading in particular and the study of the English language in general.

It is true that the students' interests have changed from reading for mere recreational purposes to reading which may open broader and wider perceptual views. It is difficult to trace the development of this change, we can not say whether it is really due to the progress and needs of our country and nation or due to some other reason. If the students are really aware of their national personality and for the sake of which they made such change, then we may be proud to have a future generation which may later on be called true nationalists.

It is no wonder that the Ministry of Education has given emphasis to non-literary books rather than to lite -

rary ones, like the history of the Anglo Saxon, the birth of the United States etc. What the students should read are books of the second type primarily and of the first type secondarily. What is considered most important are readings that may enrich the students' mental abilities. We must admit that if the students are only fed with non-literary readers, in the long run there will be a decay in the students' aesthetic feelings.

Going back to our consideration on interest, in selecting reading materials for SMA students, we should base our criterion on what it has been suggested in the SMA and SMP curricula rather than on the individual interest of the students. Yet we must always remember that success depends largely on the students' interest, therefore while adjusting ourselves to the SMP and SMA curricula, the interest of the students should also be taken into account. The combination of the two will result into a harmonious kind of reading, a reading that will give both pleasure and benefit.

CHAPTER V

AN ASSUMPTION AND A TRIAL

Having all the criteria needed in hand we are now going to apply it in this chapter to a real passage in order to test whether the already established criteria are quite representative and quite valid or not. The summary or the scheme of all the criteria discussed in chapter four is as follows:

I. Criterion of language:

	<u>vocabulary</u>	<u>structure</u>
SMA I	1,000-1,500 head words	all tenses+simple and compound sentences
SMA II	1,500-2,000 head words	all tenses+all kinds of sentences, but not too complicated ones
SMA III	2,000-3,000 head words	all tenses+all kinds of sentences, but not very complicated ones.

II. Criterion of content:

Those which develop the students':

- A. National love and national morality
- B. International morality and
- C. Religious morality.
- D. Books of science, modern technology and sports.

III. Criterion of interest:

- A. Adventure, travel
- B. Mystery stories
- C. Histories of outstanding figures
- D. Biographies of great personalities
- E. Struggle between two opposing forces, bravery
- F. Love and marriage
- G. Household keeping
- H. And all other familiar stories.

We have to admit that there is a big problem in fulfilling the requirement of the curriculum about providing reading materials which concern our national heroes or the struggle of our nation for freedom. Such books are actually meant to develop the students' national love and national morality. But English books like that are nowhere to be

found, neither in bookshops nor in school libraries.

All we can do at the present moment is to find some similar reading passages. There are great numbers of reading materials dealing with the fight and struggle of other nations and other heroic deeds from other lands from which we can adopt some good examples. In order that what is meant by adopting some good examples from other heroic deeds may be concrete a sample story is given below:

ARNOLD WINKELRIED

(From James Baldwin's FIFTY FAMOUS STORIES)

A great army was marching into Switzerland. If it should go much farther, there would be no driving it out again. The soldiers would burn the towns, rob the farmers of their grain and sheep, and make slaves of the people.

The men of Switzerland knew this. They knew that they must fight for their homes and their lives. And so they came from the mountains and valleys to do what they could to save their land. Some came with bows and arrows, some with scythes and pitchforks, and some with only sticks and clubs.

But their foe kept in line as they marched along the road. Every soldier was fully armed. As they moved and kept close together, nothing could be seen of them but their spears and shields and shining armour. What could the poor country people do against such a foe?

"We must break their lines," cried their leader, "for we cannot harm them while they keep together."

The bowmen shot their arrows, but they glanced off the soldiers' shields. Others tried clubs and stones, but with no better luck. The lines were still unbroken. The soldiers moved steadily onward. Their shields lapped over one another, while their spears looked like so many long bristles in the sunlight. What cared they for sticks and stones and huntmen's arrows?

"If we cannot break their ranks," said the Swiss, "we have no chance left. Our country will be lost!"

Then a poor man, whose name was Arnold Winkelried, stepped out.

