

60

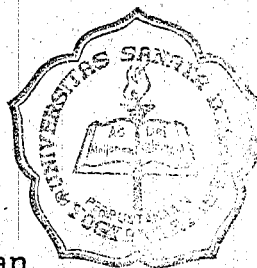
THE OBJECTIVES OF
ENGLISH LANGUAGE TEACHING
AT THE S.M.P. AND THE S.M.A.

A Thesis
Presented to
The Department of English
Sanata Dharma
Teachers Training Institute

In Partial Fulfilment
of the Requirements of the
Sardjana Degree

by

Maria Dolorosa Han Giok Tjwan



September 1965

Jogyakarta

Approved by

I.

José C. Blanco S.J.
(José C. Blanco, S.J., M.A.)

II.

W. Hendro
(Drs. W. Hendrowarsito)

Dean of the I.K.I.P.

Sanata Dharma

N. Drijarkara

of. Dr. N. Drijarkara, S.J.)

Head of the Department

of English

F.W.J. de van der Schueren

(F.W.J. de van der Schueren, S.J., M.A.)

A C K N O W L E D G E M E N T S

The writer is deeply indebted to Reverend José C. Blanco, S.J., former Head of the English Department of Sanata Dharma and teacher on Second Language Principles, for his inspiring lectures on which most ideas in the thesis are based. Her appreciation and gratitude go to him also for his valuable suggestions, constructive criticisms, corrections, patient guidance and for his encouragement in the accomplishment of this work.

A considerable debt of gratitude is also expressed to some English language teachers at the S.M.P. and the S.M.A. for their valuable information about English language teaching at those schools.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		
CHAPTER	I. INTRODUCTION	1
	I. Purpose	1
	II. Clarification of terms	3
	A. What are educational objectives ?	3
	B. Kinds of educational objectives	3
	C. The value of teachers' clear understanding of the objectives	5
CHAPTER	III. SECOND LANGUAGE AND SECOND LANGUAGE TEACHING	7
	I. Second language and the process of learning it	7
	A. What is language ?	7
	B. What is second language ?	10
	C. The process of second language learning	11
	1. Comparison between the process of second language learning and that of the mother tongue	11
	2. The reasons for the difficulties in second language learning	13
	II Second language teaching	15
	A. What it is	15



	page
B. The implications of second language teaching	16
CHAPTER III. THE OBJECTIVES OF SECOND LANGUAGE TEACHING	20
I. True objectives -- establishing a coordinate system	20
A. Understanding skill	21
B. Speaking skill	21
C. Reading skill	22
D. Cultural insight	24
II False objectives -- establishing a compound system	25
CHAPTER IV. OBSERVATIONS ON THE CURRICULUM FOR ENGLISH LANGUAGE TEACHING AT THE S.M.P. AND THE S.M.A.	29
I. The objectives of English language teaching at the S.M.P. and the S.M.A.	29
II Comments and recommendations	32
CHAPTER V. ENGLISH LANGUAGE SKILLS AND BEYOND	44
I. The relationships among the skills and cultural insights	44
II. A bird's eye view on the importance of the English language	47
III The values of the objectives	50
A. The development of the students' physical abilities	50
B. The formation of the students' minds	51

C. The formation of the students' hearts	52
D. The development of the students' personalities	54
E. The increase of world understanding	55
CHAPTER VI. SUMMARY AND CONCLUSION	56
SELECTED BIBLIOGRAPHY	

CHAPTER I

INTRODUCTION

I. Purpose.

To day we are confronted with university students who cannot speak English. Not only they are not in control of this skill, inspite of their learning English for six years, they encounter many difficulties in reading even the easiest English texts. The reasons for these defects lie in the teachers' lack of proper training, the improper methods and materials and in the insufficient English teaching hours at the S.M.P. and the S.M.A. And we believe that lack of understanding of the objectives of teaching English as a second language is the core of all these problems.

This want of a clear understanding of what should be attained after six years of teaching English together with the awareness of the close relationship between the objectives and the true and new concept of language and of the value of knowing the objectives in second language teaching aroused our interest to write on the objectives of English language teaching at the S.M.P. and the S.M.A. This thesis attempts to explain and to consider the objectives already set forth in the syllabus for the S.M.P. and the S.M.A. in the light of the nature of language, the process of second language learning, the ideal set up of second language teaching and the objectives of second language teaching. It also offers some recommendations which might serve as guideposts and goals for both the teachers and the students.

The ideas and suggestions on which the thesis is

is worked out are gathered from interviews, lectures on Linguistics and Second Language Principles, a selected bibliography and our teaching experience at the undergraduate of the Economics Department of Sanata Dharma. As far as we know, nobody has done any thesis on the same topic.

The thesis is divided into six chapters. The first the "Introduction" mentions the purpose of the thesis and explains the terms "educational objectives". It also reveals the value of teachers' clear understanding of the objectives. The second chapter tries to answer the questions "what is language", "what is second language", and "what is second language teaching". The next chapter dwells on the objectives of second language teaching. It describes the true as well as the false objectives. The purpose is to give some criteria on making observations on the objectives of English language teaching at the S.M.P. and the S.M.A. and to make those who adhere to the false objectives aware that they are on the wrong track. Chapter IV consists of two parts. In the first part, the objectives of English language teaching, as they are outlined in the syllabus, are presented. The second gives some comments and recommendations on what the objectives should be and on how to arrive at them. The fifth chapter entitled "English Language Skills and beyond" pictures the interrelationship among the skills of understanding, speaking, reading, writing and cultural insights. It gives a bird's eye view on the importance of the English language. The chapter ends up with a description on the value or the contribution of the objectives as an integrated whole to the development of the students' minds, hearts, personalities and to the increase of understanding among nations in the world.

Since we think it necessary for the readers to have a clear idea of the subject matter, we will devote the second part of this chapter to the clarification of the term "educational objectives". We are going to show what is really meant by educational objectives, to consider them in their different focuses and to point out the value of knowing them.

II. Clarification of terms.

A. What are educational objectives ?

Objectives mean purposes, aims or goals. Accordingly educational objectives are the same as aims of education or what the students are supposed to achieve. These goals are commonly set forth by either a curriculum builder or an individual school and very much depend on the philosophy or the policy of each of them. Thus, a curriculum builder and a school which believe that education is a training of students towards further self-development and maturity will provide them with educational objectives which in a way will help their philosophy to come to concretion. Stated in other words, the curriculum builder and the school will take care that what are given to each student and what he achieves in the course of education are important for his self-development and prepare him for a full participation as a member of society. The objectives and the philosophy of education are so interrelated with each other that we can trace back the reason for false objectives to the wrong philosophy. To be more concrete, false educational objectives, for example, are in fact the result of a false conception on what education really is.

B. Kinds of educational objectives.

Apart from true and false objectives, we also dis-

tinguish general and specific objectives. As we have seen in the previous paragraph, the general educational objective is to train the student towards self-development. Put in a more specific manner, this will be to form the mind of the student, to develop his aesthetic feelings, to increase his social responsibility, in short, to develop his physical, his mental and his social faculties. It is immediately noticeable that the difference between the general and the specific objectives lie in their scopes. The former is wider in its scope, whereas the latter being specific is more clear cut and as a consequence more effective.

Considering the focus of the objectives, we can state them either in terms of "what the teacher aims to teach", "what the student learns" or "the subject matter". (22 p. 20) Looked at from the point of view of the teacher, educational objective is to form the personality of the students by teaching any subject matters which contribute to the students' development. If the emphasis is put on the subject matters, the statement of the objective will more or less run like this: "any subject matter necessary for the development of the minds and the hearts of the students such as reading, mathematics, literature, sociology and ethics; as for educational objective which is focused on the students is "to acquire any subject matter which is necessary". There is in fact no basic difference among them, but if we investigate them further, we will come to know that the third way of stating the objectives is the most effective. A teacher, for instance, might have covered his objectives, but this does not guarantee that the student has also been able to attain the goal. For the

student's success depends not only on the fact that the teacher is successful in carrying out his job but also on the teacher's method in carrying it out and on the student himself. Since it is the student who is to be educated, special emphasis should be put on him and educational objectives are best worded in terms of him.

There is still another division of educational objectives: the long range and the short range objectives. By the long range objectives we mean the aims that should be attained at the end of the study. The short range ones are more immediate and comprise what should be attained at several stages in the study like semester, trimester, etc. The short range and the long range objectives are interrelated. The attainment of the first leads to the attainment of the second.

C. The value of teachers' clear understanding of the objectives.

It has been shown in the earlier section that the primary reason for ineffective English language teaching at the S.M.P. and the S.M.A. is that some teachers are ignorant of the objectives. These teachers do not understand what the aims of education in general are. Besides, they do not have any clear idea as to what should be achieved in English language teaching, not to mention any awareness of the values of the objectives. In consequence, they fail to choose proper methods, suitable materials, and valid tests; which failure finally brings about unsatisfactory results.