"On the side of yonder mountain," said he, "I have a happy home. There my wife and children wait for my return. But they will not see me again, for this day I will give my life for my country. And do you, my friends, do your duty, and

Switzerland shall be free."

With these words he ran forward. "Follow me!" he cried to his friends. "I will break the lines, and then let every man fight as bravely as he can."

He had nothing in his hands, neither club nor stone nor other weapon. But he ran straight onward to the place where the spears were thickest.

"Make way for liberty!" he cried as he dashed right into the lines.

A hundred spears were turned to catch him upon their points. The soldiers forgot to stay in their places. The lines were broken. Arnold's friends rushed bravely after him. They fought with whatever they had in their hands. They snatched spears and shields from their foe. They had no thought of fear. They only thought of their homes and their dear native land.

Such a strange battle! But Switzerland was saved, and Arnold Winkelried did not die in vain.

Dear Reader, Arnold Winkelried is a real hero. He gave up his happy home, left his beloved wife and children, dashed into the enemy's lines without any weapon in his hands only to be torn by tens of spears and killed. For the sake of his country, for his people, that they would not be treated like slaves or animals in the hands of their enemies.

Dear Reader, just think of the many thousands who

have died a heroic death for independence. Don't let them die in vain. Let us work hard for the independence we have already got which is supposed to create a happy life for all the people, free from fear, misery and want. Not to create a country full of starving people, beggars, deceivers, robbers and CURROPTORS as might be the case with some other country. (13, pp.4-6)

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If we could make available English reading materials for SMA students like the heroic deeds of Diponegoro, Gadjah Mada, Untung Surapati, Adisutjipto and other national figures, they would be much better for the students, because the students do not just learn language, but they learn history simultaneously. Experience has shown that the study of the English language will be more effective if the subject matter is known by the students. To study a thing which is too remote from the learners very often results in a complete failure. It is difficult for Indonesian students to imagine the atmosphere of life in the Western world during winter time, or to fancy the heat of the deserts etc. To introduce things like those are not only im-

practical but it is also useless for the students. But stories dealing with national figures will enrich the students with national pride and national love; through earnest respect and glorification of national heroes and without being too chauvinistic are the students able to develop their love of country.

But we all know that we can hardly find any story concerning our heroes written in English. We could neither find them in bookshops nor in school libraries. It is true that there are such stories like The tales of the Ramayana, but originally they do not belong to national culture or civilization, they are of Hindu origin, which has long been adopted into our culture.

In spite of the inavailability of reading materials concerning national figures, the only possible way to develop the students' national morality is through the examples and deeds of international figures, like the heroic deeds of Arnold Winkelried, which can be read in the previous section of this chapter, from which the students can draw some good examples, e.g. by comparing Arnold's sacrifice with the sacrifice of thousands of our heroes who have died for the sake of liberty. There are similarities between Indonesia during the past world war and Switzerland at that time, for Indonesia too has once been surrounded by enemies and our heroes have liberated our country from a fatal danger. Stories like Arnold Winkelried will be easily accepted and understood by the students.

The following paragraphs are an appraisal of the piece above; how in theory we thought it might serve a sample reading matter for SMA students.

The content of Arnold's story is no doubt a good example for SMA students. It will surely develop the students' international morality, and through international morality the students' national love and national morality will also be developed, if only they are quite aware of their own national personality or 'kepribadian nasional'.

Arnold Winkelried belongs to a history of courageous deeds, although the history itself is of minor importance compared with the deeds. Stories concerning bravery, stories dealing with opposing forces just like the case in Arnold's story, are very interesting to SMA students. Most of the boys will like them, the girls too will find pleasure in them.

What about the language side of the piece above ? The structures although they are not simple ones they will not be too difficult for SMA students who have had proper training in the use of all kinds of tenses and all kinds of sentences. Of course there will be one or two difficult structures for the students like the presence of the conditional clause 'If it should go much farther, there would be no driving it out again', which is termed by traditional grammarians as 'imaginary past'. But the straightforward style of writing and the shortness of sentences used in the passage make the structure easier for the readers. The obvious difficulties for SMA students will concern the technical words employed in the passage. They are, for example, the words rob, scythes, pitchforks, clubs, shields, armour and many more of such technical words, but most of the words and phrases used are repeated two and sometimes three times in other contexts with the same equivalent and having the same meaning. So, if the students are intelligent enough they will be able to solve the vocabulary problem through guessing the words from the context. And if the SMA students have already had some training in the so called 'Oral Approach', we believe that the vocabulary difficulties will be limited to a certain amount.

Perhaps the first line of the first paragraph is a bit tricky, this is an exception of the smooth and straightforward style presented through all the passage. If the students do not comprehend it, they will lose the situation of the whole story. And the worse thing is that they will not understand the story.

On the whole the sentence construction is short but clear and to the point. The longest sentence is: 'The soldiers moved steadily onward, their shields lapped over one another, while their spears looked like so many long bristles in the sunlight.' Though it has three different subjects, namely the soldiers, their shields, and their spears, the way it is constructed is quite clear, so that there is no ambiguity of meaning.

Judging from the language side we conclude that the given piece above is most suitable for the second year of the SMA. Although on the cover of each edition of KONTAK magazine we always read :

KONTAK contains materials to improve language skills for beginners. The language is under supervision of English people. This magazine is therefore very suitable for use in schools and courses which are at the same level as the SMP and SMA. (13, p.1; underlined and translated by the writer of this thesis)

A temporary statement based on the established theoretical criteria discussed in the preceding part has stated that material as difficult as Arnold Winkelried is most suitable for second year SMA students.

But we now want to make a trial in order to prove and to validate our judgement; for which purpose we are going to prepare some questions on the vocabulary, structure and content of the reading. And only from the result of the test given to the second year SMA students can we draw a final and convincing conclusion.

There are two types of questions, namely the objective and the subjective type of questions. The objective ones can either be: fill-in, matching, multiple choice or completion. While the subjective type of questions consists of essay tests. The subjective type of questions are much more difficult than the objective ones, because to answer them the students ^{should} give a full expression of their ideas in their own words. In order that their expression is clear and accurate, a great amount of vocabulary is needed. This, the SMA students have not.

Due to the problem of vocabulary, we therefore do not choose the subjective type of questions but the objective ones. The completion test is more or less like a short essay test, this type of questions will be too difficult for the students. The matching test, however, requires more space than for instance multiple choice, of which the result will be just the same. Since the preparation of a fill-in test takes more time and energy than that of the multiple choice type of questions, we therefore chose to use the multiple choice type of questions.

The test given consisted of twenty items, ten of them are on vocabulary where as the other ten are questions on structure and comprehension. As the first preparatory test we made it into an English-English test like:

rob

- | | |
|-------------------------------|------------|
| a. to steal | c. to ask |
| b. to take away with violence | d. to give |

We then tried this kind of questions to forty students of the second year of SMA from four different schools in Magelang (second year at the beginning of the school year means that the students are just promoted from first to the second grade). The result of this test was very disappointing, particularly on the vocabulary test. None of the students got more than thirty marks out of the one hundred. The result of the structure and comprehensive tests showed much better result compared with the English-English vocabulary test. From the comparison of the two results we have drawn a conclusion that the majority of the second year SMA students have got some difficulties with vocabulary. And this is due to the fact that their vocabulary building is not very substantial. The problem in answering the vocabulary test was as follows: they did not know the meaning of the words they were supposed to answer, neither did they know the meaning of the given words they should have chosen from. The English-English vocabulary test item presented the students with a two-fold problem.

In order to limit the problems faced by the students we therefore prepared an English-Indonesian vocabulary test. And this is the only thing we can do at the present moment. The form of the vocabulary test is now as follows:

rob

- a. mentjuri
- b. merampok
- c. meminta
- d. memberi

for which purpose the examinees have to encircle the number giving the correct expression.