Educational objectives play an important role in education. They are pertinent factors on which the success of educational courses depends. For a clear understanding

of the aims of education in general and of the proper objectives which a teacher should attain in teaching a subject matter will enable him to see clearly his place in the total educational program. The knowledge of the objectives will also tell him what contribution he can make through the subject matter to the total development of the students. The objectives of the subject matter will also guide him to choose and to prepare materials which are suitable for the students and which will make the attainment of the objectives possible. Furthermore, the knowledge of what should be achieved will enable the teacher concerned to choose appropriate and effective methods. Another value of teachers' clear understanding of the objectives is that he saves much time in making his lesson plans. For having the goals in mind, the teacher will soon know how he should direct class activities towards the achievement of the goals.

There is another advantage of knowing the objectives. This means that provided with an understanding of the objectives, the teacher can use tests which are able to tell him how near he is to the goals that he is aiming at. The knowledge will also help the teacher in giving marks. For the goals can be used as an indicator as to which of the students should be given high marks.

Finally, the awareness of the values of the objectives will be like an incentive for both the teacher and the students to work harder.

To sum up, the objectives function as motivations and guideposts, therefore it is important for a teacher to know the objectives of the subject matter that he is dealing with.

CHAPTER II

SECOND LANGUAGE AND SECOND LANGUAGE TEACHING

I. Second language and the process of learning it.

As has been mentioned in the introduction, the objectives of teaching a subject matter depend on the understanding of what the subject matter is, therefore in order to be able to grasp the objectives of teaching English as a second language, we ought to have a clear understanding of second language, second language learning and teaching. For this reason, in this chapter we will deal with the nature of language and with what second language is. Then we will consider the process of second language learning as compared to the process of learning the mother tongue, explain what is meant by second language teaching and finally lay open to the readers the implications of second language teaching.

A. What is language ?

There are diverse definitions of language. For example, according to Edward Sapir:

"Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. (These symbols are... auditory and ... produced by the organs of speech)."
(21 p. 8)

From that definition we can draw the conclusion that language has some characteristics. The first of which is that language is a defining mark of mankind. According to a hypothesis, in the beginning, before a child speaks, he learns to grasp the meaning of the objects around him. An animal, say a dog, does the same thing. The child as well as the animal also learn to understand the meaning of

certain concepts like eating, drinking from experience. But then the child begins to speak and the animal is not able to. The reason for this is that "man alone has an inborn control mechanism, for vocalization in his cerebral cortex". (8 p.3) Another characteristic of language, which complements the one mentioned above is that language is non-instinctive. This means that despite the fact that language is peculiar to human beings, it is not inherent in us. Language is to be learned. This will be clear to us, if we remember the story of a child brought up by an animal in a forest. The child cannot speak, because he never learns to recognise or to produce any language.

Another characteristic that pictures the function of language is that language is a means of communication. Language is used to convey ideas, emotions and desires. It is therefore a mirror of an individual. And since any individual cannot be separated from and is very much influenced by the community in which he lives, we can say that language is also a manifestation of the way of life of the people speaking the language. In other words, language is a culture-bearer. And because each community has its own culture, we can expect languages to differ from one another. Finally, the main characteristic of language is that it is primarily spoken. Language consists of a system of a voluntarily produced symbols. Those symbols are sounds together with suprasegmental features produced by means of speech organs and can be grasped by means of auditory mechanism. The symbols are systematic. Beside that, they are meaningful, because they refer either to concepts or to objects. Since the relationship between the symbols and the things or the concepts is not logical or unpredictable,

the use of all those symbols are said to be voluntary or arbitrary. For example, we Indonesian people, call a thing on which we sit "kursi", but we do not know why we use such a symbol to denote that thing. It is as if it was already agreed upon to call the thing "kursi". The English, on the other hand, call "kursi" a "chair", still other people like French call it "la chaise". Just like us, those people do not understand the reason for naming the thing either a "chair" or "la chaise". For as it has been stated before, there is no logical relationship between the symbols and the referents.

Some people are of the opinion that the primary form of language is written. This is, of course, not true. For the written form is only a secondary representation of speech. Just as we have discussed, language consists of sounds and suprasegmental features such as pitch, stress and junctures. The suprasegmental features do not stand by themselves. Each of them accompanies any sound and cannot be separated from it. We can write down the sounds and symbolize them by means of alphabets, but we fail to do the same with the suprasegmental features. They cannot be written down. They are not embodied in written language. Accordingly, written language is not complete. Apart from that, if we compare speech with writing, we would realize that the former is older than the latter. Speech is as old as man himself, whereas writing system was just invented in the end of the 1st century. Finally, what is spoken in every day life is much more than what is written. A child, for instance, learns to speak before he learns to write. As a consequence, what he speaks in his life time is more than what he writes. Then in this modern world, there are still many

illiterate people. They do not know how to read and to write, therefore they communicate with other people only through speech. Another reason for the fact that language is more spoken than written is development of technology. Due to the inventions of telephones, radios and televisions, for example, man is able to convey his idea orally to people living in other parts of the world. Thus, the use of spoken language as a means of communication to people living in far away places is enhanced.

B. What is second language ?

In dealing with second language we have to take the mother tongue into account. For some of us, here in Indonesia, Indonesian is the mother tongue, because it is the language that we learn from our parents at home. Later at secondary schools we learn other languages like: English, German and French. They are all second languages for us. For by the time we learn them, we have fully established the speech habits of Indonesian. An English or an American child of about five years old who is brought here, after some years might be able to speak Indonesian as well as he does English, still the latter is his mother tongue and Indonesian is a second language for him. For second language is any language which is learned after the mother tongue.

So far we have seen what language is. We have also gone through second language. In the next section we are going to illustrate how second language is learned by comparing the process of second language learning with that of the mother tongue.

C. The process of second language learning.

1. Comparison between the process of second language learning and that of the mother tongue.

The first word ever spoken by a child is the easiest and the shortest monosyllable like [m] and the way he pronounces it is far from being perfect. But as time goes on the child learns to use longer words even combinations of words and simultaneously is improving his pronunciation until at the age of six, the child fully establishes the speech habits of the mother tongue. The vocabulary, however, does not stop growing by the age of six. At first it expands slowly; it is at its fastest between the ages of two and nine and lasts for the child's life time. An adult learning a second language also needs time to be able to produce the sound and the structure systems automatically, specially to have a full command of the language. This proves that language learning, no matter whether it is learning a mother tongue or a second language, is a process in that the acquisition of speech habits and vocabulary expansion are carried out gradually.

From the process of learning a mother tongue, we know that a child learns to understand and to speak before he learns either to read or to write. At first there is no indication at all that the child is going to have an ability of understanding, but from the very beginning, the birth cry, the cooing and the babbling show the child's power of vocalization. The child begins to understand what his mother is saying when he is able to establish neuronal records of the concepts and of the sounds and to make an automatic reflex connection between them. So after hearing the word "bye" for several times, the child is successful in

grasping the sound and the concept of "bye" and after the automatic reflex connection between the sound and the concept is established, that is to say after he is able to associate the concept and the sound automatically, the child begins to understand or begins to obtain the sound units. Then due to frequent listening to the word, he has what is called a verbal motor image of the word i.e. a pattern in his brain of how the sound should be produced. As soon as he makes use of this image to dictate his verbal motor expression: tongue, vocal chords, etc., the child attains the verbal or the word formation units. He begins to speak. The child learns to read and to write long after the acquisition of the sound and the verbal units. For the visual and the manual units that are attained when the child begins to read and to write, are established in his speech mechanism on the basis of the first two units.

In learning a foreign language an adult undergoes the same process. It is only after hearing a word many times that he is able to grasp the concept and the sound of the word and to build an automatic connection between the two. The picture of how the sound should be produced also depends on his listening to the sound. The more perfect he is in his listening the more perfect the image is and as a result the sound which he produces also becomes more perfect. This is a proof that speaking is learned by analogy to listening and that the acquisition of the verbal units of the second language comes after that of the sound units. The visual and the manual units of the second language are established as soon as the learner is able to read and to write the language. The acquirement of those two units happens after the establishment of the sound and the

verbal units. For just as in the mother tongue, the latter units are the basis of the former ones. It is based on this fact, that Bloomfield set up a theory of second language learning which is named : phonic methods and which says that learning to write and to read a second language should be preceded by learning to speak. Finally, parallel to the acquisition of the sound and the verbal units, the manual units are acquired after the visual units, because writing is commonly learned by analogy to reading.

In the course of second language learning, the learner gradually increases his mastery of the sound and the structure systems within a limited vocabulary. This means that along the attainment of the understanding and the reading skills, the learner's understanding of the streams of speech, of the features of arrangement and of the vocabulary enhances. On the other hand, the step by step acquirement of the speaking and the writing skills results in the increase of the learner's ability to make an automatic use of the language elements in free communication situations.