Besides, we also made a minor change on the third line of the first paragraph of the reading passage, which reads: 'The soldiers would burn the towns, rob the farmers of their grain etc.' into 'The soldiers would burn the towns, rob the farmers' grain etc.' so that it would be easier for the students to comprehend.

In order to make the structure and comprehensive answers easier we put a Roman numeral before each paragraph, which indicates that the correct answers should be looked for in the corresponding paragraph. The following is the revised extract with the twenty questions on it. Both the vocabulary and the structure/comprehensive questions are made in such a way that if the students can answer the given

questions it is an indication of the students' understanding of the story. The more they can answer the better they understand the story and its happenings.

ARNOLD WINKELRIED

(from James Baldwin's FIFTY FAMOUS STORIES)

I. I. A great army was marching into Switzerland. If it should go much farther, there would be no driving it out again. The soldiers would burn the towns, rob the farmers' grain and sheep, and make slaves of the people.

II. The men of Switzerland knew this. They knew that they must fight for their homes and their lives. And so they came from the mountains and valleys to do what they could to save their land. Some came with bows and arrows, some with scythes and pitchforks, and some with only sticks and clubs.

III. But the foe kept in line as they marched along the road. Every soldier was fully armed. As they moved and kept close together, nothing could be seen of them but their spears and shields and shining armour. What could the poor country people do against such a foe?

IV. "We must break their lines," cried their leader, "for we cannot harm them while they keep together."

V. The bowmen shot their arrows, but they glanced off the soldiers' shields. Others tried clubs and stones, but with no better luck. The lines were still unbroken. The soldiers moved steadily onward, their shields lapped over one another, while their spears looked like so many long bristles in the sunlight. What cared they for sticks and stones and huntmen's arrows?

VI. "If we cannot break their ranks," said the Swiss, "we have no chance left. Our country will be lost!"

VII. Then a poor man, whose name was Arnold Winkelried stepped out.

VIII. "On the side of yonder mountain," said he, "I have a happy home. There my wife and children wait for my return. But they will not see me again, for this day I will give my life for my country. And do you, my friends, do your duty, and Switzerland shall be free."

IX. With these words he ran forward. "Follow me!" he cried to his friends. "I will break the lines, and then let every man fight as bravely as he can."

X. He had nothing in his hands, neither club nor stone

nor other weapon. But he ran straight onward to the place where the spears were thickest.

XI. "Make way for liberty!" he cried, as he dashed right into the lines.

XII. A hundred spears were turned to catch him upon their points. The soldiers forgot to stay in their places. The lines were broken. Arnold's friends rushed bravely after him. They fought with whatever they had in their hands. They snatched spears and shields from their foe. They had no thought of fear. They only thought of their homes and their dear native land. And they won at last.

XIII. Such a strange battle! But Switzerland was saved, and Arnold Winkelried did not die in vain.

(Note: the commentaries are omitted so that they will not serve as a clue to the understanding of the whole passage).

A. Vocabulary test.

Encircle the number giving the right equivalent.

e.g. lily

- a. semak
- b. pohon
- ©. bunga
- d. nama wanita

- | | | | |
|---------------------------|--|------------------------|------------------|
| 1. <u>rob</u> | 2. <u>foe</u> | 3. <u>ranks</u> | 4. <u>bowmen</u> |
| a. mentjuri | a. teman | a. deradjad | a. tunduk |
| b. merampok | b. pahlawan | b. barisan | b. busur |
| c. meminta | c. pedjoang | c. opsir2 | c. pemanah |
| d. memberi | d. musuh | d. garis2 | d. pemburu |
| 5. <u>to keep in line</u> | 6. <u>harm</u> | 7. <u>glanced off</u> | |
| a. merapatkan diri | a. haram (Ind.) | a. sekedjap | |
| b. menulis surat | b. djahat | b. disisihkan | |
| c. menggaris | c. menghantam | c. seberkas sinar | |
| d. merantjang | d. mendekati | d. terpentak | |
| 8. <u>fully armed</u> | 9. <u>with no better luck</u> | 10. <u>dashed into</u> | |
| a. berpakaian lengkap | a. tak ada kesempatan yang lebih baik | a. menerobos | |
| b. segenggam | b. keuntungan | b. membanting | |
| c. armada | c. gagal | c. lari | |
| d. bersendjatakan lengkap | d. tanpa sesuatu hasil yang lebih baik | d. arus | |