2. The reasons for the difficulties in second language learning.

Since second language is learned after the person knows his mother tongue, in the course of learning the former, there is some interference from the latter. The degree of which depends on the characteristics of both languages. The greater the difference between the two languages, the more interference there is from the mother tongue. That interference makes second language learning slower than learning a mother tongue. Besides, the former is only an artifi-

cial process, because an adult learner is not in the cultural field of the second language. We can also call it a painful process since in learning the second language he encounters many difficulties. The reasons for which are physiological as well as psychological.

The physiological reasons have to do with the brain and the speech organs of the learner. Because the learner is getting old and because the brain has been adjusted to the units of the mother tongue, it is no longer plastic. The learner therefore finds it difficult to use it to acquire the units of the new language. As for his organs of speech, they have become rigid and stiff for the production of the speech sounds of another language, since they have been used to produce the sounds of the mother tongue for many years.

The psychological reasons comprise personal pride, some interference from the mother tongue and a lack of a cultural field, time and motivation. In the first place, there is personal pride which makes the adult learner less curious than a child. Despite his ignorance of the elements of the language, the learner does not want to stoop to ask about them. Aside from that, the units and the patterns of the mother tongue, which are deeply embedded in the learner usually interfere with the acquisition of those of the second language. Another thing which makes second language learning difficult is that the learner is not in the cultural field. He is not in the environment of the people speaking the language. He does not meet what has been given by the teacher, outside the class, that is why it is hard for him to keep the second language in his memory. Then he also lacks time. For he hears the language only for short periods.

and this is really not enough to attain the sound units of the language, let alone to speak it. The learner also lacks motivation. He does not see the need and the objectives of learning the language. Sometimes unsatisfactory results of second language learning, which are brought about by improper methods, unsuitable materials, and incapable teachers even make the learner shrink from learning the language.

Up to now we have explained what is meant by second language. We have also seen the process of second language learning in the light of that of the mother tongue. The purpose of all this is to give some idea as to how second language teaching should be carried out and as to what appropriate objectives should be achieved.

II. Second Language Teaching.

A. What it is.

In the foregoing section it was shown that in learning a second language a student encounters some difficulties which are mostly due to the interference from the mother tongue. For this reason, teaching a second language means helping the student to overcome those difficulties in his efforts to acquire the speech habits of the language.

The interference that is found in learning a second language makes second language teaching strikingly different from teaching a mother tongue. In the latter the teacher is more concerned with giving the students ideas, perceptions and values about the language, because according to Nelson Brooks "the muscular habits have been fully formed in the first five years of life" (2 p. 61) In second language teaching, however, first of all the teacher is supposed, to quote Nelson Brooks again, "to develop in

his pupils complicated patterns of muscular coordination and habit formation" (2 p.61) This means that what is foremost is the students' attainment of the speech habits of the second language. It is only after the habits are fully established in the students that the teacher begins to give them ideas and values of the second language, such as theories on grammar and literature.

B. The implications of second language teaching.

It has been stated before that in second language teaching the teacher is helping the students to overcome the difficulties which result from the interference from the mother tongue. To be successful in carrying this out, a second language teacher should know the students' difficulties and to cope with those difficulties should use the Oral Approach, suitable and graded materials, create cultural environment, provide ample motivations and give sufficient time.

In accordance with the fact that language is primarily spoken, the method approaches a second language in its oral aspect. This does not mean that the Oral Approach ignores reading and writing; it does mean that the skills of reading and writing are postponed until the learners are acquainted with the spoken language. The Oral Approach introduces the language skills to the students in the same order in which they are supposed to be learned: listening, speaking, reading and writing. The students are made first of all to listen to the items being introduced. After they have grasped the meanings, they are trained to produce those items. The items are introduced in their written forms to the students, soon after they are able to pronounce those i-

tems. This is important. For otherwise the students will make use of the verbal units of the mother tongue, in reading those items aloud. Given a written phrase "made in Indonesia", for example, an Indonesian student who has not attained the verbal units of the phrase, that is to say who does not know to pronounce it, will likely read it [made in Indonesia]. For Indonesian spelling is phonetical and he is accustomed to solve any pronunciation problems in Indonesian by naming and combining the letters. It is true that as long as the relationship between the sounds and the words of the second language is not erratic, there will not be any grave danger. ^{Anyhow,} It is safer to introduce reading after the students have the verbal units of the materials. For the visual units in reading are established on the basis of the verbal units, as Fries says:

"Unless one has mastered the fundamentals of the new language as language- that is as a set of habits for oral production and reception, the process of reading is a process of seeking words equivalents in his own native language." (9 p.6)

Similarly the skill of writing is introduced after the students have obtained the visual units of the materials.

Another aspect of the Oral Approach which makes the method effective is the drills. They are used to make the students obtain the units of the second language within a short time. In fact they make second language learning not natural. But when they are put in meaningful situations, and are handled in an interesting way, they become a real help for the students to master the language.

For the beginners of second language learning, the method functions as "a means of initiation into the elements of a language of which the students are entirely ignorant" (16

and as a short cut to the ultimate end, which is the mastery of the language. It is a method of correction when it is used to teach the intermediate students who are already acquainted with the language, but due to some wrong teaching methods, have formed wrong habits. And for the advanced students, it is a method of intensification, because it makes them speak, read and write the language more intensively and extensively. In brief, the Oral Approach is an effective method of second language teaching at all levels.

From the fact that language learning is a process we come to know that a learner starts with the easiest items and gradually deals with the more and more difficult ones. That is why to fit in the process, the materials for second language teaching should be graded from the easiest to the most difficult. What is meant by this is that in teaching structures, for instance, the teacher starts with simple patterns that are frequently used and are regular in forms and on which the more complicated patterns are based. In the teaching of vocabulary, concrete things that are in the immediate environment of the students are introduced first. It is only after they are fully grasped by the students that things in the chief, the general and the special areas of living such as: house, market, engine and some abstract ideas like wisdom, knowledge are dealt with. Apart from being graded, the materials should also be suitable for the levels of the learners. In other words the materials should be such that they are in accordance with the capacity and the interests of the students to whom they are given.

One of the students' difficulties in learning a second language is that the students are not in the cultural field of the language. To eliminate this difficulty, in second language teaching the teacher creates the cultural environment of the language.

We know that one of the keys to a successful learning of the mother tongue is that the children see the need of learning it. So to bring about the same satisfactory result in second language teaching, the teacher makes the students aware of the usefulness of learning it. The teacher gives the students enough motivations which will encourage them to study the language well.

As a process second language learning needs time. In teaching a second language the teacher therefore gives his students sufficient time to get into acquaintance with the items of the language, and in the long run to attain the language skills.

The nature of language in general, the process of second language learning and the implications of second language teaching which have been presented in this chapter are the principles on which the objectives of second language teaching are based and on which the thesis is worked out.

CHAPTER III

THE OBJECTIVES OF SECOND LANGUAGE TEACHING

I. True objectives -- establishing a coordinate system.

There are many ways of expressing the proper objectives of second language teaching. J. B. Carroll in his book "The Study of Language" says that there are three groups of objectives. In the first group the teacher's goal in teaching a second language is to make the students have the command of the language. This means that second language teaching helps the students to acquire the habits and the patterns of the second language. J. B. Carroll believes that each language carries humanistic values. As a consequence, he states that the second group of second language teaching is that the teacher aims at the students' attainment of the humanistic values from the language which they are studying, so that the students' experience of what is human about other people is enriched. The last group of objective is to give the students "a sense of appreciation and knowledge of the role of language as a cultural institution" (4 p. 169) These three objectives presuppose high proficiency in the language and this is what we should strive to give to the students.

On the basis of the fact that language is primarily spoken and that second language teaching means helping the students to acquire the habits of the language, Nelson Brooks maintains that the true objectives of second language teaching is to make the students able to think in and to use the language in a way the native speaker uses it. Or stated in a scientific expression, it is to establish a co-

ordinate system of the mother tongue and the second language within the learner. For though the learner has the mental processes and the overt patterns of behaviour of the new language as well as those of the mother tongue, he keeps them separate in that he is able to use each of them in a proper situation. Thus an Indonesian learning English is said to have had a coordinate system of the two languages, if he thinks in Indonesian while he is speaking Indonesian and in a situation, where he is supposed to speak English, he can switch to it, think in it, uses its correct expressions and accents. Nelson Brooks further says that the coordinate system is obtained by giving the students language skills such as understanding, speaking, reading and writing. In the coming paragraphs we are going to enlarge on each of these skills. ✓

A. Understanding skill.

To begin with, auditory comprehension or understanding of a foreign language is defined as "recognition control of the signalling elements of the language in communication situation" (13 p.206) In order to arrive at such recognition control, the students are trained to listen to and to grasp the language elements which consist of sounds, structure and vocabulary, graded from the easiest to the most difficult.

B. Speaking skill.

The definition of a speaking ability in a foreign language is an oral application of the language elements in a free communication situation. Therefore to make the students acquire speaking ability is the same as to train

their organs of speech, so that they can convey their ideas using the language elements that they have already learned. Since language is dyadic, the two skills: understanding and speaking should be mastered in language learning. For unless one is able to understand and to use the language, he does not know it.

C. Reading skill.

It is generally known that there are numerous definitions of reading; each depends on the level in which reading is given. In the beginning stage of language learning, reading is the same as recognising the elements which have been orally learned, through their written representations. Here, there is a transfer of recognition from something auditorial to something visual; and the learners are concerned with the symbols than with the ideas behind the symbols. The second stage of language learning presupposes the students' ability to recognise the graphic symbols automatically. By this time to quote Fries "the symbols are sinking below the threshold of attention". (10 p. 205) The students' minds are no longer concentrated on the symbols as symbols but on the accumulated meanings of the symbols. In consequence, the students can supply themselves what is not given in the representations like intonation, stress. And reading in this stage is getting the meaning or finding information. Reading in the last stage is identical with "stimulating the vivid imaginative realization of vicarious experience." (10 p. 208) Reading in this stage is the same as an act of thinking and an act of identifying what is written with one's own experience. As a result of that thinking, the reader is first of all able to grasp

the implications of the reading passage and the act of identifying makes him able to understand the feelings and the emotions, which are conveyed by means of the language. In his book "Improvement of Basic Reading Abilities", Donald D. Durrell says that reading in the last stage of language learning is the same as associational reading and is essentially a creative art in which the writer's words receive meaning and imagery from the reader's background." (7 p. 232) This is perfectly true for during reading, the reader's mind is active in interpreting what he reads by associating it with his own experience. ✓

D. Writing skill.

Another skill that is necessary to give, in order to make the students have a coordinate system is writing. This is an ability to make a productive use of the language in its graphic representation in ordinary writing situations: written examinations, social and business letters. This is not the same as creative writing. For what is emphasized here is the clarity and the correctness of the structure and the expressions, not the beautiful style, neither the intrinsic value of the contents. The purpose of giving this skill to the students of the first year of second language learning is to make them able to write short and correct sentence patterns which have been orally learned. In the second stage of learning it is to make the students able to produce sequences of sentences in graphic representations, whereas in the last stage is to make them able to write free compositions either in the forms of narrative, descriptive, or in the form of explanatory and letters -- business as well as social. ✓

The first and the third skills belong to the receptive level of language learning. For in listening and reading the learner is just a recipient. His activity is limited to the receiving and to the digesting of the ideas that are conveyed to him either by sound symbols or by graphic symbols. The other skills are called expressive, because using the language elements which have been learned, the learner communicates his ideas to other people.

D. Cultural insights.

Beside the objectives mentioned above, Nelson Brooks speaks of still another objective of second language teaching, which is to give the students cultural insights of the people speaking the language. The reason for it is that language and culture are inseparable. Culture as Robert Lado has described it, is "ways of a people" or "structured systems of patterned behaviour". (14 p.) It is a compilation of meaningful habits and doings of a certain people. As for language it is one of the expressions of culture. There are many things which mirror culture, like dancing, music, painting and wedding ceremonies, but the most powerful expressions of them all is language. For it is through language that we can understand the ways of life of certain people. And it is also through their language that we can penetrate into the soul of the people. The relationship between language and culture is unique. For language is a cultural phenomenon; it belongs to culture and at the same time reflects the culture. In accordance with the assumption that we can understand a part well only by understanding the whole to which the part belongs, a thorough grasp of language can be gotten by understand-

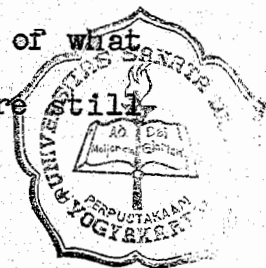
ing the culture. And since every culture is well expressed only by its language, the culture of a people speaking a second language can only be well understood through the language itself. ✓

For this reason, to round up the completeness of second language teaching, that is to make the students gain an insight into the culture, the cultural patterns should be given together with the skills. The patterns such as the way people have their meals, greet one another, spend their holidays etc., should be incorporated with the skills. Or stated in other words, the materials for understanding, speaking, reading and writing should reflect the way of life of the people speaking the language. In the long run, that is after the students are fully acquainted with the language, the cultural insight of the students can be enhanced, for example by making culture a special subject which stands by itself. The principle behind it is to deepen still more the students' knowledge of the second language by giving some perspective of the culture of which the language is a part.

From the objectives of second language teaching given by J.B. Carroll and Nelson Brooks, we can draw the conclusion that although the ways of expressing the objectives are different, those authors have something in common. They, and with them still other authors like Mary Finocchiaro and Fries agree that the goals of second language teaching are the students' attainment of the skills and cultural insights. ✓

II. False objectives -- establishing a compound system.

At present due to the wrong understanding of what language and second language teaching are, there are still



some teachers who do not know the proper objectives of second language teaching. Instead of giving the students language skills, they aim at making the students translate the second language into the mother tongue. This, of course, is a false objective, because it ignores the nature of language. It does not enable the students to read in the second language, let alone to speak it. It only increases the learner's knowledge of the mother tongue, because in translating the learner looks for word equivalents in the mother tongue and puts them in proper arrangements, regardless of the original meanings. Translation can be given only to advanced students. For it presupposes the students' mastery of both the mother tongue and the second language. In the advanced stage of language learning, translation is very useful because it helps to develop the students' faculty of thinking. As we know, except for highly technical words e.g. radio and television, there are no words in the mother tongue and in the second language having exactly the same meanings. Therefore in order to get suitable words in one language and to put them in such a contact so as to yield meaning which is similar to the original, the students have to cudgel their brains for it first.

Some other teachers are of the opinion^{that} their objective in teaching a second language is to make the students know as many words as possible. And to arrive at their "idealistic objective", they give the students lists of words to memorise. If we look upon this objective in the light of the nature of language and of the characteristic of second language teaching we will agree that to make the students know the words is a wrong objective. In fact, it is

simply impossible to give the students a mastery of the words of a second language, since the lexical items of any language are uncountable. They are always growing along with the development of the people speaking the language, not only in the cultural, the economical, the social and the political fields, but also in the technical field. And if it ever happens that there is a teacher who is successful in making a very gifted student know all the words of the second language, this does not mean that the student has the command of the language. For language consists of words as well as sounds and features of arrangements. The three elements are so interwoven with one another that to master the language one has to know the elements in the sense of being able to use the three of them. ✓

Still some other people think that the objectives of second language teaching are to finish the textbooks and to prepare the students for an examination. It is clearly seen that the first is an illegitimate objective, For it does not concern the students' attainment of the skills. The textbooks only give the students the knowledge about the language, for instance, rules of grammar. At the end of the course the students might know all the rules by heart, but they certainly do not know the language, since they are never trained to apply the rules in actual speech. As long as the examinations do not take the nature of language and the characteristic of second language teaching into account, to prepare the students for such an examination is a wrong objective. During the examinations the students are usually asked to give the correct forms of some verbs, to indicate the parts of speech, to fill in correct prepositions and to answer some questions about a reading piece. The stu- ✓

dents might be able to do those instructions well and pass their exams. But it is certain that they are not able to understand, to speak, to read and to write the second language, since what is important in second language teaching is not the knowledge about the language but the training of the skills. It is not the knowledge about the second language which makes one "know" the language but the skills.

The false objectives mentioned above have something in common. They make the students have a compound system. This means that the students know some aspects of the second language, but in producing them, the students use the mental processes and the overt pattern behaviour of the mother tongue. The items produced are those of the second language, but they are flavoured with the sounds and the meanings of the mother tongue.

The purpose of mentioning the false objectives is to make their adherents aware that they are not on the road of success. And we discuss the proper objectives in this chapter with the hope that the teachers might use those objectives to substitute the wrong ones which they have been following. Another dealing significance of our dealing with the proper objectives of second language teaching is that we are going to use them as criteria in making our observations on the objectives of English language teaching as set up in the S.M.P. and the S.M.A. curriculum.

CHAPTER IV

OBSERVATIONS ON THE CURRICULUM FOR ENGLISH LANGUAGE TEACHING AT THE S.M.P. AND THE S.M.A.

Before we look at the objectives of English language teaching at the S.M.P. and the S.M.A. in the light of the true objectives of second language teaching in general, in the first part of this chapter we are going to present the objectives as they are outlined in the syllabus.