B. Comprehensive test.

- (I).1.a. A great army had conquered Switzerland
 b. A great army was visiting Switzerland
 c. An enemy's army was marching into Switzerland
 d. The army of Switzerland was marching

- 2.a. The army had gone farther and farther into Switzerland
- b. The army had not gone farther into Switzerland
- c. The army was supposed to have gone farther into Switzerland.
- 3.a. The farmers would burn the towns
The farmers would not burn the towns
The Swiss soldiers would burn the towns
The enemy's soldiers would burn the towns.
- (II).4.a. The men of Switzerland wanted to defend their land
- b. the men of Switzerland did not want to defend their land
- c. The men of Switzerland hid themselves in the mountains and valleys
- (III).5.a. As the enemies moved and kept close together they could not be seen
- b. As the enemies moved and kept close together only their spears and shining armour were seen
- c. As the enemies moved and kept close together they could see nothing
- (V).6.a. The Swiss soldiers had tried every weapon but the lines were still unbroken
- b. The Swiss soldiers had no weapon therefore the lines were still unbroken
- c. The Swiss soldiers were too weak to break the lines
- (VIII).7.a. Arnold gave his life because he was not happy at home
- b. Arnold gave his life for the sake of his friends
- c. Arnold gave his life for the sake of his country
- (X).8.a. Arnold had a club and a stone in his hands
- b. Arnold had no club, no stone and no other weapon in his hands
- c. Arnold had a club, a stone and another weapon in his hands.
- (XII).9.a. Arnold was torn by a hundred spears
- b. Arnold tore a hundred spears
- c. Arnold turned to catch a hundred spears
- d. The spears could not hit Arnold
- 10.a. Arnold's friends had no thought of fear because they loved Arnold
- b. Arnold's friends had no thought of fear because they loved their native land
- c. Arnold's friends had no thought of fear because they loved their wives and children
- d. Arnold's friends had no thought of fear because they were very angry.

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We tried the above questions to a number of students studying in the SMA Stella Duce, Jogjakarta, SMA Pendowo, Magelang, SMA Negeri I and SMA PGRI also in Magelang. We want

to present here the results of three groups of all the students being tested; each of the groups consisted only of five students, however, they were representatives of all the examinees. The first group consisted of third year students of the 'Budaja' section, who were just promoted from the second grade to the third. The second group consisted of third year students of the 'Pasti' and 'Pasti Alam' departments, whereas the third group consisted of second year students. It is worth mentioning here that the first two groups have not had any training in the so called 'Gaja Baru Method' or 'The Oral Approach' for the English language study. But the third group have already got a three-year of training in the Gaja Baru Method while they were still studying in the SMP plus a one-year training also in the Oral Approach during the first year study in the SMA.

The following are the results of the groups mentioned above :

First group, Budaja section:

	<u>Vocabulary</u>	<u>Comprehension</u>
first student	60 points	30 points
second student	80 points	60 points
third student	60 points	60 points
fourth student	40 points	60 points
fifth student	<u>50 points</u>	<u>10 points</u>
the total number is	290 points	220 points
the average is	58 points	44 points

Second group, Pasti and Pasti Alam departments:

	<u>Vocabulary</u>	<u>Comprehension</u>
first student	50 points	50 points
second student	80 points	40 points
third student	70 points	70 points
fourth student	70 points	70 points
ffth student	<u>60 points</u>	<u>60 points</u>
the total number is	330 points	290 points
the average is	66 points	58 points

Third group, second year students:

	<u>Vocabulary</u>	<u>Comprehension</u>
first student	70 points	60 points
second student	60 points	50 points
third student	60 points	50 points
fourth student	80 points	70 points
fifth student	50 points	60 points
the total number is	320 points	290 points
the average is	64 points	58 points,