I. The Objectives of English Language Teaching at the S.M.P and the S.M.A.

Before 1962 what was done in most English classes was only training the students to translate a reading piece from English into Indonesian. For at that time many teachers were imbued with the wrong idea that translation would make the the students able to read, and the objective of English language teaching was only passive comprehension. With the development of Linguistics, however, some English teachers in Indonesia began to realise that language is primarily spoken and that the best way to attain reading ability is through speaking. This realization constitutes a turning point of English language teaching. The setting out of the objectives by the Department of Basic Education and Culture will also enhance the English language teaching at the S.M.P and the S.M.A.; also because of the fact that there are uniform objectives of English language teaching at the S.M.P. and the S.M.A. throughout Indonesia. Another significance of the objectives is ^{that} they give the English language teachers some idea as to how they should teach and as to what materials and tests they should use.

With the beginning of the new school year 1962, the objectives have been implemented at some S.M.Ps and S.M.As. ,but not in all. On the basis of the scope, they are classified into two kinds, the general and the specific. The general educational principles underlying both of them are;

1. education should make the students adherents as well supporters of Pantja Sila, the guiding principles of the Indonesian state and nation. In other words, education should help the students to be really aware of the universal and the national significances of Pantja Sila, to live up to Belief in God, Internationalism, Nationalism, Democracy and Social Justice and to have Indonesian identity.
2. the S.M.P. and the S.M.A. should prepare the students for higher studies and full participation in the Indonesian society.
3. what the students get at the S.M.P. and the S.M.A. should form and develop their sense of beauty so that they can appreciate beautiful and artistic things. (Translation is mine) (19 pp 69-70)

The English language teaching at the S.M.P. and that at the S.M.A. are considered a unified six year course. And they have two general objectives in common:

- a. Since many scientific books are written in English, the general purpose of English language teaching at the S.M.P. and the S.M.A. is to provide the students with a tool which will help them to increase their knowledge and their modern technical skills that are necessary in the attainment of a just and prosperous society.

- b. English is a world language. English is therefore taught with the purpose of giving the students a means to come into contact with other people, to know and to appreciate their culture. (Translation is mine) (19 p. 70)

The specific objectives of English language teaching at the S.M.P. are slightly distinguished from those at the S.M.A. The former is divided into two parts. The first of which is concerned with the skills, whereas the second has something to do with the elements. Stated explicitly, the objectives are:

1. to give the students the skills of the English language: reading, listening, writing and speaking.
2. to make the students master the basic structural patterns : statements--questions and requests and able to use about 1000 English words actively.

Those objectives are worked out further. What should be achieved by the students of the first, the second and the third years are clearly shown. For detailed information about the objectives of each year, the readers can refer to the syllabus of the S.M.P. entitled "Rentjana Peladjaran dan Pendidikan S.M.P. Gaja Baru" pp. 73-98.

As has been mentioned, English language teaching at the S.M.P. and the S.M.A. is a unity in the sense that the latter is just a continuation of the former. Accordingly, the objectives of teaching English at the S.M.A. are almost the same as those of the S.M.P. They are:

1. reading ability
2. understanding skill
3. writing ability
4. speaking skill

In addition, in the third year of the S.M.A. there is another objective of teaching English namely translation. Especially in the third year of the Literary section and the section of Social Sciences, where the oral skill is very much needed, the point of emphasis of the objectives is on speaking ability and the knowledge about the English language.

II. Comments and Recommendations.

If we compare the objectives of English language teaching at the S.M.P. and the S.M.A. as set forth in the curriculum with the proper objectives of second language teaching in general, we will realize that the former is legitimate. For they are in accordance with the nature of language and the purpose of second language teaching. They emphasize the students' attainment of the skills rather than the knowledge about the English language.

The wording, however, might give rise to misunderstanding on the part of the English language teachers. We know from the first chapter that educational objectives are better stated in terms of the students than of the teachers or of the subject matters. For though a teacher has covered his objectives, this does not guarantee the students' attainment of the goals. In the case of an English teacher, he might as well say that he has given his students reading ability while the students are still not able to read. The reverse, on the other hand, is always true. We can always be sure that whenever the students have obtained their goals, the teacher must also have achieved his. On the basis of this assumption, it would be better if the objectives of English language teaching at the S.M.P. and the S.M.A.

are worded in terms of the students. So instead of giving reading ability or just reading ability, etc., they should run as follows:

1. to attain the ability to read
2. to achieve the listening skill
3. to attain the writing ability
4. to achieve the speaking ability

Or they may also be stated in terms of the teachers, on condition that a special emphasis is put on the students e. g. to make the students attain the reading, the listening, the writing and the speaking skills.

The order in which the objectives are listed might also cause some misunderstanding. Some teachers are not yet convinced that language is primarily spoken, therefore whenever they see the skills put in the order of reading, listening, writing and speaking, they will readily assume that the first and foremost objective to achieve is reading. Of course, this is not what the curriculum planner means.

It is true that among the skills, reading is the most important. Especially here in Indonesia, where the students have to read English books, reading occupies the first place. But this does not mean that speaking is slighted. The importance of reading even brings about the value of speaking. For reading ability is only well achieved through speaking. In order to avoid the danger that some teachers might belittle speaking ability, the objectives should be put in the usual order of listening, speaking, reading and writing with further information that reading is the most important.

As far as clarity is concerned, the objectives of English language teaching at the S.M.P. are all right. For

though reading is put in the first place, the objective which says that the students should master the basic sentence patterns and able to use about 1000 English words actively, complements it. That objective explains that despite the importance of reading, speaking should be paid attention to. Besides, from what is supposed to be achieved in each year of the S.M.P., it is also clear that after a certain proficiency in the oral skill, the students start meeting the patterns which they have orally learned in graphic representations and thus are started in the reading skill.

The objectives of English language teaching at the S.M.A., on the other hand, are not clear cut. Reading is the first in the list and there is no explanation at all that reading should be given after speaking. At present when there are no materials in which the attainment of the objectives is taken care of, the order in which the objectives are listed in the curriculum might confuse some S.M.A. teachers. Aside from that there are no fixed and more specified objectives for the first, the second and the third years of the S.M.A.

To include translation, putting a passage from English into Indonesian or the reverse, as one of the objectives of English language teaching in the third year of the S.M.A. is wrong. As Nelson Brooks has told us, translation should not be given to beginners and to intermediate students, because translation demands the students' thorough knowledge of the two languages. From observation we know that the result of English language teaching at the S.M.P. and the S.M.A. is far from what it should be; the English

of the third year students is relatively poor. For this reason we can well understand that it is inadequate to give translation to the third year students of the S.M.A.

Considered from the point of view of language in its totality, the objectives of the English language teaching at the S.M.P. and the S.M.A. are not complete. For though it is stated that the general purpose of English language teaching is to give a means to understand cultures of other countries, the specific objectives do not say anything about giving the students an insight into English culture. As we have recurringly mentioned, language is an aspect of culture. Language and culture are inextricably woven. Language expresses the way of life of a people. A real and true understanding of the English language therefore presupposes understanding of the culture of the English people. And to make the students understand English culture, they should be placed in contact with English and through the language should be given a cultural insight. It is true that perspective of English culture is best conveyed by means of English. Anyhow, this does not mean that as long as the students of the S.M.P. and the S.M.A. do not know much English, we have to put a bar between them and the English culture. On the other hand, to make our English language teaching effective, we should ^{introduce} English culture to the students. Along with the development of the skills, the cultural insights should be given. They should be graded according to the levels and the interests of the students.

For example, to make the first and the second year students of the S.M.P. gain an insight into the range of experience of the English people, they should be given some

cultural aspects like: the places and time of play, some games, stories, songs, formulas of address used by children to their parents, friends, teachers and strangers. The students of the third year of the S.M.P. and the first year of the S.M.A. begin to be interested in social life. The cultural aspects which are suitable for them are therefore modes of recreation, songs sung on special occasions such as love affairs, birth-day, sports and games, school activities, the social relations between the sexes among youth, conventions of modesty, courtship and marriage, relations between youth and adults, introductions and leave-takings. In the second and the third year of the S.M.A. Literary section, special emphasis is on culture. Consequently, the students should be given many aspects of the English culture, especially those which have some bearing on the English language e.g. language formulas in various situations, verbal taboos, tones and gestures accompanying various ejaculations, religious ceremonials, and several works of arts such as painting, music, and dancing. The second and the third year students of the section on Social Sciences are concerned with social and economic activities. The cultural aspects: types of employment, agriculture, social distinction, funerals, the meals and clothing are appropriate for them. Finally, for the students of the sections on Mathematics and Natural Sciences who have to concentrate on the experiments in the laboratory, modern inventions, sciences and architecture are interesting.

Some people are of the opinion that it is not good to give perspective of the English culture to the S.M.P. and the S.M.A. students. The reason for it is that they are

afraid that the students might adopt the English culture and lose their national identity, since they are still young, easily influenced and not mature enough to appreciate the culture which are presented to them. Notwithstanding whether the S.M.P. and the S.M.A. students are mature or not, we think that it is good to give them an insight into English culture. For a sense of appreciation of another culture is easily and best implanted in the students when they are still at their teens. Moreover, the sense of appreciation that has been inculcated in them, since their youth will help to shape their attitudes and to make them broad-minded and tolerant people in the future. In fact there is no danger of losing the national identity. For understanding and appreciation of another culture will, in turn, promote one's understanding and appreciation of one's culture. Coming across a story "The Rabbit and the Crocodile", for example, an English teacher can tell the students that Indonesian people also have such a story, the one which is called "Pelanduk dengan Buaja". In this way the English teacher is increasing the insights of the students both into English and into Indonesian cultures. The teachers of Indonesian, History, Geography and Civics also play an important role. For through the subject matters which they are teaching, each of them can give some perspective of Indonesian culture to the students. Besides, the danger of the students' adopting English culture will not likely occur if the English language teachers give the students a good example, that is, by sticking to the Indonesian way of life. Our last answer to the argument of those who are against the presentation of cultural insights to the S.M.P.

and the S.M.A. students is that to teach a language without its culture is incomplete. Language is a culture-bearer. It cannot be separated from the culture. The relationship between language and culture is just like that between body and soul. It is the soul which makes the body meaningful and it is the culture which makes the language meaningful. To understand a language fully, we have to know the culture of the people speaking the language. Therefore whether we will or not, to make the S.M.P. and the S.M.A. students master the English language, we have to give them an insight into English culture.

Now that we have the proper objectives of English language teaching at the S.M.P. and the S.M.A. which comprise the students' attainment of the skills and cultural insights, we have to consider the materials, the methods and the teaching periods and the examinations used here in the light of those objectives.

Due to the cooperation of the Ford Foundation and of the Institute of International Education, the Pilot Project has been successful in making teaching materials for the English language at the S.M.P. First of all the Pilot Project compared the elements of Indonesian with those of English. The English and the Indonesian sounds which seem to differ from each other like the sound [ɪ] in "tiny" and "batik" [batiʔ] are compared. The results are the findings of the problems which the Indonesian students encounter in learning English. In the case of the sound [ɪ] the difference between the English and the Indonesian [ɪ] lies in the distribution. The former is used in all environments: in open and closed syllables, before and after all kinds of

consonants. The distribution of the latter, however, is restricted to closed syllables. Accordingly, in pronouncing the English words "quickly" and "pin" [kwɪkli], [pɪn], where the sound [ɪ] occurs in an open syllable and before a nasal consonant, the Indonesian students have a tendency to say [kwɪkli] and [pɪn]. Thus, the problems of the Indonesian students in learning the English sound system consist of all sounds that do not have any counterparts in Indonesian or that have counterparts but with different distribution. There are still other elemental differences between English and Indonesian e.g. differences in structure, vocabulary and culture. Those differences either in their forms, meanings or distribution constitute problems.

Having this as an assumption, the Pilot Project built the teaching materials, where the problems with a special emphasis on them, are incorporated into the other elements of the English language.

The Materials which are contained in "Students Book" and "Comprehension Drills", etc., are good. For they are prepared on the basis of linguistic comparison between Indonesian and English, presented in sequence and contrast and graded in difficulty. They comprise the materials for understanding, speaking, reading and writing. They also contain some cultural aspects which are suitable for the S.M.P students such as songs; "Are You Sleeping", "My Eyes, My Ears", "I Have A Gock" and "Welcome Song"; greetings and formulas of address : good morning, good afternoon, good evening, good bye and hello; and stories: "How the Lizard Lost His Tail" and "The Rabbit and the Crocodile".

Considering the fact that the materials are effec-

ive for the attainment of the objectives, we suggest to the government to provide the S.M.Ps. with these materials, so that there is uniformity in English language teaching at the S.M.P. throughout Indonesia. Up to now due to the lack of uniform materials, many English language teachers at the S.M.P. have to stick to the old teaching materials, to mention some of them are: "A Progressive English Course" by M. van Delden, and "The Open Road to Excellent English" by G. B. Pasaribu and D. J. May. If the new and linguistically based materials are available, the teachers will surely leave the old ones. For then they have something to substitute the ineffective materials with.

There are no uniform materials for English language teaching at the S.M.A. Some schools use "Test Your English I, II, III." by W.N. Vest and Tjiok Tik Djoe and "Living English Structure" by W.S. Allen. Some others make use of "English Passages for Translation" by Dr. H.G. de Maar and E. Pino. Those materials do not take the comparison between Indonesian and English into account. Some of them are not intended at all for Indonesian students and as a consequence, do not pay any attention to the problems of Indonesian students in learning English. They are also not graded. Neither are they presented in sequence and contrast. Cultural patterns are hardly found there. In short, they are inefficient and do not make the attainment of the objectives possible. Anyhow, with the impetus given by the Ford Foundation, some of the more competent graduates may continue to produce materials for the S.M.A. which will be a real help to S.M.A. teachers.

The methods that are used to teach English at the

S.M.P. and the S.M.A. are of various kinds. Some teachers retain the traditional method of translation. Others still use another ineffective method which is to give the students prescriptive rules of English grammar, without being aware that knowing the rules by heart is not the same as the ability to speak the language. We have seen in the second chapter that in order to obtain the proper objectives of second language teaching, the teacher should use the Oral Approach. For it is only by means of this method can the teacher make the students achieve English language skills and some insight into English culture. This method of second language teaching is also recommended by the Ford Foundation and it is also on the basis of the Oral Approach that the materials are made.

With regards to the attainment of the proper objectives, the teaching hours at the S.M.P. and the S.M.A. need some recommendation. At present English is given four hours per week at the S.M.P., whereas the teaching period at the S.M.A. is two to three hours per week. Since the process of second language learning takes time, a period of two, three or four hours per week is not enough. To arrive at the objectives that is to make the students attain the skills of understanding, speaking, reading and writing within six years, English should be given every day or at least four to five hours per week. The more hours are devoted to English language teaching the better, because the students will have much opportunity to develop their skills and to increase their insight into English culture.

The tests and the final examinations which are used at present, for the most part do not bother whether the

the students have achieved the skills or not. They do not consider either whether the students have gained an insight into English culture. For the students are only asked something about English grammar such as to fill in some correct prepositions and to choose the correct forms of some verbs. Sometimes the students are given a reading piece to read silently and some questions about the passage to answer. Those kinds of exams are of no good for the attainment of the objectives. Accordingly, they should be reformed. The exams must be held in another way. There should be oral as well as written exams, which measure the students' skills of understanding, speaking, reading and writing. Furthermore, the exams should also be able to measure the cultural insight that the students have absorbed.

Finally, we recommend to hold refresher courses for some English language teachers. The reason for this is that many teachers have not had the benefit of English language teaching courses as offered by the English Department of the I.K.I.P. and the P.G.S.L.P. They have not got any special training on how to teach English and have no clear idea as to what language is. They do not have much insight into English culture, that is why it is difficult for them to impart any cultural insight to the students. In the hands of such teachers, we are afraid that the effective teaching materials and the good method might be of no use and lay dormant. To avoid such an unfavourable situation and in order to attain the objectives, the teachers should be given refresher courses, where they are enriched with an insight into English culture and are trained to handle the methods, the teaching materials, to spend the teaching hours

effectively and to give the students ample motivations.

Having the proper objectives in view, the effective method and appropriate materials, the sufficient teaching hours, the proper examinations and the capable teachers we can expect the English language teaching at the S.M.P. and the S.M.A. to bring about satisfactory results. After six years of correct instruction on English the students will certainly be able to understand, to speak, to read and to write English. And to borrow Fries's expression the students will also be able "to enter into the whole range of experience that the native speakers of the foreign language have grown up with -- the experiences that give content and meaning to their words" ". (11 p.38)

CHAPTER V

ENGLISH LANGUAGE SKILLS AND BEYOND

I. The relationships among the skills and cultural insights

It has been mentioned in the foregoing chapter that the proper objectives of English language teaching at the S.M.P. and the S.M.A. should comprise the students' attainment of the skills and cultural insights. Up to now we have been speaking of the objectives as separate entities. In the first part of this chapter, however, we are going to deal with the relationships among the skills and cultural insights and to see them as an integrated whole.

There is a close relationship between understanding and speaking. For speaking is learned by analogy to listening or understanding. To illustrate it more clearly, before learning to produce a stream of English sounds, say [ðis ɪz ə mə:n], an Indonesian student has to listen to it carefully. For it is only after he has a clear picture of how the sounds are produced that he can utter them correctly. Observation proves that here in Indonesia, part of the students' failure to pronounce English sounds correctly, is that they do not listen to the sounds well, before they attempt to produce them. The sounds are difficult enough for the students to utter and yet they are made more difficult because the students do not give the necessary attention. Therefore one of the efforts, which has been carried out in the Oral Approach, to eliminate this problem is to give the students sound drills, in which the students have much opportunity to hear the sounds, to have a clear picture of how the sounds should be produced and from this auditory image of these sounds to dictate to the organs of speech how

to produce those sounds.