Based on the results of the tests we draw the following conclusion :

1. The third year students of the Pasti/Pasti Alam sections showed a better grasp of English comprehension than those of the Budaja section.
2. The knowledge of English of the second year students who have had some training in the oral approach is equal with the knowledge of English of the third year students who have had no training in the new method. This is a significant fact.
3. The result of the English-Indonesian vocabulary test is better than the result of the English - English vocabulary test. This shows to us how poor the students' vocabulary is. It is therefore only natural that ~~the result of~~ the result of the English-Indonesian vocabulary test is better than the result of the comprehensive test which was fully given in English.
4. On the whole, the ^{second year} SMA students were not ready to meet materials as difficult as Arnold Winkelried, which should actually be suitable for them in language, content and interest. The serious problem concerned with vocabulary.

Generally speaking the vocabulary which seemed to be difficult for the three groups of students are words and phrases like: to keep in line, harm, foe, glanced off, with no better luck and ranks. These six out of ten words were not known by the majority of the students. This shows again a lack of vocabulary. This should be an indication for teachers to help build up the vocabulary of the students. And where reading passages contain difficult words,

the teachers should explain them before the students start with the comprehensive reading.

On the structure/comprehensive test, question number I.2 which deals with the construction 'If it should then there would....' presented a very big problem to all the examinees. It seemed that the students had not been taught conditional clauses of the type mentioned above.

Let us now compare the two results, the one based on theory, while the other on actual testing or application of the theory to actual usage.

In the preceding chapter a temporary statement has been made, stating that materials of the same type and of equal difficulty as Arnold Winkelried is suitable for the second year SMA. But after testing it to second year SMA students, even to the third year we found out that the material was too difficult for the learners. It is either the theory which is not quite correct or there is something wrong with the students.

It has been mentioned in the previous chapter that there is not enough printed matter for the SMP students and that the time allotted for the third year SMP has been reduced to three hours a week. This is a beginning of the drawback in the English language study which will be carried out through the study in the SMA.

In spite of the negative statement of the Ministry of Education in the SMA curriculum concerning the choice of reading materials for outside reading, it has resulted into a lack of uniformity in the choice of the materials, moreover most of the materials were not suitable for the students, so that the study of English cannot be carried out intensively and effectively.

Judging from the facts given above we conclude that there is nothing wrong with the theory, the only difficulty is that the students were not ready to meet materials which are actually meant for their level. The reason is simply that they are not properly taught and that there is not enough time and facility to teach them properly.

Since the supposed material turned out to be too difficult for the students we have in mind, we feel the necessity of looking for another passage which ~~which~~ can be used at the present moment by students of the SMA. This means a lowering of the standard of education.

Since our main purpose is not to have a look at the present day's standard of the English language study of the SMA students (our main aim is to prepare extensive reading materials to meet the objectives of the English language study as set forth by the Ministry of Education in the SMA curriculum), we therefore think that it is not necessary to try the second piece of reading materials, which is not meant to serve as a permanent passage model, in class. On the other hand we would like to know the opinions and judgments of experienced English teachers who work with the Gaja Baru Method. In order to have the teachers' opinions we therefore prepared a questionnaire and distributed it to a group of teachers working in Magelang and Jogjakarta. The following is the passage extracted from Ramayana by Sunardjo Haditjaroko, M.A.:

HAPPY END

Rama turned to Wibisana who proved extremely helpful in handling the military operations of the apes. It was well-known that Alengka had acquired a bad reputation through the evil deeds of its late king. In order to restore its good name, a just ruler was necessary. No one was more suitable for this high position than Wibisana himself. So Rama offered him the crown, confident that under Wibisana's rule Alengka would enjoy peace and prosperity.

When Rama at last found Sinta safe and sound and more beautiful than ever, he was happy beyond words. Sinta's sparkling eyes showed that Sinta too, was not less overjoyed than her husband.

At this wonderful moment, Rama and Sinta thought of the two people who were most responsible for their present reunion: Hanuman, who had made possible Sinta's rescue, and Trijata, Wibisana's charming daughter, who alone had comforted Sinta during her ordeals in Alengka. What would be more logical than to unite these noble people in happy marriage? Hanuman and Trijata eagerly accepted the proposal and soon their engagement was announced.

Since the 14-year term of their banishment had ended, Rama and Sinta returned to Ayodya without any delay. Barata kept his promise and handed back the crown to his long-exiled brother.

The whole country of Kosala rejoiced at the return

of the handsome Rama and his beautiful wife. A triumphal march took place in which all the victorious apes marched proudly. And in the midst of these moving columns came the golden coach of Rama and Sinta, who both smiled happily and affectionately to their cheering subjects.

Under Rama's wise leadership the country became more prosperous.

Anything would grow, and grow well.

Crops always gave rich harvests.

Food and clothes were cheap; everyone was well-dressed; everyone was well-fed.

Domestic animals were never tied up at night.

Gotong-rojong or mutual help was strong among its happy citizens.

Quarrels, dishonesty and theft disappeared from the land.

Kosala was a great and glorious county indeed, while

Rama was a great and noble king who will be remembered by all men until the very end of time. (10, pp.

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--oo0oo--

The following are the teachers' judgements. The majority of them said that "The passage entitled 'HAPPY END' is most suitable for second year SMA students. For some students, perhaps, there will be a problem of vocabulary e.g. the technical words used in the passage. But they believed that the students will get very few structural difficulties.

Generally speaking the subject matter, which is quite familiar, will be of a great help in understanding the story. The content side provides a very good example to develop the idea of mutual help. On the whole the reading material will be very useful to develop the students' 'kepribadian nasional'. These are the teachers' opinion of the piece above.

In the appendix we would like to suggest a number of reading materials for extensive reading which teachers of SMA can look for, judge according to the already given criteria, and use them in class.

CONCLUSION

If some contribution of this thesis should be mentioned here, it is to indicate to the Ministry of Education that there is a serious problem concerning our SMA's in general. There are not only not enough readers for them, but most of the materials available are not suitable for them. And that the problem of the lack of reading matter has caused a drawback in the study of English in the SMA. If the Ministry desires that the goal of the English language study should be attained, one of the most important things to do is to prepare a great number of suitable reading materials for extensive reading in the SMA's by experts, who have the training in linguistics and experience in actual teaching.

It is also an indication for SMA English teachers that they should help build up the students' vocabulary in particular and intensify the English language teaching and raise up the level in such a way that the students are ready to meet materials actually meant for their level. In other words the teachers should help the Ministry of Education to arrive at the goal of the study of English. So doing, the teachers would help their students a lot, so that after graduation from the SMA they would not have any difficulties to study in the universities or other higher institutes.

We will not only suggest on the point of the material, but we will also suggest a better preparation in the SMA. If the Gaja Baru program of the English language teaching is well carried out and extended, that is really the best preparation for the students to do extensive reading. Thus the materials prepared will move towards the linguistic level of the students and the students are raised up to the proper linguistic level and the proper language control. If this is attended to, then we will produce students whose level of reading will be of real assistance in the university work or in the contact with people outside.

APPENDIX

In this chapter we would like to suggest where to find matching readers for SMA students. The following series consists primarily of readers between simplified, abridged and adapted :

1. The Bridge Series, which is designed to provide reading for students with a vocabulary of 2,000 to 3,000 words and gradually to increase this vocabulary to 7,000 words.
2. They Served Mankind Series.
3. Tales retold for easy reading series.
4. Macmillan's stories to remember series.
5. Simplifies English Series.
6. How it is done series, on mechanical subjects e.g. 'How to look after your bicycle' by Ferguson, 16 pages.