There is a mutual contribution between speaking and reading. In the beginning stage of language learning reading means recognising what has been orally learned through its graphic symbols. For this reason, the more able the student is in the oral skill, the more able he will be in reading or in recognising what has been given to him orally, this time through its graphic representation. Reading also enhances the students' speaking ability. For the English language elements which have been orally learned by the students, will be reinforced and more deeply embedded in the students' memory, if they meet the elements again and again in their reading. Reading in the second and the last stages also contributes much to the students' speaking ability. We know that in order to be able to speak well, one has to have ideas to communicate and must know how to communicate them. The oral skill that is the ability to express oneself by means of the language elements is developed by drills and the reading as it is given in the first stage. And the one which enriches the students with ideas is reading in the second and the last stages. For in it the students are exposed to information and experience.

In the first stage of language learning, speaking and reading abilities help to develop writing ability. As it is stated in Chapter II, in the process of second language learning, verbal and visual units are the basis for the attainment of the manual units in writing. Considering this, we can take it for granted that a student who is good at the oral skill and is able to recognize what has been orally learned, through its graphic symbols well is quite likely to produce it in its graphic representa -

tion correctly. In the later stages, on the other hand, writing ability develops speaking ability. To be able to speak clearly and to the point, one usually needs what is called mental discipline. And it is writing that develops the mental discipline of the students. For in writing the students are supposed to write well ordered, organised and united paragraphs and stories. As for reading in the further stages, it introduces new ideas. It lays open to the students several techniques of organising ideas and some ways of expressing them effectively. Thus, its contribution to writing lies in the fact that it provides the students with ideas and models to organise and to express their ideas clearly in ordinary writing situations.

In the later stages of language learning, the insight into the English culture which the students have gained contributes to the development of their speaking ability. The insight enables the students to use correct expressions in appropriate situations and makes the students' speech better understood. An Indonesian student who lives with a New Zealand family, for example, will get some idea of New Zealand's way of life. He will be acquainted with their colloquial expressions and will know that New Zealanders are accustomed to say "a wee bit" instead of a little bit". In this way his stock of vocabulary is enriched and his speaking ability is for this reason enhanced.

On the other hand, there is a two way contribution between reading and culture. This means that the more developed the students' reading skill, the more capable they are of interpreting and of appreciating the cultural patterns which are incorporated with the reading materials. and that the more insight the students have obtained, the

more their understanding and their enjoyment in reading will be. In the case of the S.M.A. students, they will find more joy in reading "A Waif", "The Secret Aeroplane" and "In Strange Company", if they have some perspective of English culture. This joy in reading will in turn urges the students to read more and more other simplified novels like "Jane Eyre", "Oliver Twist", "Christmas Carol" and "The Invisible Man". Thus the students are developing their reading ability and simultaneously are increasing their insight into English culture.

There is also some relationship between listening ability and cultural insights, listening and reading, writing and culture, etc., But since the relationship is vague and not direct, we do not deal with it.

We have seen that the abilities to understand, to speak, to read, to write and cultural insights are closely interrelated. They complete one another and together form an integrated whole. We have also seen that cultural insights play an important role in the development of English language skills especially reading and speaking and that the development of those skills in return promotes the students' perspective of English culture. The conclusion is that besides developing the skills, English language teachers should also give the students cultural insights. For one's mastery of the English language is determined by how much insight into English culture he gains and how well his skills are developed.

II. A bird's Eye view on the importance of the English language.

Before we show the values of the mastery of Eng-

lish, in this section we are going to deal with the importance of the English language.

It cannot be denied that English is the most important world language. About 250 millions people have English as their mother tongue. With regards to the number of the people who speak the language, in fact Chinese is ahead of English, but communication in the former is more restricted than in the latter. For the English speakers are very widespread. English is spoken as a native language in four continents of the world: America: the States, Europe: England, Australia and South Africa. Besides, English is most widely spoken as a second language in many non English speaking countries like India, the Philipines, Burma, Canada and Sudan. It is also the most widely taught foreign language in many other countries. Notwithstanding the number of its speakers, the importance of the English language is clearly seen in the fields of trade, industry, finance, science and general culture". (17 p. 30) Trade among nations is carried out in English. And almost all scientific books are written in English or translated into English. Then, as a phenomenon of culture, that is as a manifestation of the life of peoples, their thoughts, their outlooks, and their actions, English is one of the richest. Finally, English is also used in the political and the social fields, as it is shown by the fact that English is always used as the primary official language at world conferences like the Bandung conference, in April 1955.

We can advance several reasons for the importance of the English language. In the first place there is what is called a linguistic reason. English is a composite lan-

guage which grew up from the Germanic Anglo Saxon and the Latin Norman French and "this uniting of the Germanic and Roman branches of the European family of languages gives English the richest and most expressive vocabulary of any language". (5 p. 87) This means that its vocabulary is for the most part composed of words which are comprehensible to millions of speakers of other languages like: Dutch German, French, Italian and Spanish. Another aspect which adds to the richness and to the universality of English is that it is open to other languages. There are many loan words such as: kimono (Japanese), hurricane (Indian), coffee (African), tea (Chinese), bungalow (India), ballet (French), piano (Italian), cargo (Spain), deck (Dutch) and poker (German) in its vocabulary. Apart from that, the other elements of the English language make it convenient as an international language. For though it is true that the relation between the English spelling system and the English sound system is erratic and that foreigners find it difficult to pronounce English words, yet the simplicity of the structure acts as a counterbalance to this drawback .For when compared to the structures of other languages derived from the Indo European family, the structure of English is the simplest. It is not burdened with complicated cases and tenses the way German and French structures are. Another thing which can be subsumed under the linguistic reason is that English makes use of alphabetic writing, the most efficient and the most widely distributed writing system.

Another reason for the importance of English is that it is the native language of two of the most influential and powerful nations namely: The States and England.

in the course of the past four centuries. It is obvious that the leadership that was achieved by those two countries in the fields of politics, economy, science and culture contributes to the popularity of the English language nowadays.

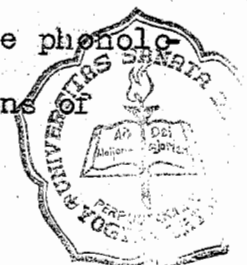
Finally there is still a geographical reason for the significance of English. Due to the colonialization and the expansion carried out by the English, the migration of the English people to America and the spreading of the Gospels by both Catholic and Protestant missionaries, English is widely distributed. Because of which distribution English is used all over the world.

III. The values of the objectives.

In view of the popularity of English through out the world, we would agree that it is worthwhile to master it. Yet if we reflect upon the worth of the students' mastery of the language a bit deeper, we would realize that it does not stop only with the fact that English is an important language. For there is a tremendous accumulation of values in the students' mastery of English which contributes to the development of the students' physical abilities, minds, hearts and personalities.

A. The development of the students' physical abilities.

The students' command of English presupposes their abilities to produce English sounds. This is quite an accomplishment and is really a development of the students' organs of speech. For those which are only adjusted to the Indonesian sound system are now also adjusted to the phonological system of English. In other words, the organs of



speech are more subtle and more flexible. As a consequence, this will make it easier for the students to learn the sound systems of other languages, especially those which belong to the Indo European family like Dutch and German. Briefly, the command of the English language helps to develop the students' physical abilities.

B. The formation of the students' minds.

In his book "Linguistics and Reading" Fries states that "language is the storehouse of all the knowledge and understanding that the experience of man has accumulated. (10 p. 208) That statement holds true especially for English. For as we have gone through, English plays an important role in the fields of trade, economy and agriculture. English is used as a lingua franca by traders of different nationalities in exchanging their goods. It is used by political leaders all over the world to understand each other and to build friendship among the nations and it is also by means of English that new ideas on economy, technology and agriculture are introduced and displayed. To master the English language is therefore to possess the storehouse of all knowledge. It is the same as having a tool by means of which one can pursue the studies and develop his faculty of thinking.

Here in Indonesia, the contribution of the mastery of English to the development of the students' minds is even more conspicuous. The command of English prepares the students for higher studies. Being provided with English the students of the sections of mathematics and of natural sciences, for example, are able to read many scientific books which are written in English. The mastery of English that has been obtained after a course of six years at

the S.M.P. and the S.M.A. is also a real help to the students of the section of social sciences. For it enables them to understand English books on economics and sociology and to solve the economical and the social problems which are still haunting the Indonesian people. As for the command of English which the students of the literary section have, opens up the way to scientific study of languages. It enables the students to peruse English books on Linguistics to compare Indonesian with English, to predict the problems of Indonesian students in learning English and to build materials for teaching English to Indonesian students. The knowledge of Linguistics that the students gain by means of English might also kindle a desire in their hearts to make Indonesian better known by speakers of other languages, by making a thorough study of the Indonesian language, by predicting the problems in learning Indonesian and by preparing materials for teaching Indonesian to other people. In short the mastery of English places the students in contact with the knowledge and the technical know how which are presented in the books that they have read. With this knowledge and wealth of information the students can go on to help in the development of the country in the fields of technology, sociology, economy, hygiene and second language teaching.

C. The formation of the students' hearts.

It is generally acknowledged that English culture is very much advanced and that English is well developed. Furthermore as a language of literature, English is known as one of the richest and one of the most beautiful. Its vast vocabulary composed either in poetic or in prose forms reflects the life of the English people, their thoughts and

their tradition. We can take the works of D.H. Lawrence and William Wordsworth and see what cultural aspects are there. Both D.H. Lawrence and Wordsworth are interested in man and nature. Their works manifest the way a miner and a farmer live and the kinship between them and nature. Their works express the prevailing philosophy of the time. They also picture the struggle of man both against himself and against the outer world. The beauty and the cruelty of nature, the beliefs, the prejudices and the way of life of the English people that are conveyed by the authors by means of streams of words, do not develop the students' minds as many scientific books do. Instead, they stir the imagination and the hearts of the students. The culture which is carried by the flow of English refine the students' "activity of thought and receptiveness to beauty and humane feelings".

(23 p. 13) Thus the command of the English language that the students have obtained at the S.M.P. and the S.M.A. put them in touch with English culture which is there in and beyond the language. And the understanding of the English culture in return makes the students more cultured. This means that the students are more able to sympathize with other people, to appreciate what is human about them and what is beautiful about nature and arts, to develop their human feelings, to enter into life more fully and to love more intensely. Besides, the meeting with English culture also makes the students fully appreciate and understand Indonesian culture for just as Miss Dacanay says :

"Full appreciation often comes only after the opportunity to know and understand another culture or other cultures!"

(6 p.301) Accordingly the contribution of the mastery of English is not one-sided for besides developing the stu-

dents minds, it also forms the hearts of the students.

D. The development of the students' personalities.

It goes without saying that in education we deal with living subjects: each of them is creative and intelligent. This intelligent being is perfectable. He is moving to perfection and on his way to it, he is guided by two forces: the mind and the heart. Education helps him to arrive at perfection, by developing his mind and heart, Education forms them so that they are well balanced. It makes the mind govern the heart and the heart refine the mind. Therefore education is not interested in one aspect, the heart or the mind only. It takes the development of the two forces of man into account. For it is the mind and the heart which make a man a man and the core of education is the formation of man into a person. Based on the philosophy of education, Prof. Alfred North Whitehead maintains that in education "what we should aim at producing is men who possess both culture and expert knowledge in some special direction. Their expert knowledge will give them the ground to start from, and their culture will lead them as deep as philosophy and as high as art." (23 p. 13)

If now we consider the objectives of English language teaching at the S.M.P. and the S.M.A., we will come to know that they are in accordance with the real aim of education. For the attainment of the skills and cultural insights participates in the formation of the students' minds and hearts. The mastery of the English language is a tool which enables the students to grasp sciences, to develop their faculty of thinking and to increase their knowledge. Apart from that, the command of English makes the students able to accept and to appreciate freely their own culture

as well as the cultures of other people. Thus, the objectives contribute much to the development of the students' personalities. Put in other words, the mastery of the English language which is embodied in the attainment of the skills and cultural insights serves as a groundwork for the formation of the students into intellectual persons with human sympathetic attitude.

E. The increase of world understanding.

Last but not least the command of English and the human sympathetic attitude which the former brings about enable the students to understand people of other nations. They make the students attain the language of the heart. Together they make the students tolerant and open to the ideas and cultures of other people and able to voice and to pencil their own ideas and views in a comprehensible way to the speakers of languages other than Indonesian. In this way the mastery of English helps towards the increase of world understanding.

To sum up, the accumulated values of the objectives of English language teaching at the S.M.P. and the S.M.A. lie in their contribution to the development of the students' physical abilities, to the formation of the students' minds and hearts, to the development of their personalities and to the increase among nations in the world. The attainment of the objectives is meaningful, because it places the students in a position to help the growth and the development of our country. And this service to the country is certainly one of the aims of education.

CHAPTER VI

SUMMARY AND CONCLUSION

We cannot speak of an educational course without consideration of its objectives. For it is the objectives which makes the educational course meaningful and effective. The objectives are specified by the subject matter of the course and they in return, determine its methods, the materials and the types of teachers which are helpful to arrive at them; they set up the rest for their implementation. The objectives of second language teaching are determined by the nature of language. On the basis of the fact that language is primarily spoken and consists of a set of symbols for communication, the objective of second language teaching is to make the students able to communicate in the language, in its oral and written forms. And since language is not just a stretch of sounds but also a manifestation of culture of the people speaking the language, the objective is also to give the students an insight into the culture of these people.

In other words to arrive at the objectives of English language teaching at the S.M.P. and the S.M.A. the teacher is supposed to develop the students' skills of understanding, speaking, reading and writing. The teacher should also make the students attain an insight into English culture. The students' control of the English language in all its skills and possession of cultural insight is no other than their attainment of the abilities to understand, to speak, to read and to write English and to appreciate and to understand English culture. And the skills

and insight into English culture enable the students to use English in its oral and written forms, as a means of communication.

The method of teaching English at the S.M.P. and the S.M.A. is controlled by the objectives. Having the objectives in view, we would agree that there is no method as effective as the Oral Approach to make the students attain the skills and an insight into English culture.

The sort of materials which are to be used for the S.M.P. and the S.M.A. are also determined by the objectives, in that the materials should take care of the students' attainment of the skills and cultural insight. In this case, we are happy with the fact that the materials for the S.M.P. students, for example, Students Book and Comprehension Drills, made by the Salatiga Pilot Project are efficient; they are helpful to arrive at the objectives. The materials also specify the method which is the Oral Approach, because they introduce the skills to the students in the order of understanding, speaking, reading and writing.

Finally, the objectives determine the type of teachers. With respect to the English language teaching at the S.M.P. and the S.M.A., the teacher should understand that they should aim at making the students achieve English language skills and cultural insight. They should know how to put the Oral Approach and the linguistically based materials into practice in every class room performance. Moreover, they should be able to use tests that measure the students' skills and cultural insights. In short, they should be able to implement the objectives.

A concerted move towards the implementation of the

objectives and the use of proper method and materials by capable teachers will help to improve English language teaching in our Indonesian S.M.P.s and S.M.A.s. Consequently, the accumulated values in the mastery of the English language as presented in the fifth chapter will be the students' possession.

SELECTED BIBLIOGRAPHY

1. Abercrombie, David, Problems and Principles, London, 19 .
2. Brooks, Nelson, Language and Language Learning, New York, 1960.
3. Bloomfield, Leonard, Language, London, 1962.
4. Carroll, John B., The Study of Language, Cambridge, 1961.
5. Colburn, Dorothy J., Language Skills, New York, 1951.
6. Dacanay, FE R., Techniques and Procedures in Second L Language Teaching, Quezon City, 1963.
7. Durrell, Donald D., Improvement of Basic Reading Abilities, New York, 19 .
8. Epilogue -- The Learning of Languages.
9. Fries, Charles C., Foundation for English Language Teaching, Tokyo, 1961.
10. Fries, Charles C., Linguistics and Reading, New York, 1963.
11. Fries, Charles C., Teaching and Learning English as a Foreign Language, Michigan, 1960.
12. Hughes, John P., The Science of Language, New York, 1963.
13. Lado, Robert, Language Testing, Great Britain, 1962.
14. Lado, Robert, Linguistics Across Cultures, Michigan, 1961.
15. Marckwardt, Albert H., American English, New York, 1958.
16. Palmer, Harold E., The Oral Method of Teaching Languages, Cambridge, 1955.

17. Pei, Mario, Language For Everybody, New York, 1958.
18. Proceedings of the Conference on Teaching English A-
broad, Center for Applied Linguistics, Washington,
D.C., 1959.
19. Rentjana Peladjaran S.M.P. Gaja Baru, Departemen P.D.
dan K., Djakarta, 1964.
20. Rentjana Peladjaran S.M.A. Gaja Baru, Departemen P.D.
dan K., Djakarta, 1964.
21. Sapir, Edward, Language, New York, 1949.
22. Thomas R. Murray, Judging Student Progress, New York,
19 .
23. Whitehead, Alfred North, The Aims of Education, New
York, 19 .