Publishers of the series mentioned above are either:

1. Oxford University Press,
2. Longmans or
3. Macmillan.

The following are some suggested reading materials which the teachers can find out, read and judge according to the given criteria and determine to which class or grade each of them is suitable. A sample passage has also been given in the previous chapter, so that the teachers can base their judgements on the given criteria as well as on the passage model. The following books are published by :

I. Oxford University Press and are designed for Malayan students grade I :

1. P'ing Shu, the story-teller, a collection of traditional Chinese tales.
2. Tanggak tales, though primarily intended for Malaya, would appeal to young students anywhere.
3. Ayo, an African schoolgirl, by K. Arnott. It consists of 50 pages and is designed for African students grade III.
4. Leo Tolstoy, retold by E.C. Parnell, consisting of five short stories of simple appearance, but with deep inner meaning are related in an easy and attractive manner.

5. The Early life of John Halifax, by Mrs. Craik, retold by D.M. Neale, 90 pages in the series of 'Tales retold for easy reading', on 1,000 word level. It deals with the early days of the Industrial Revolution.

The following are social science studies, written by Geoffrey Cumberlege :

6. Children in trouble, 61 pages
7. Leadership in boy's clubs, 73 pages
8. Punishment and reform, 46 pages
9. Let justice be done, 49 pages

II. Macmillan, some are in the 'Macmillan's stories to remember' :

1. Lost Horizon, J. Hilton, simplified by E.F. Dodd, 106 pages, (Macmillan 1954) and is primarily intended for Indian secondary schools.

2. Brave children of other lands, E.F. Dodd, 48 pages

3. Folk tales from different lands, told by E.F. Dodd, 44 pages.

4. Tales from the Ramayana, Margery Green, 116 pages; written with a vocabulary within 2,000 words, and notes are given wherever there may be any difficulty. At the end there are 31 questions on the text.

5. Mystery of the lost jewels, written by E.F. Dodd, an interesting phenomenon and original story about Indian children.

6. Stories from Ceylon, by E.F. Dodd

7. Folk tales from Asia, by E.F. Dodd

8. Florence Nightingale, by E.F. Dodd, within 2,000 words vocabulary.

9. William Murdoch, by B. Taylor, 51 pages, a short biography of William Murdoch, inventor of gaslighting, in the series of 'They Served Mankind'.

III. Longmans Green :

1. Stories from the near East, by L.W. Leavitt, 80 pp. a grade I reader of 'Supplementary readers for the Arab world'.

2. I remember, H. Paris, 63 pages, a grade I reader of 'Supplementary readers for the Arab world'.

3. The Golden Earth, and other folk tales, by M. West, 74 pages, for grade I, part one is subtitled Tales from

Ethiopia, and part two Arha stories.

4. Up from slavery, Booker T. Washington, abridged and simplified by M.E. Carter, 113 pages.

5. Cry, the beloved country, A Paton, abridged and lightly simplified by G.F. Wear and R.H. Durham, 118 pages. An addition to the 'Bridge Series', of intermediate difficulty between simplified and full English.

We would also like to suggest :

1. Uncle Tom's Cabin, a shortened classic, edited by W. Barnes.

2. Ramayana, subtitled 'our national reader', by Sunar djo Haditjaroko, M.A., published by Djambatan. In the preface the author says that the book is designed for third year SMP and first year SMA, but we believe that the structures and vocabulary are too difficult for the intended readers. Judging from the language point of views it would be suitable for the second half of the second year SMA or for the third year.

3. The life of David Livingstone, by Mrs. J.H. Worcester, Jr., published by Moody Press.

4. Dubrovsky, by A.S. Puskin, Moscow 1955.

5. Finally we would like to suggest to teachers of English to have a look at the following passages which are all found in KONTAK magazine. Except the last one, all of them are taken from James Baldwin's Fifty Famous Stories :

The story of William Tell, vol. III, 20; Damon and Pythias, vol. III, 9; The Brave three hundred, vol. III, 7; Horatius at the bridge, vol. III, 10; The story of Cincinnatus, vol. III, 6; The Ungrateful soldier, vol. III, 3; Doctor Goldsmith, vol. III, 4; The king and his hawk, vol. III, 8; The Ungrateful Guest, vol. III, 5; and if possible it would be better to refer to James Baldwin's collection of stories.

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